2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	2021-22 Will be the first year of State mandated SBAC assessment to establish school wide baseline Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8): 47.65% • SBAC ELA (11): 61.54% • SBAC Math (3-8): 34.74	2021-22 Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8): 47.65% • SBAC ELA (11): 61.54% • SBAC Math (3-8): 34.74 • SBAC Math (11) : 46.105% • CAST: 45.19%	TBD	2022-23 Compass Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8): 52% • SBAC ELA (11): 48% • SBAC Math (3-8): 34% • SBAC Math (11) : 32% • CAST: 38% SED	SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 11% over established baseline from 2021 • SBAC ELA (11) 7% over established baseline from 2021 • SBAC Math (3-8) 12% over established baseline from 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC Math (11) : 46.105% • CAST: 45.19% SED • SBAC ELA (3-8): 34.74% • SBAC ELA (11): 66.67% • SBAC Math (3-8): 26.8% • SBAC Math (11) : 44.4% • CAST : 29.17%	SED • SBAC ELA (3-8): 34.74% • SBAC ELA (11): 66.67% • SBAC Math (3-8): 26.8% • SBAC Math (11) : 44.4% • CAST : 29.17%		• SBAC ELA (3-8): 34% • SBAC ELA (11): 30% • SBAC Math (3-8): 18% • SBAC Math (11) : 11% • CAST : 21%	• SBAC Math (11) 6% over established baseline from 2021 • CAST - 7% over established baseline from 2021 SED • SBAC ELA (3-8) 12% over established baseline from 2021 • SBAC ELA (11) 8% over established baseline from 2021 • SBAC Math (3-8) 13% over established baseline from 2021 • SBAC Math (11) -15% over established baseline from 2021 • CAST - 12% over

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					established baseline from 2021
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 • 70.70% "At/Above Grade-level" • 70.3% Demonstrated growth Grade 11 • 60% "At/Above Grade-level" • 85.7%Demonstrated growth	Spring 2022 Internal ELA Assessment Grades 3-8 • 70.70% "At/Above Grade-level" • 70.3% Demonstrated growth Grade 11 • 60% "At/Above Grade-level" • 85.7%Demonstrated growth	Winter 2023 Internal ELA Assessment Grades 3-8 • 72.4% "At/Above Grade-level" • 70.1% Demonstrated growth Grade 11 • 70.6% "At/Above Grade-level" • 83.3% Demonstrated growth	Spring 2023 Internal ELA Assessment Grades 3-8 • 61% "At/Above Grade-level" • 63% Demonstrated growth Grade 11 • 68% "At/Above Grade-level" • 75% Demonstrated growth	Spring Internal ELA Assessment Grades 3-8 • 75% "At/Above Grade-level: • 75% Demonstrated growth Grade 11 • 65% "At/Above Grade-level"- • 85% Demonstrated growth
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8"At/Above Grade-level" • 59.1%Demonstrated growth	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8"At/Above Grade-level" • 59.1%Demonstrated growth	Winter 2023 Internal Math Assessment Grades 3-8 • 68.2% "At/Above Grade-level" • 67.5% Demonstrated growth	Spring 2023 Internal Math Assessment Grades 3-8 • 37% "At/Above Grade-level" • 61% Demonstrated growth	Spring Internal Math Assessment Grades 3-8 • 75% "At/Above Grade-level"- • 75% Demonstrated growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11 • 57.1"At/Above Grade-level" • 58.6% Demonstrated growth	Grade 11 • 57.1"At/Above Grade-level" • 58.6% Demonstrated growth	Grade 11 • 72.2%"At/Above Grade-level" • 63.2% Demonstrated growth	Grade 11 • 32%"At/Above Grade-level" • 54% Demonstrated growth	Grade 11 • 65% "At/Above Grade-level"- • 65% Demonstrated growth
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) - 2.7%	As of May 2023 6.65%	2%	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	2022 Dashboard 26.3%	As of May 2023 15%	11%	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 11%	2022 66.67%	As of May 2023 50%	100%	EL Reclassification Rate >25%
ELPI Status Level	No performance level	No performance level	TBD	No performance level	ELs demonstrating progress as measured by ELPI "Medium" 45 to 54%
CAASPP Participation Rate	2022 ELA- 74% Math 75%	2022 ELA- 74% Math 75%	May 2023 ELA- 70% Math 68%	2023 Dashboard ELA- 77% Math-77%	>95% Participation Rate

Goal Analysis

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.

Action 1.2b The originally-intended organization and structure of MTSS intervention groups has been modified due to a reduction in staffing in the 22/23 and 23/24 school year. This impacted the initial set up and scheduling of small group intervention support, the amount sessions provided and the group size.

Action 1.6a The introduction of two (2) EL Tutors were added for the 21/22 school year. These tutors added a new layer of instructional support to further enhance what we already had been implemented via Lexia ELD under our EL Coordinator.

In reviewing our year end data, we piloted Lexia English in the Spring semester of 2022. In the 22/23 school year, the EL team added Lexia English for our emergent and newcomer scholars to provide additional language support focused on speaking and listening in English.

The rest of the actions in this goal were fully implemented.

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

Goal 1 Action 1.1a Actual staffing and COLA increases to payroll
Goal 1 Action 1.2 Driven by an increase in enrollment
Goal 1 Action 1.5 Additional students identified for services and continuing services were higher than anticipated
Goal 1 Action 1.9 Professional Development increase to include SDI Core strengths, Restorative Justice, and Franklin Covey- Trust and Inspire
Goal 1 Action 1.11 Scholar Community Advocate/McKinney-Vento Liaison salary impacted by COLA increase

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, all actions were effective in increasing scholar achievement on the state assessments. Participation rates and achievement rates in CAASPP ELA and Math increased each year. Scholars met the established goals in ELA and Math in all grade levels except ELA grade 11 which met the goal in 2022m but then declined in 2023. The school concentrated on increasing participation in local assessments and achieved over a 92% participation rate. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels increase from the 2022-2024 school years with over 60% of elementary scholars meeting or exceeding growth levels and over 75% of grade 11 scholars meeting or exceeding growth levels. Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 16%.

Action 1.1a This action was effective because the school maintained a 25:1 credentialed staff to scholar ratio.

Action 1.1b This action was effective because all scholars had access to core curriculum . In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Action 1.1c This action was effective because all STs had access to AVID strategies and monthly focus supports to use with their scholars. Many STs are implementing AVID in synchronous and asynchronous instruction. Ongoing discussions about tracking and measuring the utilization of strategies schoolwide continue to determine if AVID strategies are being implemented in synchronous and asynchronous sessions.

Action 1.2a This action was effective. Scholars are recognized for their ARTIC value excellence with a Rising Scholar Ticket– a certificate celebrating their achievement, participation, and/or engagement. Supervising Teachers, Tutors, and Resource Specialists have access to a list of PBIS incentives to use to customize their reward for each scholar (class dance party, In-N-Out coupon, etc). The monthly MTSS Bulletin highlights PBIS at school and at home. In intervention tutoring and resource groups, weekly shoutouts are given to scholars who complete the exit ticket with a passing score. This recognition has motivated scholars to request additional attempts in order to achieve mastery.

Action 1.2b This action was effective. Within our Scholar Success team, our Tutors and Resource Specialists provide ELA and Math intervention for scholars at need of Tier 2 and 3 support from their STAR benchmark assessments. As scholars complete their beginning of year benchmarks in September, the Scholar Success team provides Skills Bootcamps based on end of year STAR scores. These Bootcamp sessions provide a continuity of skill support during the benchmark window while they await their beginning of year scores to determine need of intervention for the semester. Elementary and Middle School (Urgent Intervention) ELA and Elementary and Middle School (Urgent Intervention) Math tutors offer weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Tutors use a Freckle exit ticket to assess understanding and determine next steps. Foundational Literacy Resource Specialist offers three session focuses (beginning, emerging and intermediate) twice a week for thirty minutes. Scholars may attend sessions that best fit their needs and schedules. Scholars receive corresponding assignments in Lalilo in addition to independent work in Lalilo each week. Middle School (Intervention) Resource Math scholars attend weekly thirty-minute sessions of different areas of focus. Scholars may attend as many sessions to fit their needs and schedule. Scholars complete an exit in IXL to practice and assess understanding and determine next steps. High School Math Resource Specialist offers weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Resource Specialists use a Freckle exit ticket or teacher-created assessment to assess understanding and determine next steps.

Action 1.2c This action was effective. All scholars who qualify for tutoring received a weekly email regarding upcoming lessons as well as a recap from the week's session with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction should a scholar not be able to attend. Our Counseling Services Department is utilizing the Columbia-Suicide Severity Rating Scale to support suicide risk screenings. The screening is evidenced based and used for all ages. The screenings tool has been effective to assess the severity and immediacy of suicidal risk, and gauges the level of support that a scholar needs. School Counselors will continue to work in collaboration with all academic departments to provide interventions that help remove barriers to positive social emotional development. Our scholar referral system has been effective in addressing and prioritizing scholar needs. The Scholar Success Coordinator provides monthly SEL activities via an internal newsletter as well as a family facing update in each monthly MMU. Activities are aligned with the counseling departments monthly focus. Supervising teachers (STs) can use these during live synchronous instruction as well as to share activities with learning coaches and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time. Our Instructional Coaches also share a Weekly Digest, which includes lessons with SEL introductions. These pre-made lesson templates allow STs to use out of the box, or customize as needed.

Action 1.3a This action was effective. The Human Resources and Training and Development Teams are working in collaboration with hiring managers to present a comprehensive new hire orientation process. The initial goal is a holistic introduction of new staff to the Compass community by partnering with our Director of Staff support to provide new staff with a personalized training schedule prepared and supported by hiring managers. New teaching staff are also provided with the opportunity to work with instructional coaches. We also use regular check-ins to monitor staff feedback to improve the overall Compass experience for staff and scholars.

Action 1.3b This action was effective. All staff had the opportunity to participate in an annual conference that focused on scholar achievement and support. Staff reviewed data and learned techniques to meet scholars' unique needs. The school provides monthly opportunities for professional learning and two in-service days to further their development.

Action 1.3c This action was effective. Leadership staff participated in robust professional learning programs that progressed over three years. The leadership team developed a Framework for the Future and developed school wide goals in a Blueprint for success that has provided a solid foundation for supporting leadership development. Currently, the leadership team is attending bi-monthly workshops on Stephen Covey's Trust and Inspire with a goal of improving trust throughout the organization.

Action 1.4 This action was effective. Compass offered all families a bi-yearly orientation opportunity. Families that were newly enrolled during the school year were invited to attend a weekly live virtual orientation offering. Recently, an on-demand option for orientation was developed with an option, if desired, to schedule a live support session. Orientations cover topics such as program overview, LC responsibilities, Supervising Teacher roles, Master Agreement, attendance, assignments, expectations, truancy, and more topics for educational success at Compass. Weeks of Welcome (WOW) and Mini Weeks of Welcome (Mini-WOW) are both offered once a year to provide valuable information regarding Compass' departments. Topics covered in WOW and MIni-WOW included Assessment, Counseling, Digital Literacy, Engagement, English Language Support, IT, orientations, program overviews, scholar success and support, special education, and welcome back nights.

Action 1.5a This action was effective. Compass effectively utilized a housing questionnaire to identify McKinney Vento scholars experiencing homelessness.

The McKinney-Vento program assisted families with services that included the following: Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc. The Scholar Community Advocate provided McKinney-Vento staff training focused on identifying, and supporting McKinney-Vento scholars in a virtual learning environment. The Scholar Community Advocate attended various Independent Study Evaluation meetings, IEPs, SST, and 504s to support our McKinney Vento population and addressed barriers where applicable.

Action 1.5b This action was effective. Proper identification of unduplicated scholars is key to providing resources. The deadline for the Household Data Collection (HDC) forms for the 2023-24 school year was October 31, 2023. The Household data collection forms (family income survey) are collected via the Parent Portal of our student information system (School Pathways). We began sending initial emails to encourage families to complete the form on July 17th, 2023. Weekly email reminders were sent to families who had not completed the form. In addition, we shared a list of scholars with their supervising teachers to encourage families to complete the form by the deadline. In total per our Census day enrollment, we collected:

2023-2024 numbers show - 557 out of 706; 79% completed, a 14% increase over last year. In addition to collecting the household data collection forms, our Compliance Department downloads the Direct Certification extracts from CALPADS to identify scholars who may be eligible for Free or Reduced price meals. This file is uploaded to our student information system and imported to update their eligibility in the scholar records. This process is done monthly from July 1 to June 30 of each academic year. This process is very effective in capturing scholars who are already eligible for state benefits such as Medi-CAL, TANF, or SNAP.

Action 1.6a This action was effective. The English Language Department works closely with our emergent multilingual scholars, families, and supervising teachers to increase English language acquisition to meet grade-level standards. Lexia is used as Designated ELD with

additional biweekly synchronous instruction provided by EL Tutors through small group and 1:1 (newcomers and LTEL's that might need additional support).

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

Action 1.6b This action was effective. Educational specialists were provided training on the implementation of the selected resources which provided increased access.

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.

Actions 1.1a, 1.1b, and 1.6b were met consistently each year and will become maintenance goals for the school.

The following actions will be continued for the coming year with adjustments to improve current practices.

Action 1.1c Focus group of STs in Online middle school utilizing AVID strategies to boost scholar engagement. This Spring, online high school STs will begin to incorporate AVID Advisory lessons into their Homeroom to continue to boost engagement and build scholar agency, with the goal of including AVID in Homeroom schoolwide.

Action 1.2a Create a system to track data of those that receive PBIS to calculate any impact on scholar success.

Action 1.2b Moving forward, we hope to better utilize and regularly administer the Renaissance CBM (Curriculum Based Measure) to assess growth and provide more targeted individualized support.

Action 1.2c Panorama was not renewed for the 23/24 school year and we will not utilize the survey to monitor SEL data. We are currently looking into SAEBRS under Renaissance as a replacement.

Action 1.3a The Human Resources and Training and Development Teams are using the feedback obtained in the 90-day onboarding check-ins to make improvements to the hiring and training process.

Action 1.3b Participation in the all staff conference was over 90% each year. In the last year of the LCAP, staff were given the choice of which professional learning pathway to follow and were provided with access to conferences, online courses, and other programs that supported their growth. This will continue into the new LCAP cycle.

Action 1.3c The school has adopted a new Growth and Development plan that supports staff in defining their professional goals and learning needs that was fully implemented in the 2023-2024 SY and will continue to be developed.

Action 1.4 Compass will continue to offer Weeks of Welcome and Mini-Weeks of Welcome to all families once a year as well as live orientations throughout the school year for newly enrolled families with an on-demand feature for those unable to attend the live offering.

Action 1.5a Compass plans to increase outreach efforts to our Northern California families and improve identification of McKinney-Vento and foster scholars in this region. Compass also plans on increasing the program budget to address any gaps in supplies and/or materials for scholars experiencing homelessness.

Action 1.5b The Operations department along with marketing will produce a marketing campaign to promote the completion of the HDC form and aim to increase our percentage of completed forms to 85%.The Scholar Community Advocate will continue to build a list of resources available to scholars in need and provide services such as a Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc.

Action 1.6a Determine appropriate support for scholars that have an interrupted formal education. Provide differentiated supports for LTELs. Implement high impact strategies to support Designated and Integrated ELD provided by tutors and STs.

The metric to determine academic achievement groups for all subgroups will be adjusted so that the goal is the same for all subgroups in order to identify equity gaps and target interventions to ensure that all subgroups are achieving the established goals.

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

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 98.11% • Track S - 72.02%	- 98.56%	P1-98.86%	2023 P2 99%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0	0%	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	- 97.5%	As of March 2023 96%	96%	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings	6	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	- 10 meetings	9	Scholar Leadership Council Meetings: 7 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 70%	- 88%	95%	95%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	• 51% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction	- 47% participation in 30% or more synchronous instruction and live interaction	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• Scholars 17% • Parents 34% • Staff 38%	• Scholars 30% • Parents 33% • Staff 37%	• Scholars 30% • Parents 33% • Staff 37%	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff

Goal Analysis

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.

Action 2.1b An additional enrollment piece was added to Summer Session 2023 that focused on response to intervention (RTI) and utilized another subscription. A determined criteria created an enrollment list that focused on scholar intervention needs.

Action 2.1c Teachers provide synchronous sessions based on AB 130 requirements and scholar needs. In the Online Learning Program, scholars have the opportunity to attend daily learning labs that utilize tier 1 interventions and AVID strategies that focus on standards-based learning and grade level skills that align with the Online learning curriculum. Also, scholars in grades 6-12 attend a weekly homeroom session that focuses on AVID WICOR strategies, test prep, and organization skills that scholars utilize in their courses and other synchronous sessions. In the Options Learning Program, scholars participate in live synchronous instruction tailored to a diverse range of academic subjects. Our dedicated teachers integrate social-emotional supports, fostering a safe and inclusive virtual environment where scholars can forge connections and cultivate a sense of community. Each lesson is meticulously crafted to align with the Common Core State Standards (CCSS), employing a rich array of standards-based learning materials to cater to the individual needs of scholars.

Action 2.3a Each school year, the Scholar Leadership Council met more times than the established goal.

Action 2.3d Each school year, the Parent Advisory Council (PAC) met more times than the established goal.

Action 2.4a Multiple surveys have been combined in the annual survey that includes scholars, parents and staff.

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

Goal 2 Action 2.3- Those actions took place at no extra cost to the school

Goal 2 Action 2.4- Temporary staffing reductions in counseling due to voluntary LOAs by staff

Goal 2 Action 2.10- Those action took place at no extra cost to the school

Goal 2 Action 2.13- Reimbursement for student internet participation higher than projected

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions were effective in meeting the established goals. The school's attendance rate continuously exceeds 95% and the suspension rate is 0. Both the Scholar Leadership Council and Parent Advisory Committee met more times than the established goals each year.

2.1a This action was effective. Learning Coach Academy (LCA) has been offered on a weekly basis throughout the school year for Compass learning coaches. Topics covered at LCA sessions have included, but are not limited to: ADHD, AR, MyON, college and career readiness, depression, Engagement, individualizing learning at home, IT tips, LC responsibilities and expectations, LCA overview, ParentSquare deep dive, making learning fun, motivation in learning, navigating unmet expectations, providing support, SMART goals, testing tips and tricks, time management in learning, and much more. Learning coaches attending LCA are engaged with the content, contributing in meaningful ways to all who attend, and sharing positive feedback about their experiences in LCA.

2.1b This action was effective. 155 Scholars participated in K-8 Summer Session through Accelerate Education and subscriptions. 85% of scholars signed up for Accelerate Education Art course offerings. 14% actively engaged in the Art course offering during the session.

100% of K-8 Summer Session scholars signed up to participate in Freckle, RazKids, and Brainpop. 80% of Scholars who signed up for Freckle, 41% of scholars who signed up for RazKids, and 60% of scholars who signed up for BrainPop utilized the subscription during the summer session. 75 Scholars signed up to participate in RTI Summer Camp that utilized the iXL subscription. 61% of the scholars who signed up to utilize the iXL subscription worked 300+ minutes each week during the session. The overall reading growth from utilizing iXL was 22% and the overall math growth from utilizing iXL was 32%.

2.1c This action was effective. These sessions have been effective in reaching this goal in that the research-based tier 1 strategies leveraged during the session improve scholar engagement and academic progress as evidenced through progress reports and report cards.

2.1d This action was effective. Counselors provide grade level SEL groups. These sessions have been effective with the implementation of the CASEL Framework by incorporating the five core social and emotional competencies of self-awareness, social awareness, relationship skills, and responsible decision making.

2.2a This action was effective. Compass offered a virtual end of year celebration for scholars in Kindergarten and 5th Grade. Celebrations included acknowledgement of the scholar's achievement in promoting to the next grade level along with a keynote message provided by a published author. Compass also offered in-person celebrations for scholars in 8th grade and 12th grade. Both in-person celebration ceremonies included acknowledging the accomplishment of Compass scholars at the respective ceremonies, slideshow of scholars being celebrated, and much more. Families and scholars that attend Compass end-of-year celebrations provide positive feedback of the impact the ceremonies have on their scholars and family.

2.2b This action was effective. Compass provided awards to scholars in the following areas: Honor Roll, Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by Semester, Presidential Award for Educational Excellence (Gold Seal) (8th, 12th), Presidential Award for Educational Achievement (Silver Seal) (8th, 12th), Perfect Attendance, Samaritan Award, NHS Lifetime Member (12th), Golden State Seal Merit Diploma (12th), and State Seal of Biliteracy (12th). Awards are either acknowledged at our virtual end-of-year award ceremonies or at our in-person end-of-year celebrations.

2.2c This action was effective. Compass awarded Learning Coach Academy (LCA) certificates to qualifying learning coaches. Learning coaches are able to qualify for a Learning Coach Academy certificate if they attended or watched the recording for at least 10 topic-focused LCA sessions within one school year.

2.3a This action was effective. Compass provided a plethora of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Field trips that were offered included opportunities such as Back to School Park Days, AstroCamp, California Science Center, Discovery Cube, Safari West, Museum of Tolerance, San Diego Zoo, USS Midway, The Chinese Gardens at the Huntington, and much more. Virtual Scholar Workshop offerings included opportunities such as heritage month assemblies, Baketivity, cartooning with Charles Schulz Museum, Spy School, Mad Science, clay making with Clay Mobile, bi-yearly talent shows, spelling bee, Zentangles, and much more. Scholar Club offerings for scholars included Arts & Crafts Club, Awesome Artist's Club, Book Club, Chess Club, Cooking Club, Drawing Club, Genders & Sexualities Alliance Club (GSA), Journalism Club, LEGO Club, Minecraft Club, Music Club , NAMI on Campus High School (NCHS), National Honor Society (NHS), Scholar Leadership Council, Speech and Debate Club, Stories and Snacks Club, and Virtual Field Trips Club. The Scholar Leadership Council provided valuable input on the goals and actions of the school's plan. The SLC president also provides reports to the Board of Directors. This structure is very effective in providing scholars with a voice and including their feedback in decisions that impact the school's operations.

Action 2.3b This action was effective. The Compass Engagement Department provided both synchronous and asynchronous community service opportunities to all scholars. Synchronous community service offerings included making paracord bracelets for troops and creating cards for hospitalized children. Asynchronous community services offered included making cards for the elderly, participating with FreeRice, and decorating lunch bags in partnership with Kids' Meals Inc for hungry children.

Action 2.3d This action was effective. The PAC provided valuable input on the goals and actions of the school's plan. The PAC chair also serves as the parent representative on the Board of Directors. This structure is very effective in providing parents with a voice and including their feedback in decisions that impact the school's operations.

Action 2.4a This action was effective. While multiple surveys were conducted that provided valuable feedback, participation rates were low. Changes were made annually to the LCAP based on input from education partners. In order to increase the value of the feedback, the surveys have been combined into one and goals will be set based on enrollment at the time of the survey.

Action 2.5 This action was effective. External professional learning opportunities are requested by staff and supervisors as part of their Growth & Development plans.

Additionally, internal professional learning sessions and workshops are conducted regularly for staff, occurring monthly, during our Wednesday Cadence and bi-annual in-service days in October and March. Sessions and workshops are selected and delivered based on staff survey responses and requests for training/professional learning. Sessions are also developed and delivered annually for our All-Staff Retreat in August. Our October 2023 In Service Day survey resulted in 83% satisfaction with the overall offerings for learning.

Action 2.6 This action was effective. Compass is proud to be designated as a Purple Star School in the state of California. The Purple Star School Program recognizes School Districts and Individual Schools that demonstrate a major commitment to serving scholars and families connected to our Nation's Armed Forces. Our Scholar Community Advocate developed a needs assessment survey for our military families in need of resources, services, or referrals. The Scholar Community Advocate developed an all-staff training on Military families and their special needs. The Scholar Community Advocate provided an assembly during Military Child Appreciation Month to honor our military scholars.

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.

Action 2.3a For the upcoming LCAP goal, the SLC has decided to measure scholar membership and attendance at SLC meetings. The school will continue to have the same number of scholar meetings throughout the year. Compass will also continue to offer a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.

Action 2.3d For the upcoming LCAP goal, the PAC has decided to measure parent membership and attendance at PAC meetings. The school will continue to have the same number of PAC meetings throughout the year.

Action 2.4a Survey participation goals will increase and will be based on current enrollment at the time of the survey window.

Action 2.5 In response to staff surveys, additional focus on AVID for academic staff will be implemented in 2024-25 SY.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	73.7%	73.7%	Projected: 75%	2023 Dashboard 86%	Graduation Rate (CA Dashboard): 75%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	- 13%	6%	6%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	- 42%	27%	27%	20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	- 31%	Projected 41%	25%	15% College Career Indicator "Prepared

Goal Analysis

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.

3.1b During summer 2023, scholars utilized subject matter expert Compass teachers for targeted support and tutoring offered through live, synchronous sessions scheduled three times weekly and by appointment. This change was determined by high school scholars not utilizing the online tutoring platform previously offered during summer session.

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

Goal 3 Action 3.5 - AVID Program provided at no extra cost
Goal 3 Action 3.6- The membership fee and the application cost were the only expenses needed to fully execute this program effectively.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's graduation rate continues to be below 70%. This is due to the large number of scholars who disconnected from school in the 2020-2021 school year. Each subsequent year, the school's dropout rate decreased, indicating that the actions implemented were effective, even though the cohort graduation rate has only improved slightly. The school increased in A-G course completion from 10% to 29% and scholars prepared for college on the CCI increased from 16% to 23%. The percentage of scholars participating in concurrent enrollment exceeded the 20% goal establish by the school in the 2022-2023 and 2023-2024 school years.
3.1a This action was effective. The summer course list has been finalized and counselors are compiling a scholar interest list for the session. High school scholars who participated in summer session 2023, 89% passed one or more of their courses in which they were enrolled and 84% passed both courses in which they were enrolled for the summer session.
3.1b This action was effective. Comparing summer session online tutoring in July 2022 and Compass teacher targeted support in July 2023, there was an increase in passing rates of 3% from 85% in July 2022 to 87% overall passing in July 2023.
3.2a This action was effective. All scholars have equal access to A-G coursework.
3.2b This action was effective. The partnership with Snow College was not a sustainable dual enrollment program due to low enrollment numbers. However, we have built successful relationships within the California Community College system.
3.4a This action was effective. Our College Career Readiness Counselor continues to conduct senior transition meetings with scholars to support transition planning, college applications, financial aid and post high school job preparedness. In addition, a four-part parent college career readiness workshop series was delivered These workshops and scholar meetings have been effective to aid in laying the foundation to understanding academic requirements for college entry, support college aspirations with a family/school support team and help scholars complete required steps for college entry and financial aid.
3.4b This action was effective. Compass has partnered with Top5 Colleges to provide high school scholars and parents a resource for college exploration and financial awareness. We continue our partnership with California Colleges to support completion of senior applications for FAFSA & CADAA. In addition, we continue to make concurrent enrollment available through the California Community College system.

This action was effective.
Action 3.3 Is still in progress. The RAMP certification application will be submitted in October 2024.

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.

Actions 3.2a, 3.4a, 3.4b and 3.5 will be removed as actions since they have proven sustainably effective over the years.
Action 3.2b Counselors will continue to grow opportunities for our scholars to participate in the concurrent enrollment program at both our middle and high school levels.

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

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 40% of participation in ACOP for at-promise scholars	- 28%	TBD	22%	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 5.6%	11.3%	TBD	13%	0% 5th Year Cohort

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.
There were no identified substantive differences in planned actions and actual implementation of those actions.

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.2 This action was effective. Summer course list has been finalized and counselors are compiling a scholar interest list for the session to support at-promise scholars who are credit deficient. High school scholars who participated in summer session 2023, 89% passed one or more of their courses in which they were enrolled and 84% passed both courses in which they were enrolled for the summer session. 86% of scholars who were taking credit recovery courses passed one or more of the courses in which they were enrolled.
Action 4.3 This action was effective. Access to an A-G credit recovery program and the ACOP Program are available to support scholars who are behind on credits. These extended graduation plans are individually developed in collaboration between the counselor and scholar. These options are targeted to provide a pathway for at-promise high school scholars who have experienced course failures and prevent them from falling further behind.

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.

The school plans to adjust this goal, metrics, and actions for the upcoming LCAP cycle. First, the school will better define its at-promise population and develop goals that better measure progress by this subgroup. Metrics will be established based on sub-group data from the CA dashboard as well as from local measures and surveys. These changes are based on the feedback from education partners regarding the current metrics. The current metric that measures the percentage of scholars eligible for extended graduation will be adjusted to measure the total number of scholars who are identified in the 5th year cohort and how many achieve graduation. Participation in the Accelerated Course Options Program will be based on the number of scholars identified as credit deficient. The school is already identifying these scholars and this new metric will better measure the impact of the access to and completion of accelerated course options.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,687,194.00	$3,401,334.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1a Basic Services - Teachers	Yes	$1029304.00	2626577
1	1.2	1.1b Basic Services - Common Core Curriculum	No	$42085.00	129592
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	$4000	3180
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	$4,476.00	7428
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	Yes	$50,982.00	149803
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No	$0.00	0
1	1.7	1.3a Staff Development Onboarding	No	$38580.00	0
1	1.8	1.3b Staff Development - Professional Learning	No	$81480.00	76057
1	1.9	1.3c Staff Development - Leadership Development	No	$49140.00	72529
1	1.10	1.4a Orientation - Scholar and Learning Coach	No	$23254.00	23245

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	$18,190.00	21254
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	$0.00	0
1	1.13	1.6a Targeted Intervention English Learners	Yes	$4240.00	45235
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No	$0	0
2	2.1	2.1a Learning Coach Academy	No	$0.00	0
2	2.2	2.1b Summer Session	No	$18482.00	75437
2	2.3	2.1c Scholar Attendance	No	$5570.00	0
2	2.4	2.1d Scholar Attendance Counseling	No	$246400.00	84630
2	2.5	2.2a Scholar Celebrations	No	$8000.00	34297
2	2.6	2.2b Scholar Recognition	No	$0.00	0
2	2.7	2.2c Parent Recognition	No	$0.00	0
2	2.8	2.3a Scholar Extracurricular Activities	No	33135.00	24910
2	2.9	2.3b Community Service	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	2.3c Scholar Enrichment	No	0	0
2	2.11	2.3d Parent Enrichment	No	$0.00	0
2	2.12	2.4a School Communication	No	$0.00	0
2	2.13	2.4b Technology Access	Yes	$0	0
2	2.14	2.5 Staff Development - Professional Learning	No	$0.00	0
2	2.15	2.6 Military Connected Support	No	$0.00	0
3	3.1	3.1a Summer Session	No	$27160.00	27160
3	3.2	3.1b Summer Tutoring	No	$0	0
3	3.3	3.2a A-G Coursework	No	$0	0
3	3.4	3.2b Dual Enrollment	No	$0.00	0
3	3.5	3.2c AVID Elective	No	$2,716.00	0
3	3.6	3.3 Recognized ASCA Model Program (RAMP)	No	$0.00	0
3	3.7	3.4a Family College Awareness/Preparation	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No	$0.00	0
3	3.9	3.5 Staff Development - Professional Learning	No	$0.00	0
4	4.1	4.1 At- Promise Interventions/Supports	No	$0.00	0
4	4.2	4.2 Summer Session	No	$0.00	0
4	4.3	4.3 Extended Graduation Plan	No	$0.00	0
4	4.4	4.4 Social-Emotional/Well Being	No	$0.00	0
4	4.5	4.5 Staff Development - Professional Learning	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$2,581,925.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1a Basic Services - Teachers	Yes	$2,573,260.00			
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	$1,064.00			
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	$4,476.00			
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	Yes				
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes				
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	$0.00			
1	1.13	1.6a Targeted Intervention English Learners	Yes	$3,125.00			
2	2.13	2.4b Technology Access	Yes	$0.00			

2023-24 LCFF Carryover Table

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - ▪ The reasons for the ineffectiveness, and
    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023