



Compass Charter Schools

Public Hearing

Date and Time

Saturday June 24, 2017 at 2:00 PM

Location

Internet

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2653 Taft Lane, Palmdale, CA 93551
3305 Buckman Springs Road, Pine Valley, CA 91962
7003 Ridge Avenue, Playa del Rey, CA 90293
3901 Carpenter Court, Studio City, CA 91604
3625 Thousand Oaks Blvd., Suite 245 Westlake Village, CA 91362

Please join my meeting from your computer, tablet or smartphone.

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For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order		Peter McDonald	1
B. Record Attendance and Guests		Miguel Aguilar	1
C. Approval of the June 24, 2017 Public Hearing Agenda	Vote	Peter McDonald	1
II. PUBLIC COMMENT			
A. Public Comment	FYI	Peter McDonald	5

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card and submit it to Miguel Aguilar, Executive Assistant to the CEO. The Speaker Request Card must contain speaker name, contact

number or email, and subject matter and submitted to the Executive Assistant to the CEO prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have **three (3) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

III. PUBLIC HEARING

A. Local Control Accountability Plan (LCAP) Presentation	Discuss	J.J. Lewis	25
B. 2017-18 Annual Budget Presentation	Discuss	J.J. Lewis	25

IV. Closing Items

A. Upcoming Meetings Annual Meeting Monday, June 26 at 5 pm	FYI	J.J. Lewis	1
B. Adjourn Meeting	FYI	Peter McDonald	1

Cover Sheet

Local Control Accountability Plan (LCAP) Presentation

Section:	III. PUBLIC HEARING
Item:	A. Local Control Accountability Plan (LCAP) Presentation
Purpose:	Discuss
Key Result:	CEO Support & Evaluation
Submitted by:	J.J. Lewis
Related Material:	A 2017-18 Planning Survey Results.pdf B 2017-18 Planning Survey Comparrison.pdf C CCS of Fresno LCAP - 2017-18.pdf D CCS of Los Angeles LCAP - 2017-18.pdf E CCS of San Diego LCAP - 2017-18.pdf

BACKGROUND:

Compass Charter Schools involved all of our stakeholders to plan our Local Control Accountability Plans (LCAPs). The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizers. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. While we do share our results for our 2016-17 LCAPs, our 2017-18 plans call for a reset and opportunity to create a new foundation for the organization. This is due in part to the rebranding of the organization, along with the decision to change the Scholar Information System, Learning Management System, and curriculum for the upcoming year. We are asking for feedback on our draft 2017-18 Local Control Accountability Plans by the community during this Public Hearing.

RECOMMENDATION:

For information only.



COMPASS

CHARTER SCHOOLS

2017-18 Planning Survey Results

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

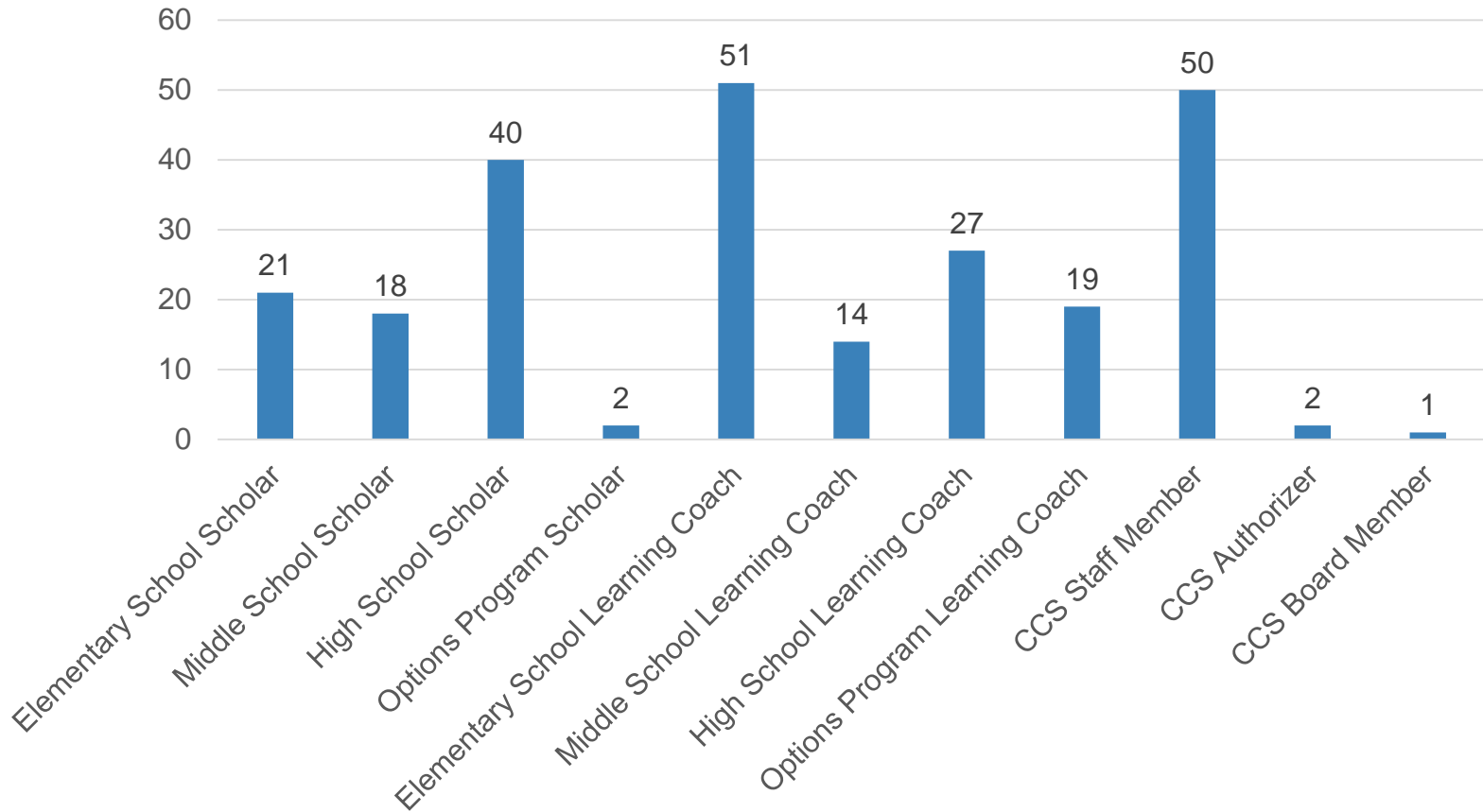
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Demographics

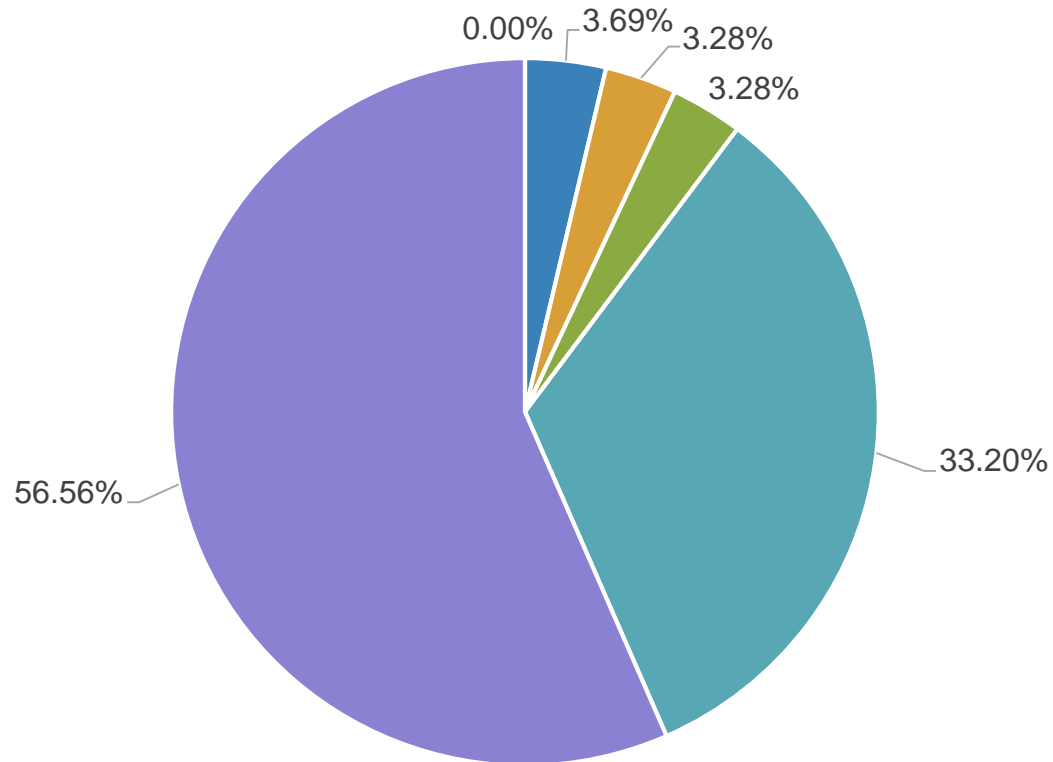


■ Demographics





Overall Program Satisfaction

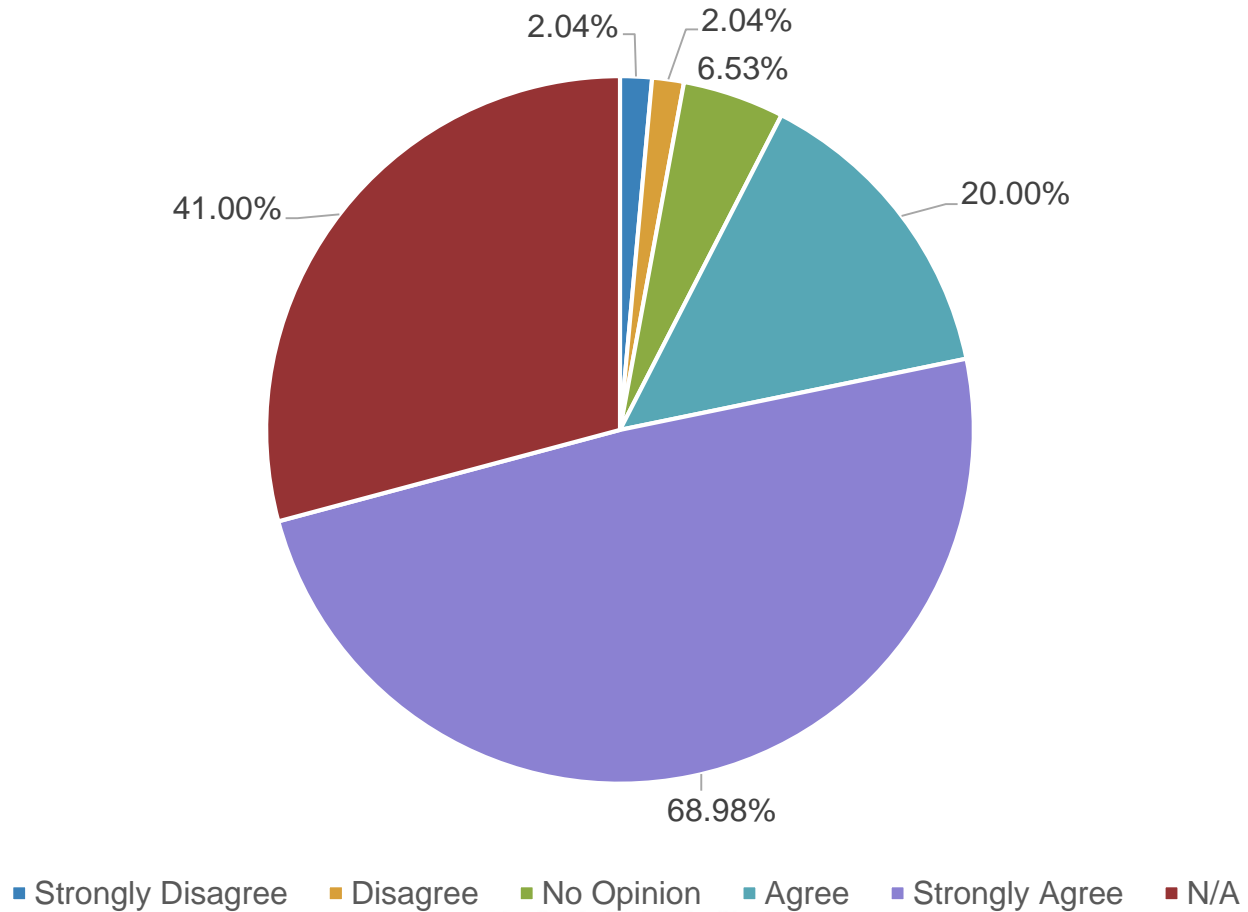


■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A



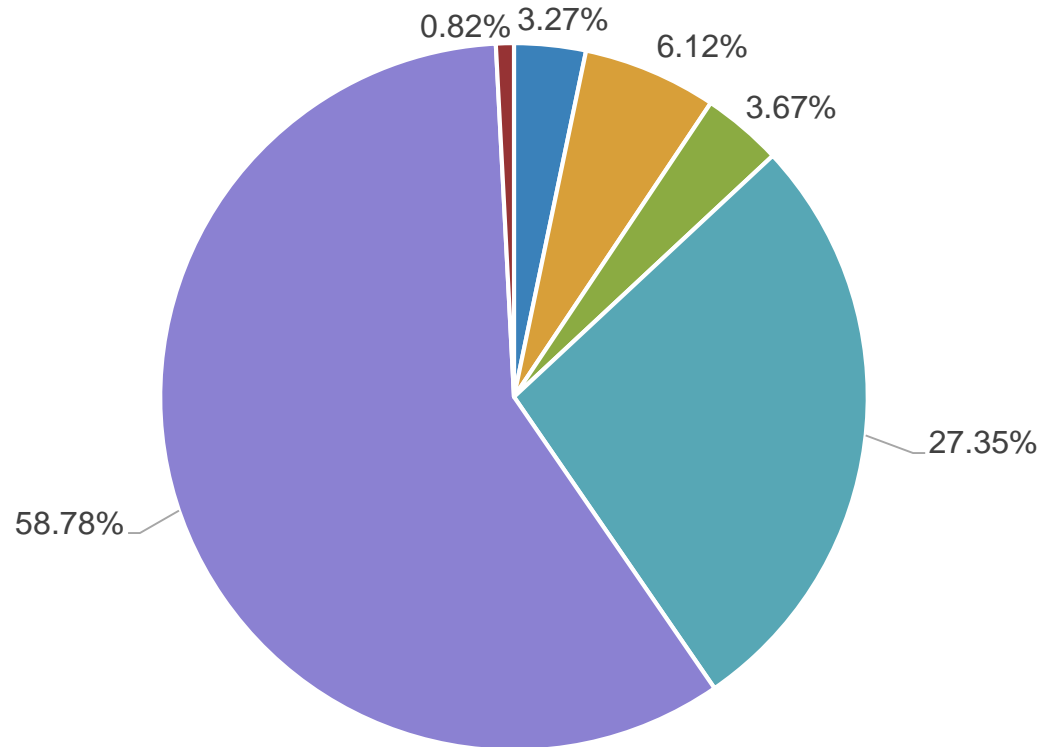


CCS is Committed to the Success of Each Scholar





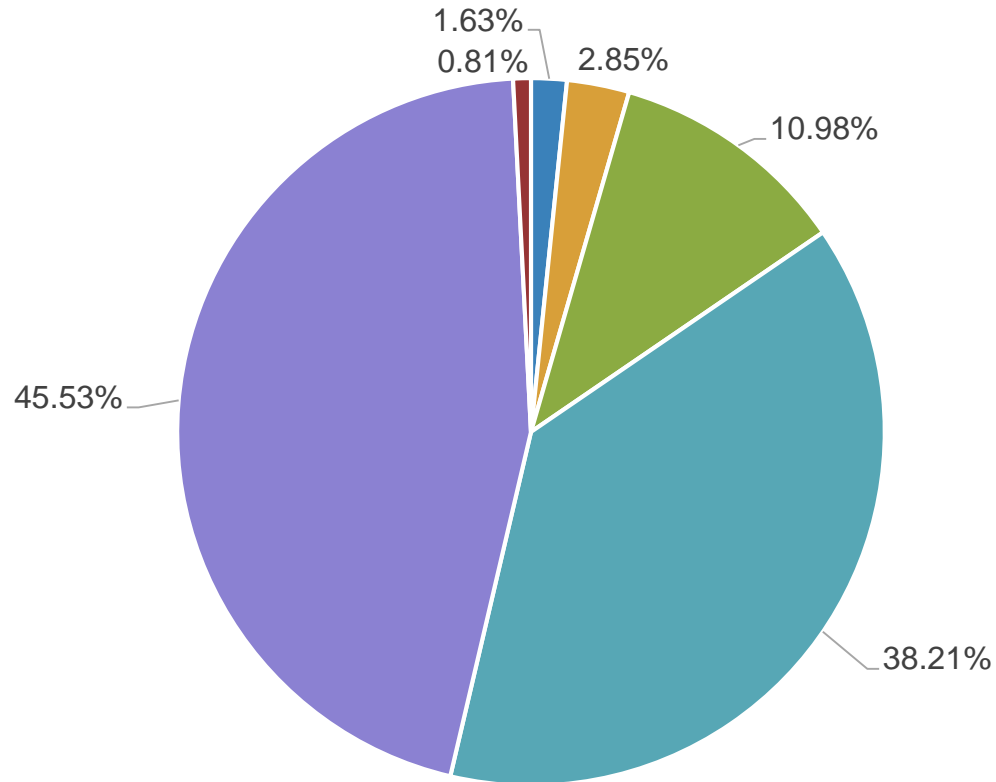
Satisfaction with Communication between Staff & Family



■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A



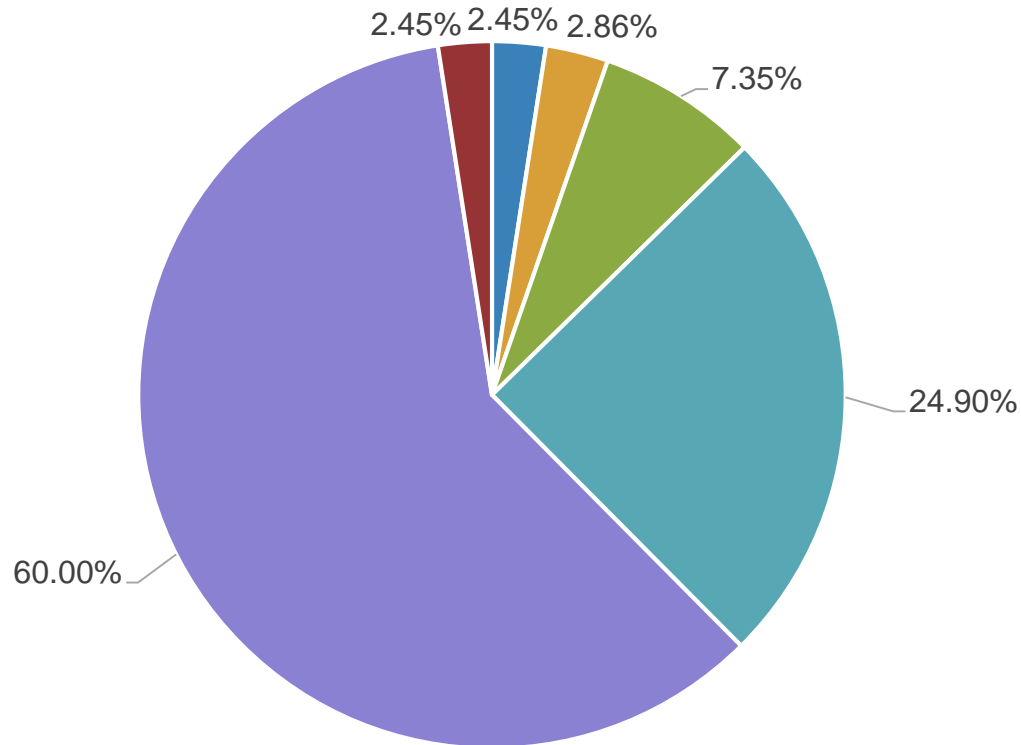
Scholars are Prepared for their Future Success



■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A



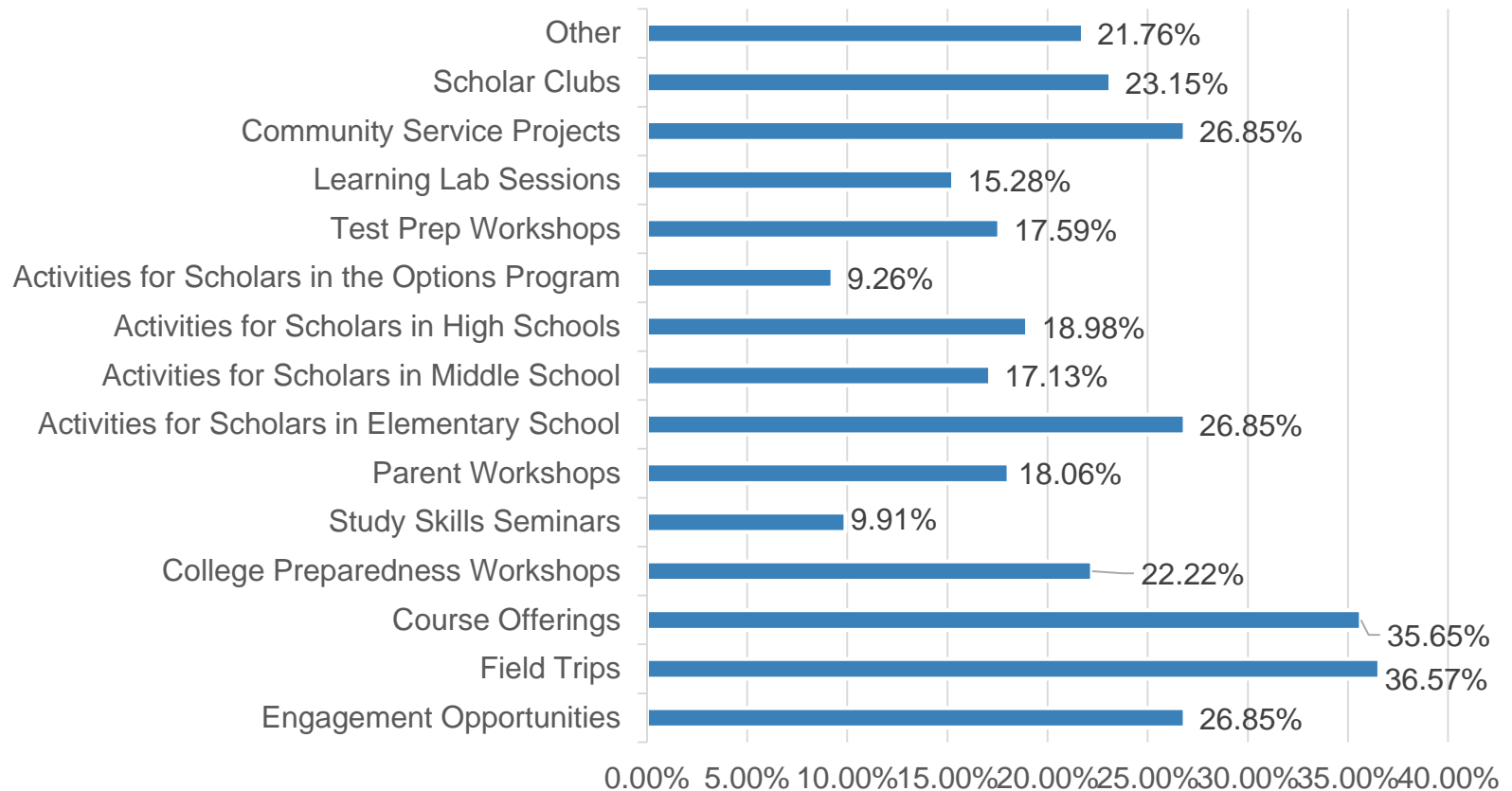
Teachers are Highly Qualified in the Fields they Teach



■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A



I would like to see more:

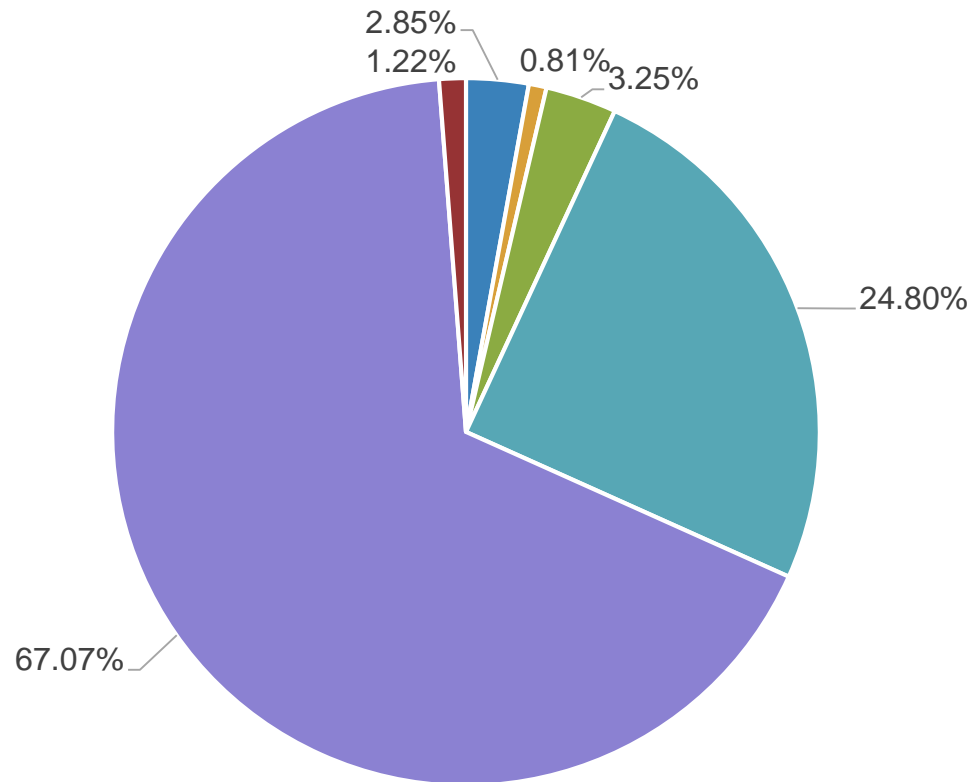


■ I would like to see more:





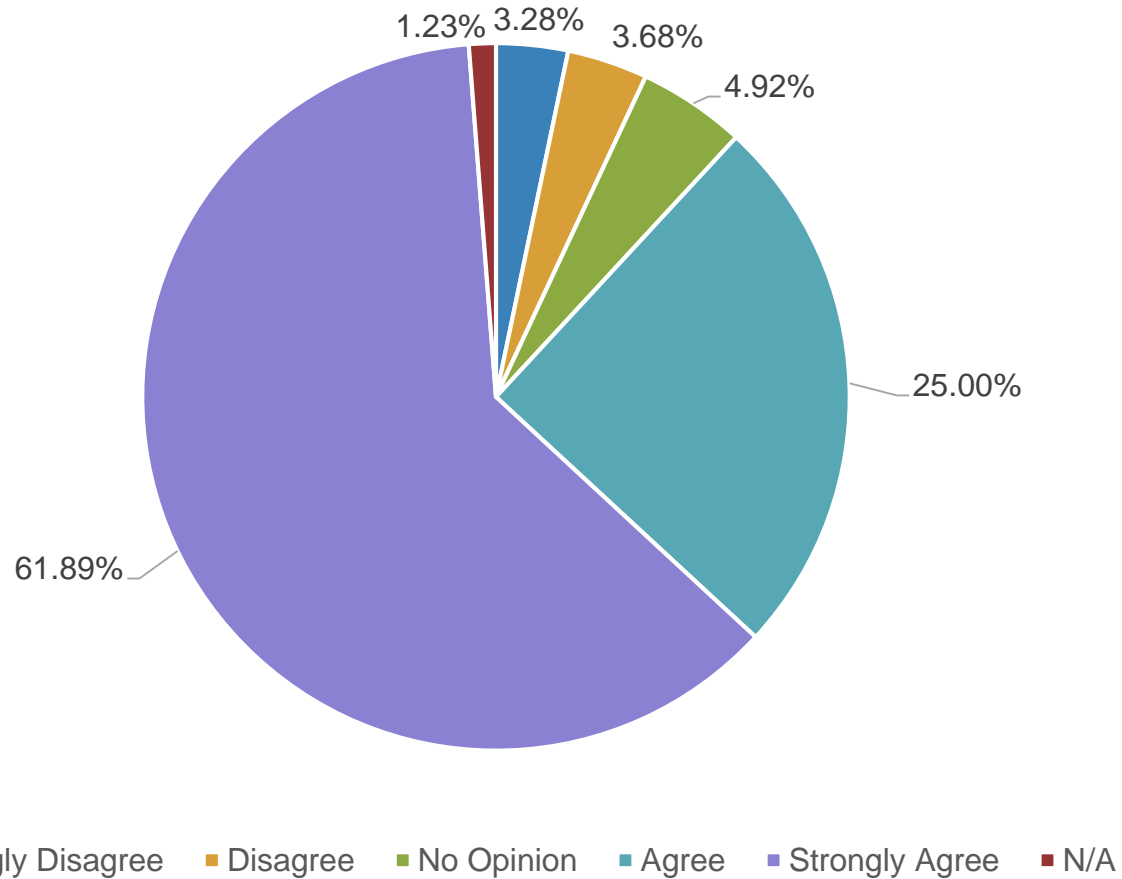
CCS Staff are Helpful & Respectful

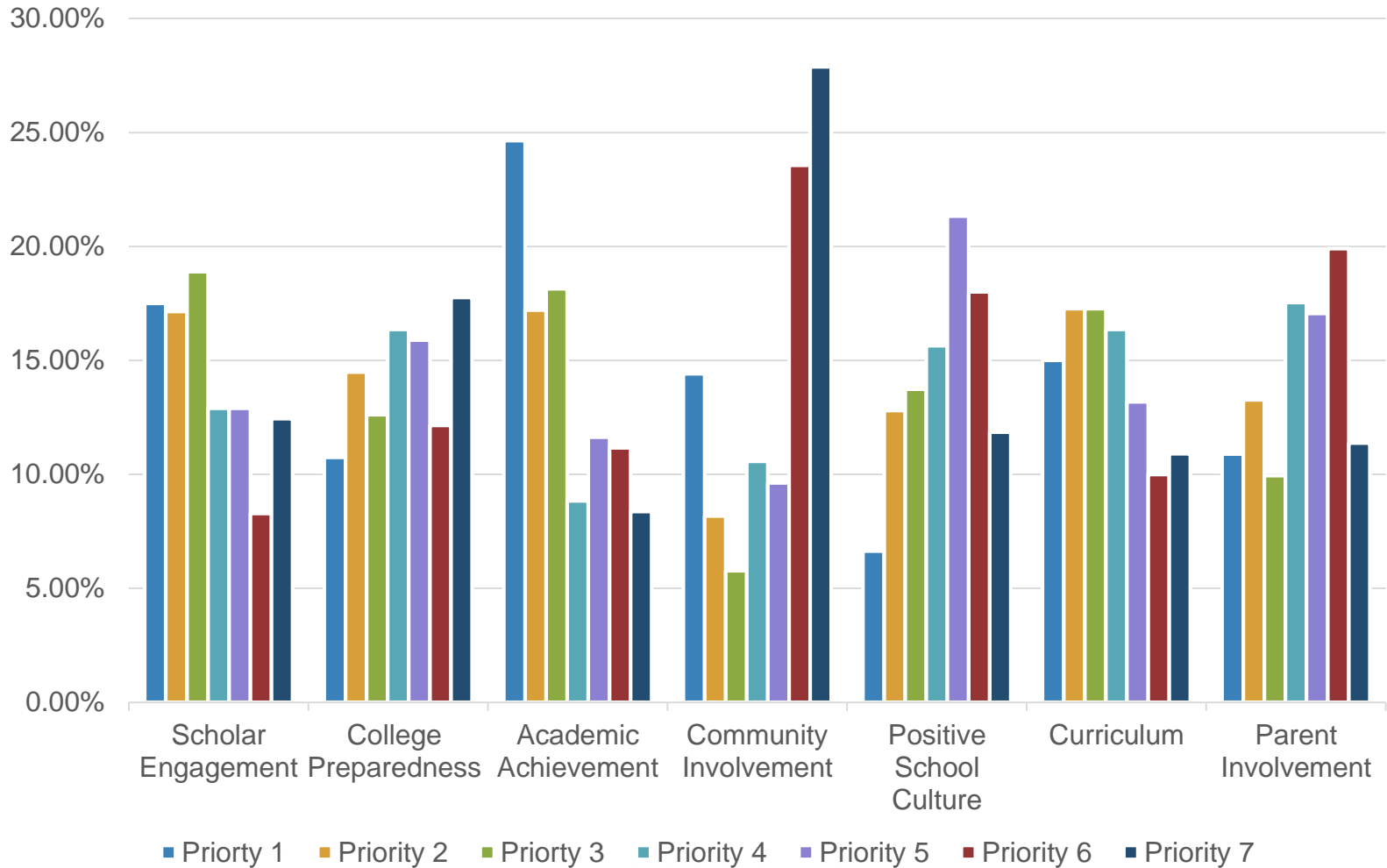


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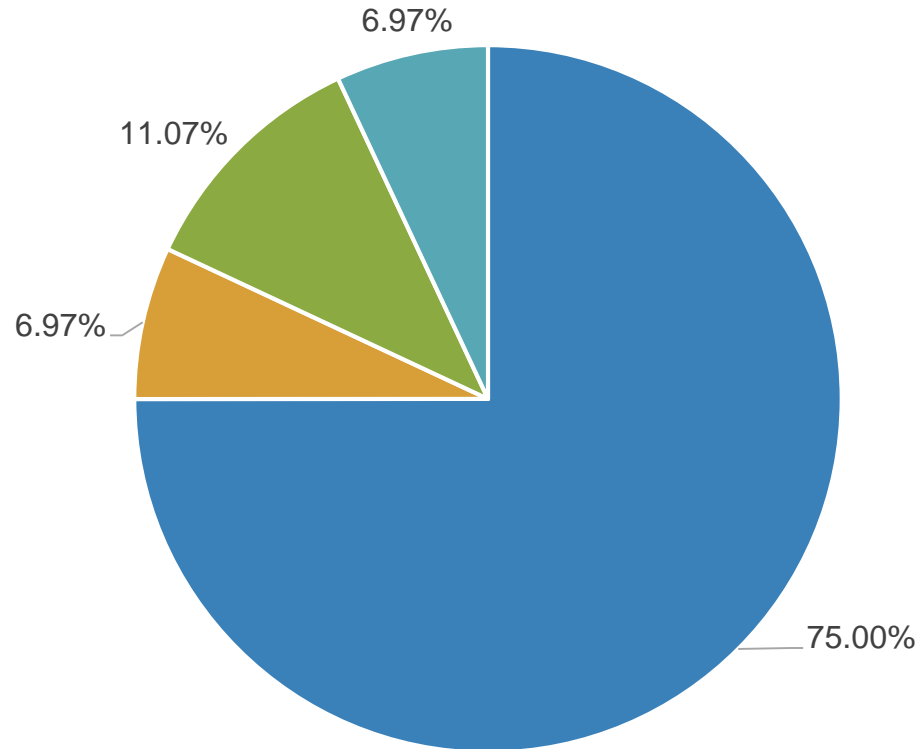
Teachers are Responsive to Scholar Needs







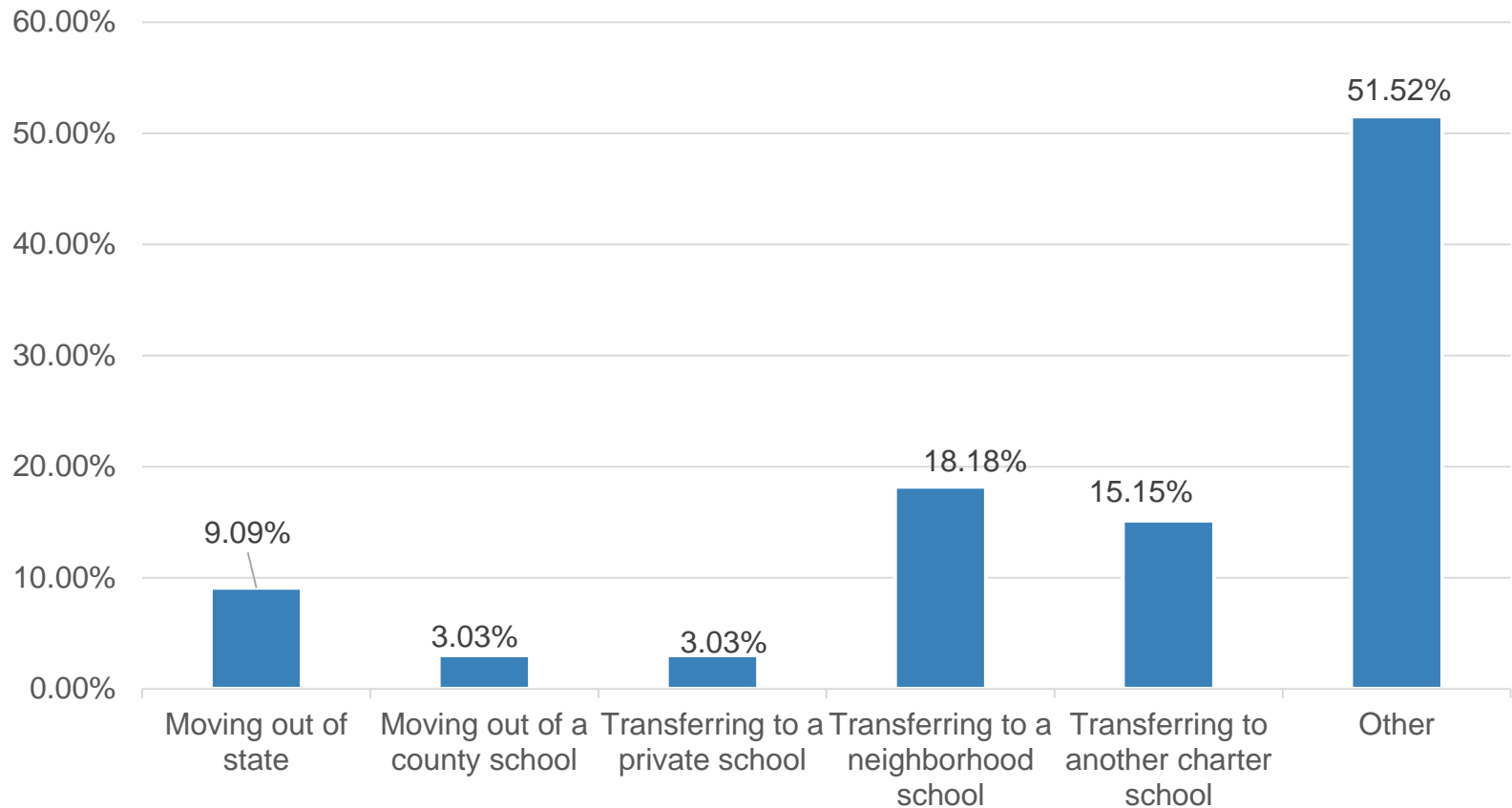
I will be returning to CCS for the 2017-18 School Year:



■ Yes ■ No Opinion ■ Not Sure ■ N/A



I will not be returning because:



■ I will not be returning because:





Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)





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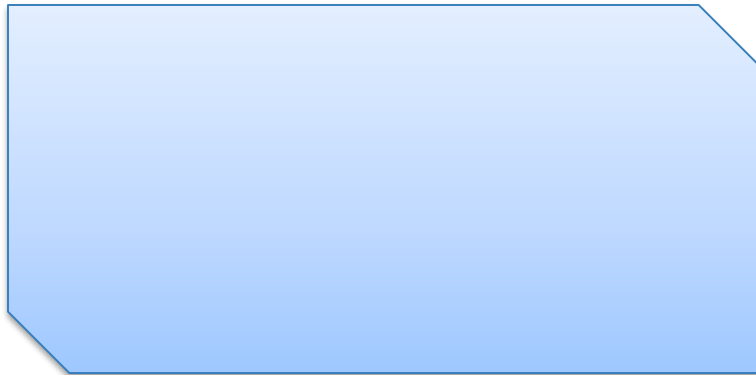
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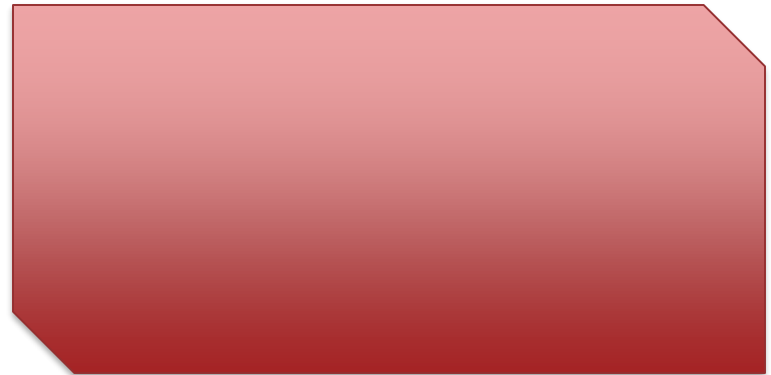
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Key



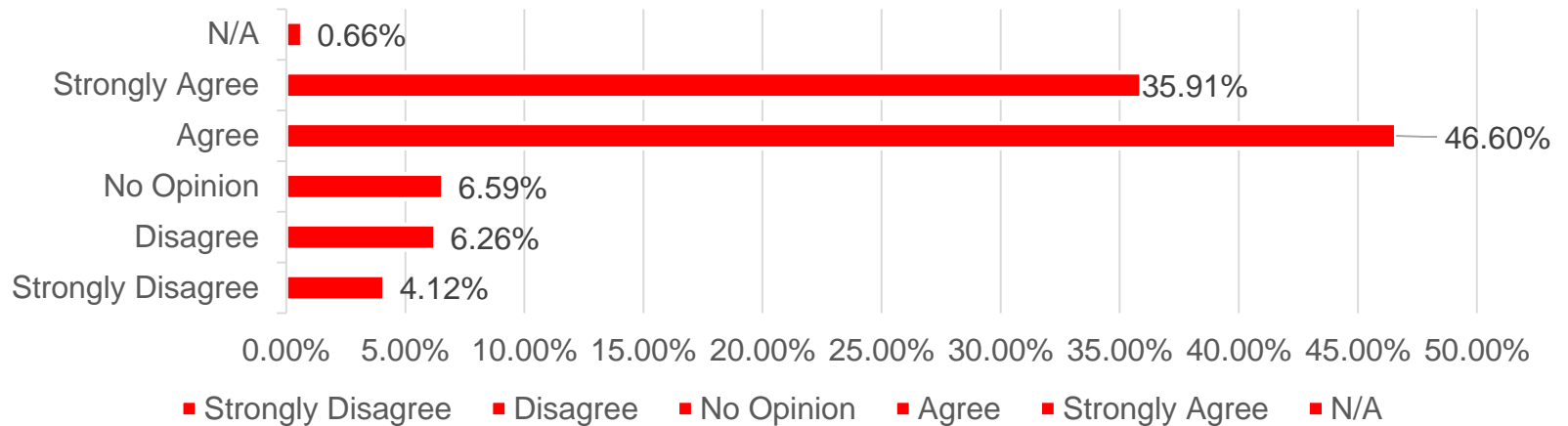
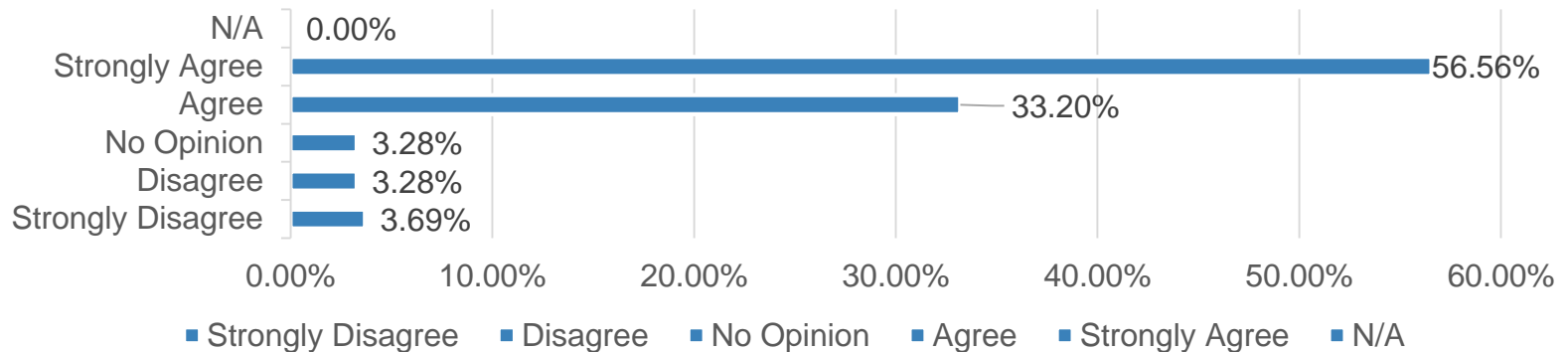
2016-17 Results



2015-16 Results

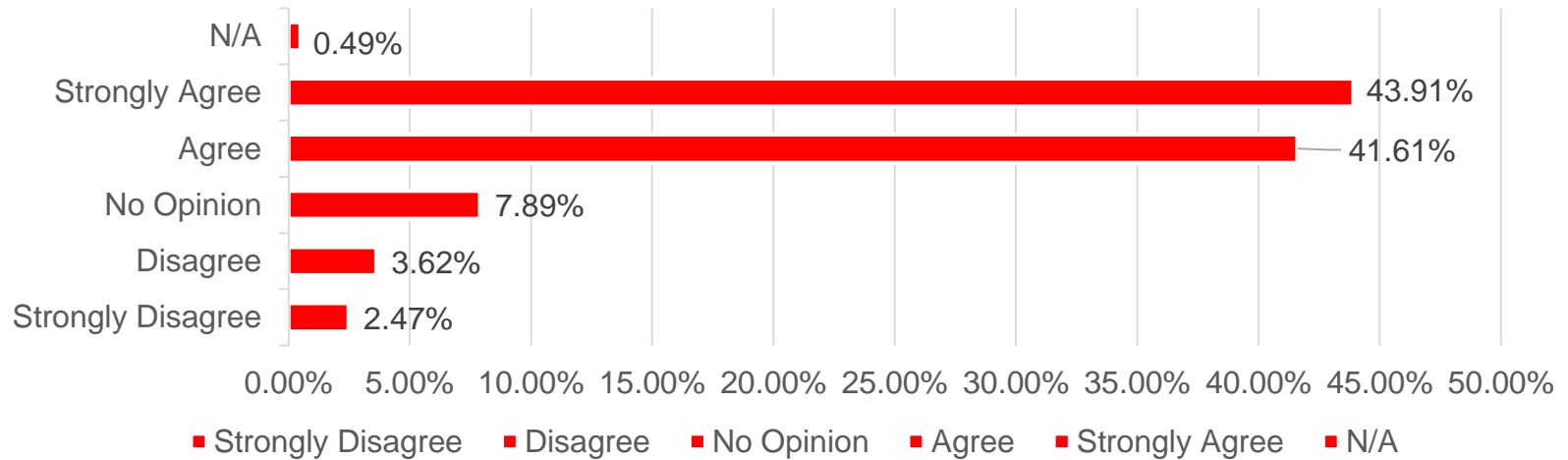
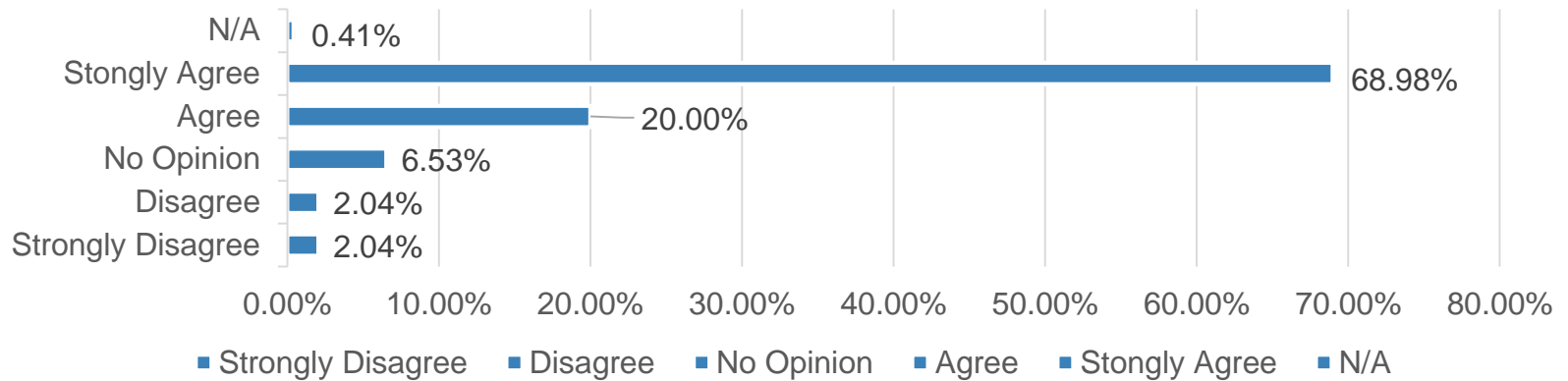


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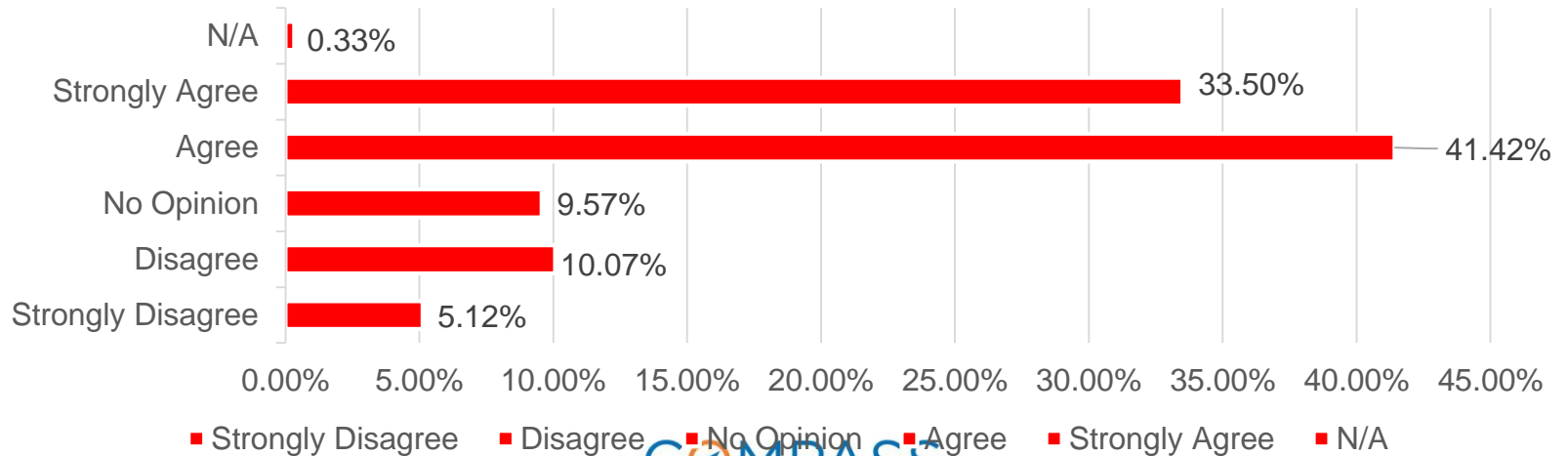
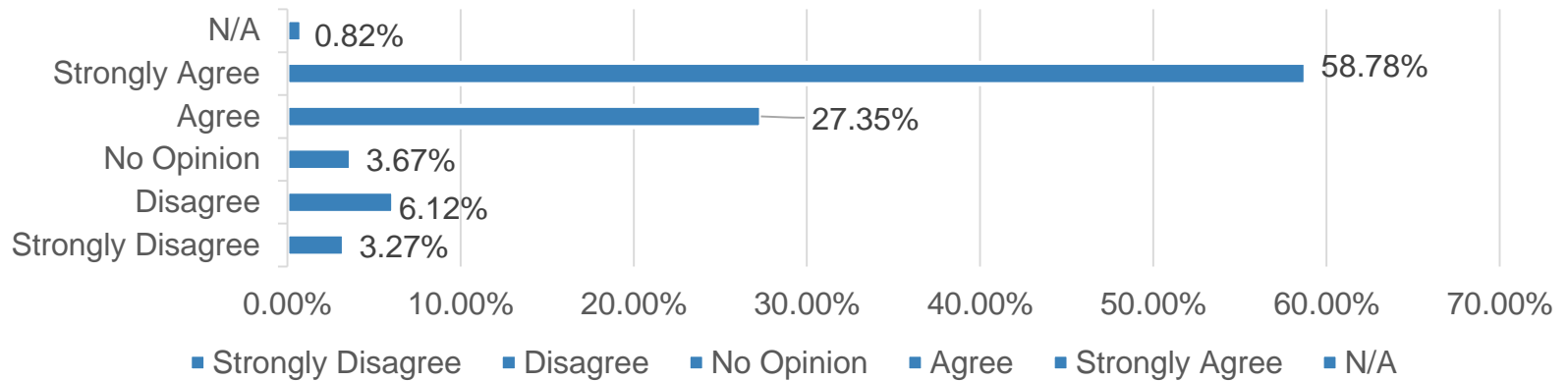


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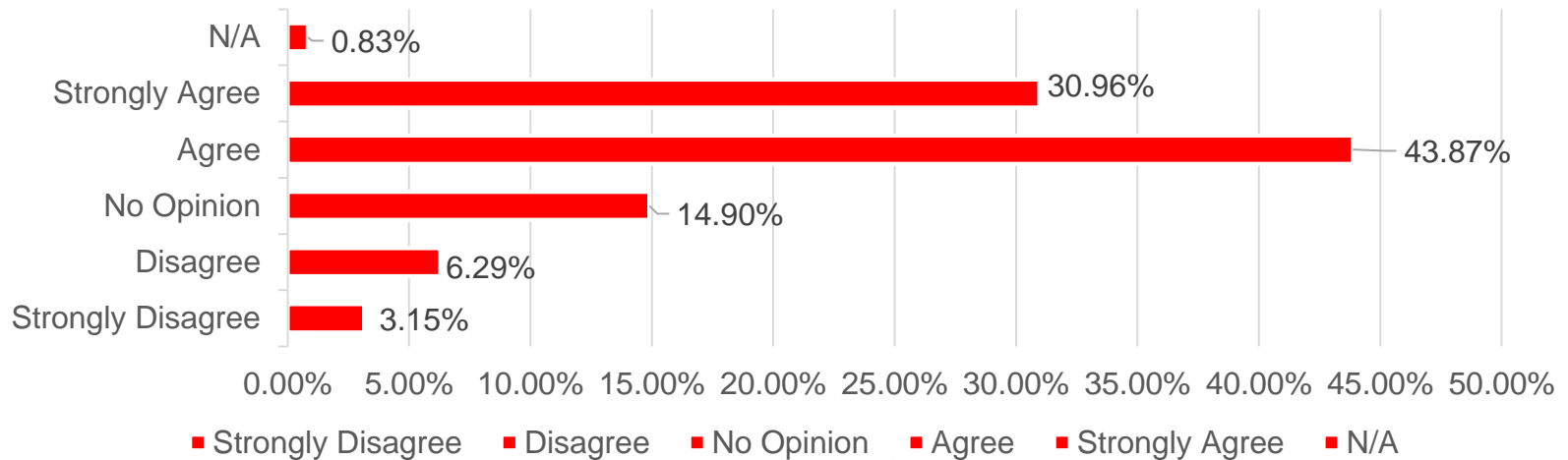
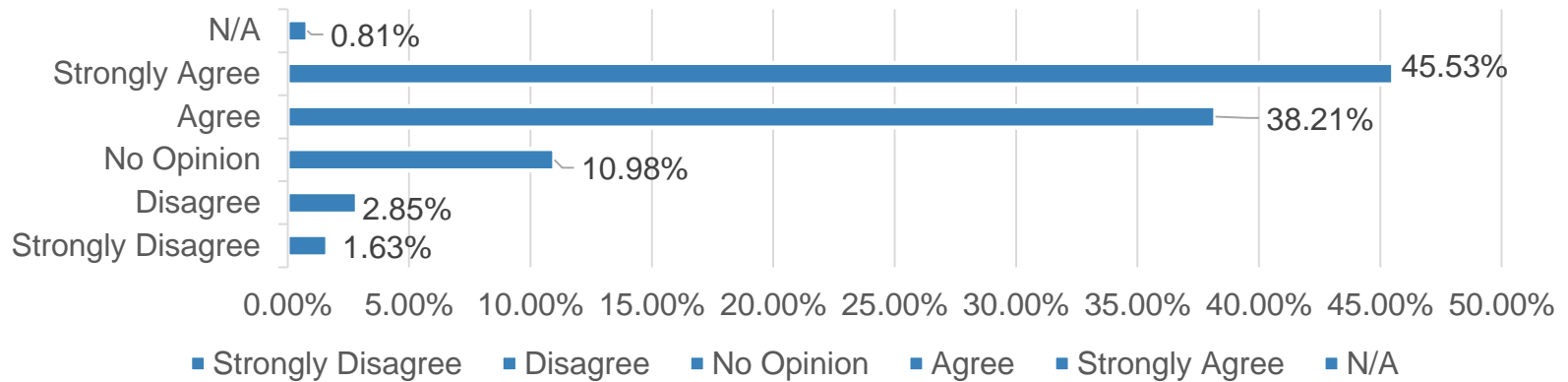


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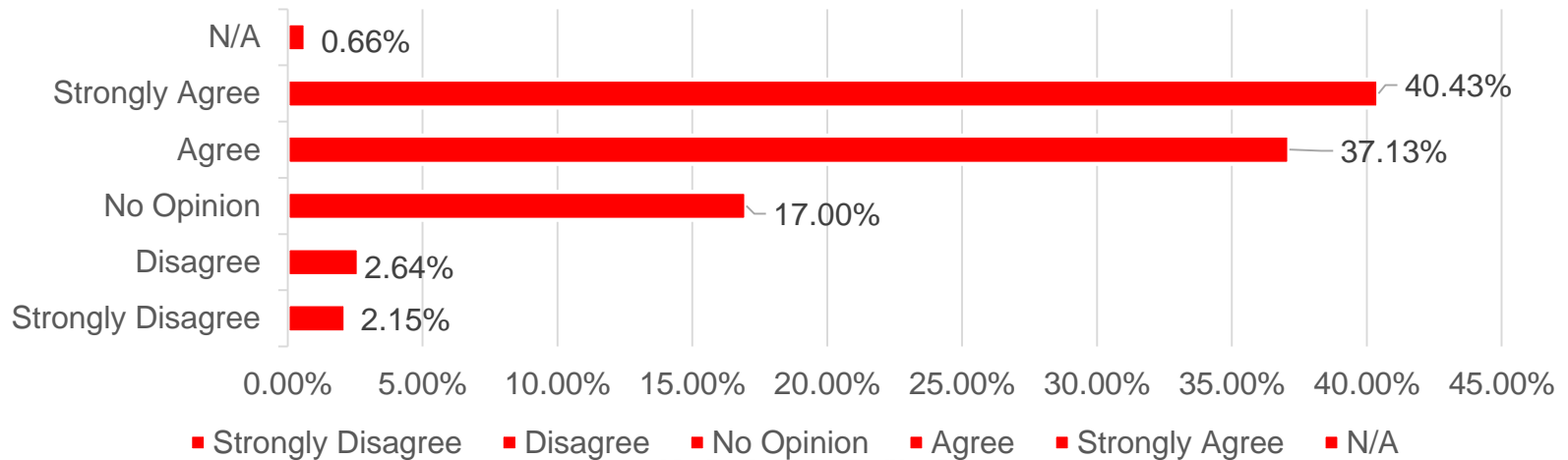
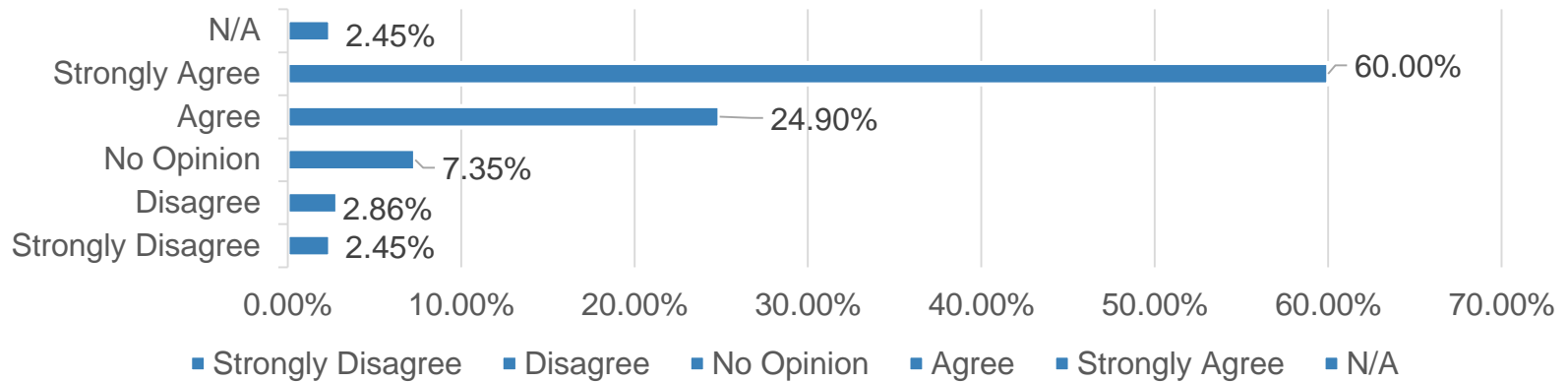


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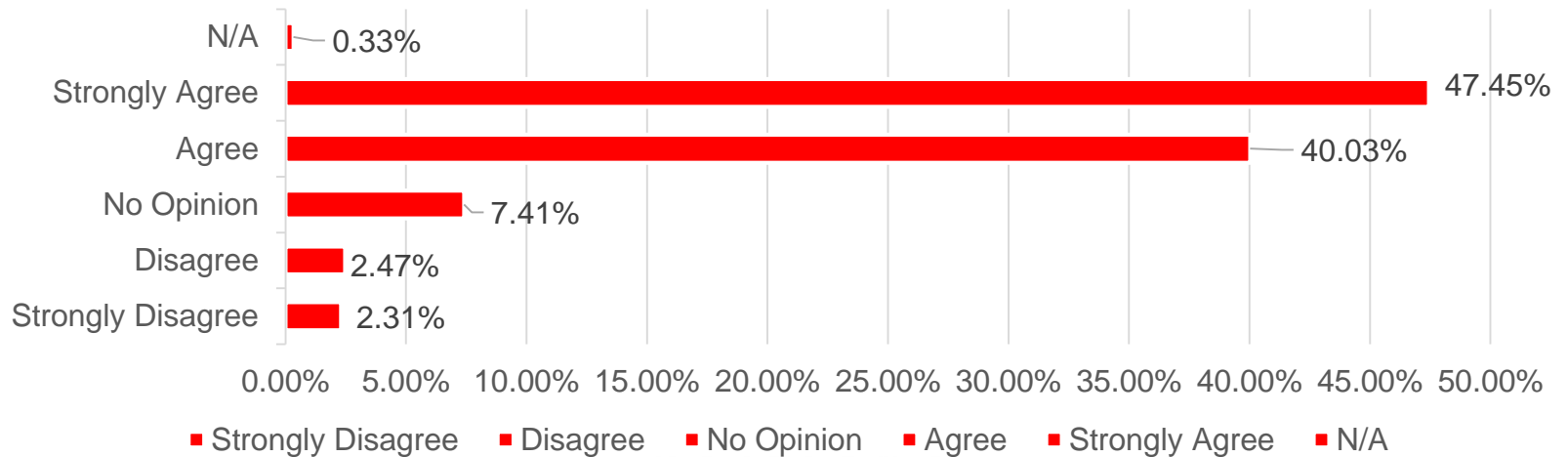
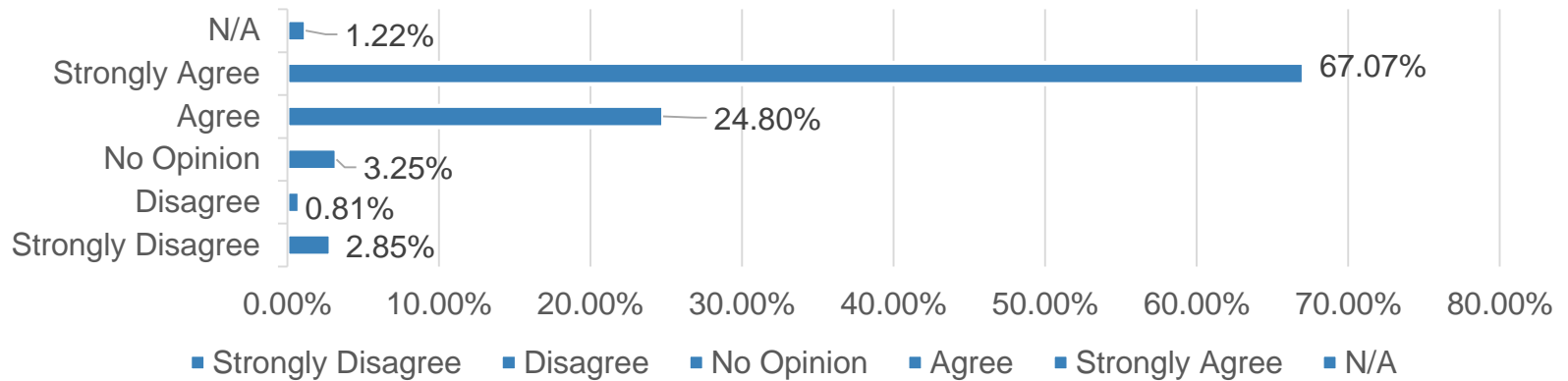


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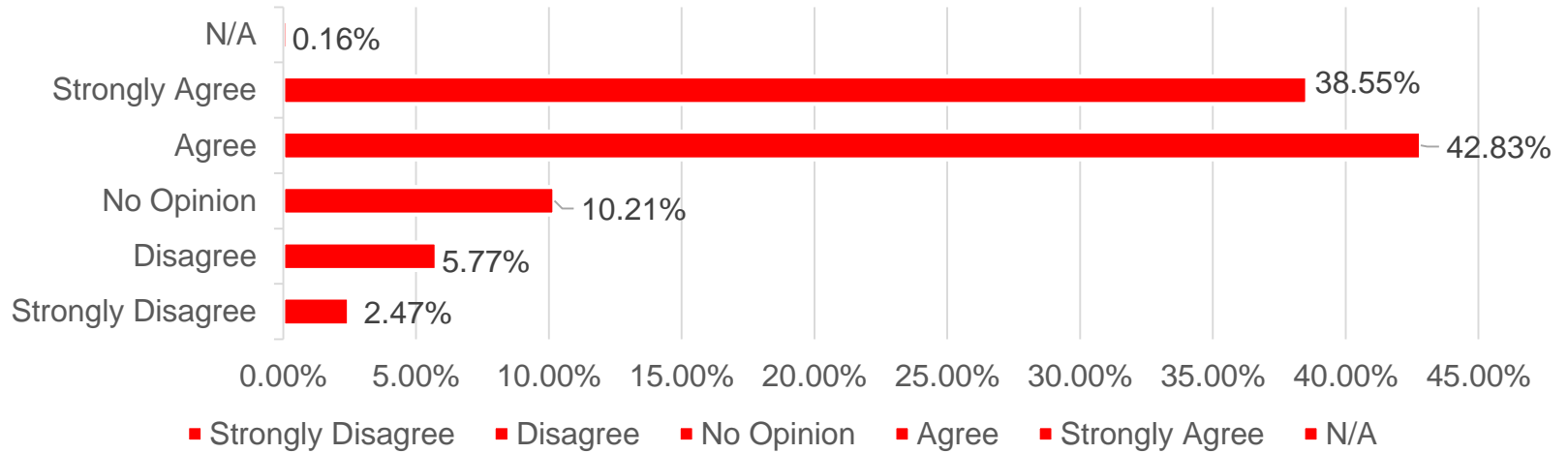
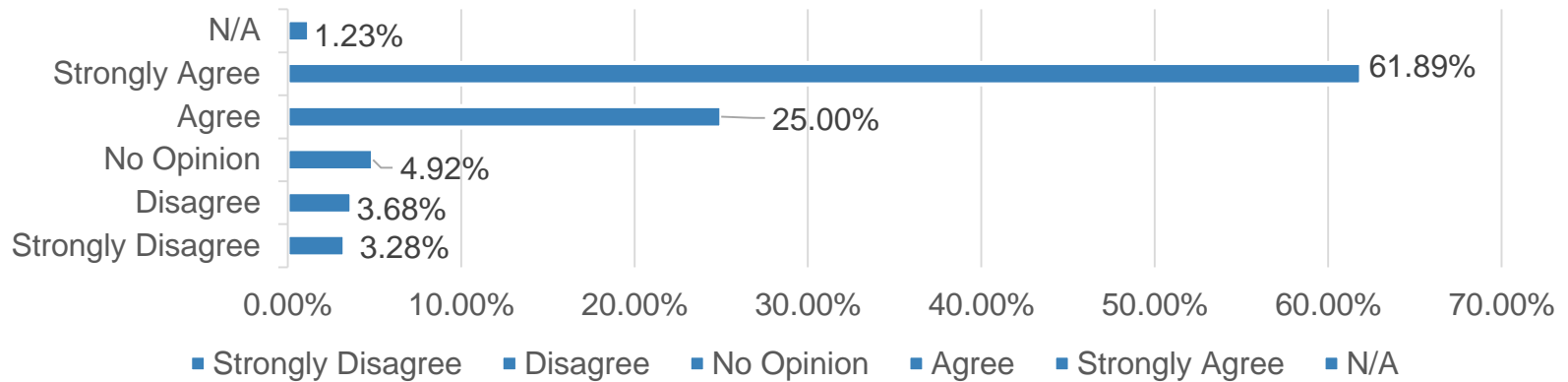


CCS Staff are Helpful & Respectful





Teachers are Responsive to Scholar Needs





Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)



Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Compass Charter Schools of Fresno		
Contact Name	J.J. Lewis	Title	President & CEO
Email	jlewis@compasscharters.org	Phone	818-824-6233

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Fresno is an exclusively virtual charter school, serving scholars who reside in Fresno County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves over 100 scholars. Based on our 2016-17 P2 data, our scholar population consists of 66% socioeconomically disadvantaged, 1% English language learners, and 7% special education.

LCAP Highlights

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

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

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

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

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

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$1,777,674.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$1,251,449.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Total Projected LCFF Revenues for LCAP Year

\$1,251,449.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies decreased by 44% from 2015-2016 rates.
3. 38% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 100 scholars did participate in our engagement offerings.

Actions / Services

Action 1	<u>Informational Sessions</u>
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Implementation

Planned

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars. Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

Budgeted	\$28,000.00
Estimated Actual	

Action 2	<u>Monitor weekly attendance</u>
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Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families. Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

Budgeted	\$33,000.00
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Estimated Actual	
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Action 3	<u>Field Trips and Activities</u>
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Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

Budgeted	\$28,500.00
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Estimated Actual	
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Action 4	<u>Weekly Truancy Audits</u>
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Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

Budgeted	\$24,000.00
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Estimated Actual	
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Action 5	<u>Prep Classes for Low Performing Scholars</u>
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Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

Budgeted	\$19,000.00
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Estimated Actual	
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Action 6	<u>Scholar Clubs</u>
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Implementation

Planned

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

Budgeted	\$20,500.00
Estimated Actual	

Action 7	<u>Hire Scholar Engagement Coordinator</u>
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Implementation

Planned

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

Budgeted	\$9,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement, as noted in our actions and services update. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 73% of our scholars will complete classes according to the pacing plan.
4. 25% of scholars will qualify for Academic Honor Roll.
5. 73% of scholars will be on task according to curriculum provider's reports.
6. 100% of our teachers will be appropriately credentialed.

Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 40% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

Actions / Services

Action 1	<u>Professional Development</u>
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Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

Budgeted	\$15,000.00
Estimated Actual	

Action 2	<u>Audit grades</u>
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Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

Budgeted	\$5,000.00
Estimated Actual	

Action 3	<u>Constructive Feedback</u>
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Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

Budgeted

\$20,000.00

Estimated Actual

Action 4	<u>Universally Assess Scholars</u>
---------------------	------------------------------------

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

Budgeted

\$27,000.00

Estimated Actual

Action 5	<u>Study Skills/Intervention Classes and Workshops</u>
---------------------	--

Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

Budgeted	\$27,000.00
Estimated Actual	

Action 6	<u>Laptop Program</u>
---------------------	-----------------------

Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

Budgeted	\$11,000.00
Estimated Actual	

Action 7	<u>Special Programs</u>
---------------------------	-------------------------

Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

Budgeted

\$50,000.00

Estimated Actual

Action 8	<u>National Honor Society</u>
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Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

Budgeted

\$1,500.00

Estimated Actual

Action 9	<u>Hire Intervention Specialist</u>
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Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted

\$10,000.00

Estimated Actual

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3**Parent Participation**

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal:

1 2 3 4 5 6 7 8

Annual Measurable Outcomes**Expected**

1. 40% of parents will complete and return parent surveys.
2. 55% of parents will participate in Parent/Teacher conferences
3. 55% of parents will attend school sponsored events
4. School staff will communicate with families at least once a week.

Actual

1. On average, 20% of parents completed and returned parent surveys.
2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
3. There was not a baseline established to track this outcome. However, 126 learning coaches and parents did participate in our engagement offerings.
4. School staff communicated with families numerous times each week.

Actions / Services**Action****Family Events****1****Implementation****Planned**

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures**Budgeted**

\$18,050.00

Estimated Actual

Action 2	<u>Parent/Learning Coaches Events</u>
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Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

Budgeted

\$14,050.00

Estimated Actual

Action 3	<u>Informational Nights and Workshops</u>
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Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

Budgeted

\$10,500.00

Estimated Actual

Action 4	<u>Webinar Series</u>
---------------------	-----------------------

Implementation

Planned

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

Budgeted	\$8,200.00
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Estimated Actual	
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Action 5	<u>Learning Coach Lounge</u>
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Implementation

Planned

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

Budgeted	\$4,000.00
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Estimated Actual	
-------------------------	--

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 50% of Class Connect sessions will include data driven instruction.
- 2. 75% of teachers will have participated in CCSS data analysis workshops.
- 3. 90% of incoming scholars will be universally assessed.

Actual

- 1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
- 2. 100% of teachers participated in CCSS data analysis workshops.
- 3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action 1 Class Connect

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

Budgeted \$15,000.00

Estimated Actual

Action 2	<u>Professional Development</u>
---------------------	---------------------------------

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$5,000.00

Estimated Actual

Action 3	<u>Additional Training</u>
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Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

Budgeted

\$5,000.00

Estimated Actual

Action 4	<u>Teacher Collaboration</u>
---------------------	------------------------------

Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

Budgeted

\$15,000.00

Estimated Actual

Action 5	<u>Universal Assessment Program Training</u>
---------------------	--

Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$16,500.00

Estimated Actual

Action 6	<u>Hire Intervention Specialist</u>
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Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted	\$14,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

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

Compass Charter Schools of Fresno involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

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

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of Fresno
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars eligible for Honor Roll

Baseline	Percent of K-12 scholars eligible for Honor Roll - 40%
2017-18	Increase by 3% the number of scholars eligible for Honor Roll
2018-19	-
2019-20	-

Metric ELL Reclassification Rate

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of High School Seniors eligible for Graduation

Baseline	Percent of High School Seniors eligible for Graduation - 38%
2017-18	Increase by 3% the number of High School Seniors eligible for Graduation
2018-19	-
2019-20	-

Metric Attendance Rate

Baseline	-
2017-18	Increase attendance rate to 97%
2018-19	-
2019-20	-

Actions / Services

Action 1

Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All Students with Disabilities Specific Student Groups...

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

Action 2Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 3Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All Students with Disabilities Specific Student Groups...

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Action 4Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Action 5

Attendance Rates

Monitor and track data using attendance rates, graduation rates, dropout rates, an (Attendance Rates, Graduation Rates, Dropout Rates) and increase course completion.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	<input type="text" value="\$0.00"/>
Sources	
Budget Reference	

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno
textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

Baseline	-
2017-18	Increase attendance rate by 97%
2018-19	-
2019-20	-

Metric Number of scholar clubs

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Parent Advisory Council

Baseline	Parent Advisory Council met on a quarterly basis
2017-18	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors
2018-19	-
2019-20	-

Metric Scholar Leadership Council

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Participation in Parent/Teacher Conferences

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Satisfaction Surveys

Baseline	20% of parents participated in satisfaction surveys
2017-18	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities
2018-19	-
2019-20	-

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All Students with Disabilities Specific Student Groups...

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18	Amount	\$0.00
Sources		
Budget Reference		

Action 2Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 3Scholar Recognition

- New
- Modified
- Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Action 4Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

Estimated Supplemental and Concentration Grant Funds	\$117,675.00
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Percentage to Increase or Improve Services	10 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

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

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Compass Charter Schools of Los Angeles		
Contact Name	J.J. Lewis	Title	President & CEO
Email	jlewis@compasscharters.org	Phone	818-824-6233

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Los Angeles is an exclusively virtual charter school, serving scholars who reside in LA County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves over 500 scholars. Based on our 2016-17 P2 data, our scholar population consists of 60% socioeconomically disadvantaged, 1% English language learners, and 9% special education.

LCAP Highlights

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

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

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

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

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

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$5,840,448.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$4,249,176.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Total Projected LCFF Revenues for LCAP Year

\$4,249,176.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies actually increased by 40% from 2015-2016 rates.
3. 39% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 218 scholars did participate in our engagement offerings.

Actions / Services

Action 1	<u>Informational Sessions</u>
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Implementation

Planned

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars.

Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

Budgeted	\$8,000.00
Estimated Actual	

Action 2	<u>Monitor weekly attendance</u>
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Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families.

Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

Budgeted	\$9,000.00
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Estimated Actual	
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Action 3	<u>Field Trips and Activities</u>
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Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

Budgeted	\$14,500.00
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Estimated Actual	
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Action 4	<u>Weekly Truancy Audits</u>
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Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

Budgeted	\$11,000.00
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Estimated Actual	
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Action 5	<u>Prep Classes for Low Performing Scholars</u>
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Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

Budgeted	\$8,000.00
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Estimated Actual	
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Action 6	<u>Scholar Clubs</u>
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Implementation

Planned

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

Budgeted	\$5,500.00
Estimated Actual	

Action 7	<u>Hire Scholar Engagement Coordinator</u>
---------------------	--

Implementation

Planned

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

Budgeted	\$5,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 73% of our scholars will complete classes according to the pacing plan.
4. 25% of scholars will qualify for Academic Honor Roll.
5. 73% of scholars will be on task according to curriculum provider's reports.
6. 100% of our teachers will be appropriately credentialed.

Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 29% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

Actions / Services

Action 1	<u>Professional Development</u>
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Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

Budgeted	\$5,000.00
Estimated Actual	

Action 2	<u>Audit grades</u>
---------------------	---------------------

Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

Budgeted	\$2,500.00
Estimated Actual	

Action 3	<u>Constructive Feedback</u>
---------------------	------------------------------

Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

Budgeted

\$7,000.00

Estimated Actual

Action 4	<u>Universally Assess Scholars</u>
---------------------	------------------------------------

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

Budgeted

\$13,000.00

Estimated Actual

Action 5	<u>Study Skills/Intervention Classes and Workshops</u>
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Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

Budgeted	\$14,000.00
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Estimated Actual	
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Action 6	<u>Laptop Program</u>
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Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

Budgeted	\$5,000.00
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Estimated Actual	
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Action 7	<u>Special Programs</u>
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Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

Budgeted

\$10,000.00

Estimated Actual

Action 8	<u>National Honor Society</u>
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Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

Budgeted

\$600.00

Estimated Actual

Action 9	<u>Hire Intervention Specialist</u>
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Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted

\$6,000.00

Estimated Actual

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator. It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3**Parent Participation**

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal:

1 2 3 4 5 6 7 8

Annual Measurable Outcomes**Expected**

1. 40% of parents will complete and return parent surveys.
2. 55% of parents will participate in Parent/Teacher conferences
3. 55% of parents will attend school sponsored events
4. School staff will communicate with families at least once a week.

Actual

1. On average, 20% of parents completed and returned parent surveys.
2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
3. There was not a baseline established to track this outcome. However, 270 learning coaches and parents did participate in our engagement offerings.
4. School staff communicated with families numerous times each week.

Actions / Services

Action 1	<u>Family Events</u>
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Implementation

Planned

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures

Budgeted

\$11,050.00

Estimated Actual

Action 2	<u>Parent/Learning Coaches Events</u>
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Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

Budgeted

\$10,050.00

Estimated Actual

Action 3	<u>Informational Nights and Workshops</u>
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Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

Budgeted	\$9,550.00
Estimated Actual	

Action 4	<u>Webinar Series</u>
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Implementation

Planned

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

Budgeted	\$4,200.00
Estimated Actual	

Action 5 Learning Coach Lounge

Implementation

Planned

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

Budgeted

\$2,000.00

Estimated Actual

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 50% of Class Connect sessions will include data driven instruction.
- 2. 75% of teachers will have participated in CCSS data analysis workshops.
- 3. 90% of incoming scholars will be universally assessed.

Actual

- 1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
- 2. 100% of teachers participated in CCSS data analysis workshops.
- 3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action Class Connect

1

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

Budgeted

\$7,000.00

Estimated Actual

Action 2	<u>Professional Development</u>
---------------------	---------------------------------

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$3,000.00

Estimated Actual

Action 3	<u>Additional Training</u>
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Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

Budgeted

\$3,000.00

Estimated Actual

Action 4	<u>Teacher Collaboration</u>
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Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

Budgeted

\$6,000.00

Estimated Actual

Action 5	<u>Universal Assessment Program Training</u>
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Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$9,500.00

Estimated Actual

Action 6	<u>Hire Intervention Specialist</u>
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Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted	\$10,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

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

Compass Charter Schools of Los Angeles involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

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

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of LA
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars eligible for Honor Roll

Baseline	Percent of K-12 scholars eligible for Honor Roll- 29%
2017-18	Increase by 3% the number of scholars eligible for Honor Roll
2018-19	-
2019-20	-

Metric ELL Reclassification Rate

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of High School Seniors eligible for Graduation

Baseline	Percent of High School Seniors eligible for Graduation - 39%
2017-18	Increase by 3% the number of High School Seniors eligible for Graduation
2018-19	-
2019-20	-

Metric Percent of High School scholars completing A-G course

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Attendance Rate

Baseline	-
2017-18	Increase attendance rate to 97%
2018-19	-
2019-20	-

Actions / Services

Action 1Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Action 2Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 3Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All Students with Disabilities Specific Student Groups...

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 4

Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	\$0.00
Sources	
Budget Reference	

Action 5

Attendance Rates

Monitor and track data using attendance rates, graduation rates, dropout rates, an (Attendance Rates, Graduation Rates, Dropout Rates) and increase course completion.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	<input type="text" value="\$0.00"/>
Sources	
Budget Reference	

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of LA
textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

Baseline	-
2017-18	Increase attendance rate to 97%
2018-19	-
2019-20	-

Metric Number of scholar clubs

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Parent Advisory Council

Baseline	Parent Advisory Council met on a quarterly basis
2017-18	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors
2018-19	-
2019-20	-

Metric Scholar Leadership Council

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Participation in Parent/Teacher Conferences

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Satisfaction Surveys

Baseline	20% of parents participated in satisfaction surveys
2017-18	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities
2018-19	-
2019-20	-

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students All Students with Disabilities Specific Student Groups...

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18	Amount	\$0.00
Sources		
Budget Reference		

Action 2

Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

New
 Modified
 Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All
 Students with Disabilities
 Specific Student Groups...

Location(s)

All schools
 Specific Schools...
 Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	<input type="text" value="\$0.00"/>
Sources	
Budget Reference	

Action 3

Scholar Recognition

New
 Modified
 Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All
 Students with Disabilities
 Specific Student Groups...

Location(s)

All schools
 Specific Schools...
 Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	\$0.00
Sources	
Budget Reference	

Action 4Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a “Welcome Back Night” before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

Estimated Supplemental and Concentration Grant Funds	\$224,170.00
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Percentage to Increase or Improve Services	10 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

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

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Compass Charter Schools of San Diego		
Contact Name	J.J. Lewis	Title	President & CEO
Email	jlewis@compasscharters.org	Phone	818-824-6233

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of San Diego is an exclusively virtual charter school, serving scholars who reside in San Diego County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves close to 400 scholars. Based on our 2016-17 P2 data, our scholar population consists of 51% socioeconomically disadvantaged, 3% English language learners, and 9% special education.

LCAP Highlights

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

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

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

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

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

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$4,008,458.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$2,120,201.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Total Projected LCFF Revenues for LCAP Year

\$2,120,201.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies decreased by 43% from 2015-2016 rates.
3. 50% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 284 scholars did participate in our engagement offerings.

Actions / Services

Action 1	<u>Informational Sessions</u>
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Implementation

Planned

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars. Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

Budgeted	\$39,000.00
Estimated Actual	

Action 2	<u>Monitor weekly attendance</u>
---------------------	----------------------------------

Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families. Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

Budgeted	\$36,000.00
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Estimated Actual	
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Action 3	<u>Field Trips and Activities</u>
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Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

Budgeted	\$40,500.00
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Estimated Actual	
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Action 4	<u>Weekly Truancy Audits</u>
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Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

Budgeted	\$27,000.00
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Estimated Actual	
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Action 5	<u>Prep Classes for Low Performing Scholars</u>
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Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

Budgeted	\$31,000.00
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Estimated Actual	
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Action 6	<u>Scholar Clubs</u>
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Implementation

Planned

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

Budgeted	\$22,500.00
Estimated Actual	

Action 7	<u>Hire Scholar Engagement Coordinator</u>
---------------------	--

Implementation

Planned

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

Budgeted	\$12,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of four charters into one.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 73% of our scholars will complete classes according to the pacing plan.
4. 25% of scholars will qualify for Academic Honor Roll.
5. 73% of scholars will be on task according to curriculum provider's reports.
6. 100% of our teachers will be appropriately credentialed.

Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 31% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

Actions / Services

Action 1	<u>Professional Development</u>
---------------------	---------------------------------

Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

Budgeted	\$22,000.00
Estimated Actual	

Action 2	<u>Audit grades</u>
---------------------	---------------------

Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

Budgeted	\$10,000.00
Estimated Actual	

Action 3	<u>Constructive Feedback</u>
---------------------	------------------------------

Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

Budgeted

\$20,000.00

Estimated Actual

Action 4	<u>Universally Assess Scholars</u>
---------------------	------------------------------------

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

Budgeted

\$35,000.00

Estimated Actual

Action 5	<u>Study Skills/Intervention Classes and Workshops</u>
---------------------	--

Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

Budgeted	\$34,000.00
Estimated Actual	

Action 6	<u>Laptop Program</u>
---------------------	-----------------------

Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

Budgeted	\$15,000.00
Estimated Actual	

Action 7	<u>Special Programs</u>
---------------------------	-------------------------

Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

Budgeted

\$50,000.00

Estimated Actual

Action 8	<u>National Honor Society</u>
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Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

Budgeted

\$1,500.00

Estimated Actual

Action 9	<u>Hire Intervention Specialist</u>
---------------------	-------------------------------------

Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted	\$13,000.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of four charters into one.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3**Parent Participation**

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal:

1 2 3 4 5 6 7 8

Annual Measurable Outcomes**Expected**

1. 40% of parents will complete and return parent surveys.
2. 55% of parents will participate in Parent/Teacher conferences
3. 55% of parents will attend school sponsored events
4. School staff will communicate with families at least once a week.

Actual

1. On average, 20% of parents completed and returned parent surveys.
2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
3. There was not a baseline established to track this outcome. However, 179 learning coaches and parents did participate in our engagement offerings.
4. School staff communicated with families numerous times each week.

Actions / Services**Action****Family Events****1****Implementation****Planned**

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures**Budgeted**

\$21,050.00

Estimated Actual

Action 2	<u>Parent/Learning Coaches Events</u>
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Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

Budgeted

\$19,550.00

Estimated Actual

Action 3	<u>Informational Nights and Workshops</u>
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Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

Budgeted

\$16,050.00

Estimated Actual

Action 4	<u>Webinar Series</u>
---------------------	-----------------------

Implementation

Planned

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

Budgeted	\$8,200.00
-----------------	------------

Estimated Actual	
-------------------------	--

Action 5	<u>Learning Coach Lounge</u>
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Implementation

Planned

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

Budgeted	\$4,000.00
-----------------	------------

Estimated Actual	
-------------------------	--

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 50% of Class Connect sessions will include data driven instruction.
- 2. 75% of teachers will have participated in CCSS data analysis workshops.
- 3. 90% of incoming scholars will be universally assessed.

Actual

- 1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
- 2. 100% of teachers participated in CCSS data analysis workshops.
- 3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action Class Connect
1

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

Budgeted \$31,500.00

Estimated Actual

Action 2	<u>Professional Development</u>
---------------------	---------------------------------

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$12,000.00

Estimated Actual

Action 3	<u>Additional Training</u>
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Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

Budgeted

\$5,000.00

Estimated Actual

Action 4	<u>Teacher Collaboration</u>
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Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

Budgeted

\$15,000.00

Estimated Actual

Action 5	<u>Universal Assessment Program Training</u>
---------------------	--

Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

Budgeted

\$19,500.00

Estimated Actual

Action 6	<u>Hire Intervention Specialist</u>
---------------------	-------------------------------------

Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted	\$17,500.00
Estimated Actual	

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

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

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

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

Compass Charter Schools of San Diego involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

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

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of San Diego
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of K-12 scholars eligible for Honor Roll

Baseline	Percent of K-12 scholars eligible for Honor Roll- 31%
2017-18	Increase by 3% the number of scholars eligible for Honor Roll
2018-19	-
2019-20	-

Metric ELL Reclassification Rate

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Percent of High School Seniors eligible for Graduation

Baseline	Percent of High School Seniors eligible for Graduation - SD- 50%
2017-18	Increase by 3% the number of High School Seniors eligible for Graduation
2018-19	-
2019-20	-

Metric Attendance Rate

Baseline	-
2017-18	Increase attendance rate to 97%
2018-19	-
2019-20	-

Actions / Services

Action 1

Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All Students with Disabilities Specific Student Groups...

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

Action 2Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 3

Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	Amount	\$0.00
Sources		
Budget Reference		

Action 4

Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	\$0.00
Sources	
Budget Reference	

Action 5

Attendance Rates

Monitor and track data using attendance rates, graduation rates, dropout rates, an (Attendance Rates, Graduation Rates, Dropout Rates) and increase course completion.

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	<input type="text" value="\$0.00"/>
Sources	
Budget Reference	

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of San Diego
textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

Baseline	-
2017-18	Increase attendance rate to 97%
2018-19	-
2019-20	-

Metric Number of scholar clubs

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Parent Advisory Council

Baseline	Parent Advisory Council met on a quarterly basis
2017-18	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors
2018-19	-
2019-20	-

Metric Scholar Leadership Council

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Participation in Parent/Teacher Conferences

Baseline	Will create a baseline during the 17-18 school year
2017-18	-
2018-19	-
2019-20	-

Metric Satisfaction Surveys

Baseline	20% of parents participated in satisfaction surveys
2017-18	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities
2018-19	-
2019-20	-

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students All Students with Disabilities Specific Student Groups...

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18	Amount \$0.00
Sources	
Budget Reference	

Action 2Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

- New
- Modified
- Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** **Sources****Budget Reference**

Action 3Scholar Recognition

- New
- Modified
- Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures**2017-18****Amount** \$0.00**Sources****Budget Reference**

Action 4

Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18	
Amount	<input type="text" value="\$0.00"/>
Sources	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

Estimated Supplemental and Concentration Grant Funds	\$211,955.00
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Percentage to Increase or Improve Services	10 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

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

Cover Sheet

2017-18 Annual Budget Presentation

Section: III. PUBLIC HEARING
Item: B. 2017-18 Annual Budget Presentation
Purpose: Discuss
Key Result: Enrollment
Submitted by: J.J. Lewis
Related Material: 2017-18 Draft Operating Budget.pdf

BACKGROUND:

The 2017-18 operating budget was drafted with assistance from our Director of Operations and School Business Manager from CSMC, and reviewed by our Finance Committee at both their May and June meetings. The Finance Committee voted to recommend approval by the full Board of Directors at their June 20, 2017 meeting. The budget is based on 1,100 scholars with a daily attendance rate of 97%. It is also based on receiving 85% funding for CCS of San Diego, and 100% funding for both CCS of Fresno and CCS of LA, based on the recommendation by both the California Department of Education and Advisory Commission on Charter Schools. The State Board of Education will take final action on these funding levels during their July meeting. We will also have a clearer picture of our ending fund balance at that time, once we know what our retroactive funding will look like for the current 2016-17 year. We are asking for feedback on our draft 2017-18 operating budget by the community during this Public Hearing.

RECOMMENDATION:

For information only.

Compass Charter Schools
Budget Summary
2017-18 Budget

SACS Code Description	San Diego	Los Angeles	Fresno	CMO	TOTAL
Revenue					
State	3,199,639	4,766,104	1,440,802	-	9,406,544
Federal				-	
Local	232,900	268,731	80,619	600,000	1,182,250
Total Revenue	\$ 3,432,539	\$ 5,034,835	\$ 1,521,421	\$ 600,000	\$ 10,588,794

Expenses

1000	Certificated Salaries	1,451,799	36%	2,129,493	36%	643,488	36%			4,224,780	34%
2000	Classified Salaries	438,137	11%	642,658	11%	194,198	11%			1,274,992	10%
3000	Benefits	449,520	11%	659,355	11%	199,243	11%			1,308,118	11%
	Total Personnel Expenses	2,339,456	58.3%	3,431,506	58.3%	1,036,929	57.8%			6,807,891	55.4%
4000	Books and Supplies	995,694	25%	1,460,480	25%	441,326	25%			2,897,500	24%
5000	Services and Other Operating Expenses	678,545	17%	996,242	17%	314,403	18%	600,000		2,589,190	21%
6000	Capital Outlay										
7000	Other Outgoing										
Total Expenses		\$ 4,013,696		\$ 5,888,227		\$ 1,792,659		\$ 600,000		\$ 12,294,582	

Surplus / (Deficit)	\$ (581,157)	\$ (853,393)	\$ (271,237)	\$ -	\$ (1,705,787)
As a % of LCFF revenue	-19.58%	-19.18%	-20.24%		-19.48%
As a % of Total expenses	-14.48%	-14.49%	-15.13%		-13.87%
Beginning Balance					10,660,946
Ending Balance	\$ (581,157)	\$ (853,393)	\$ (271,237)		\$ 8,955,159
As a % of Total expenses	-14.48%	-14.49%	-15.13%		72.84%
Saved for Reserve					\$614,729
Saved for Uncertainty					\$614,729
Total Reserves					\$1,229,458
Unreserved					\$7,725,701

Sb-740 Funding Determination Test:

Certificated Salaries (40% req.):	59.54%
Instructional Costs (80% req.):	95.07%
Cert Salaries Met/Not Met:	Met
Instr. Costs Met/Not Met:	Met

80% Shortfall

-\$1,595,977

Compass Charter Schools

Student Input

2017-18 Budget

	San Diego	Los Angeles	Fresno		CMO
Enrollment By Grade					
Kindergarten	20	30	6		56
Grade 1	25	35	5		65
Grade 2	20	30	6		56
Grade 3	25	35	7		67
Grade 4	20	40	10		70
Grade 5	25	50	12		87
Grade 6	20	35	17		72
Grade 7	25	45	20		90
Grade 8	50	50	10		110
Grade 9	45	45	20		110
Grade 10	50	35	10		95
Grade 11	60	45	17		122
Grade 12	40	40	20		100
Other Enrollment (Grade 12+, etc.)	-	-	-		-
Total Enrollment	425	515	160		1,100

Daily Attendance Rate

Kindergarten	97.0%	97.0%	97.0%		97.0%
Grade 1	97.0%	97.0%	97.0%		97.0%
Grade 2	97.0%	97.0%	97.0%		97.0%
Grade 3	97.0%	97.0%	97.0%		97.0%
Grade 4	97.0%	97.0%	97.0%		97.0%
Grade 5	97.0%	97.0%	97.0%		97.0%
Grade 6	97.0%	97.0%	97.0%		97.0%
Grade 7	97.0%	97.0%	97.0%		97.0%
Grade 8	97.0%	97.0%	97.0%		97.0%
Grade 9	97.0%	97.0%	97.0%		97.0%
Grade 10	97.0%	97.0%	97.0%		97.0%
Grade 11	97.0%	97.0%	97.0%		97.0%
Grade 12	97.0%	97.0%	97.0%		97.0%
Other Enrollment (Grade 12+, etc.)	97.0%	97.0%	97.0%		97.0%
Average Daily Attendance Rate	97.0%	97.0%	97.0%		97.0%

Average Daily Attendance by Grade

Kindergarten	19.4	29.1	5.8		54.3
Grade 1	24.3	34.0	4.9		63.1
Grade 2	19.4	29.1	5.8		54.3
Grade 3	24.3	34.0	6.8		65.0
Grade 5	24.3	48.5	11.6		84.4
Grade 6	19.4	34.0	16.5		69.8
Grade 7	24.3	43.7	19.4		87.3
Grade 8	48.5	48.5	9.7		106.7
Grade 9	43.7	43.7	19.4		106.7
Grade 10	48.5	34.0	9.7		92.2
Grade 11	58.2	43.7	16.5		118.3
Grade 12	38.8	38.8	19.4		97.0
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	392.9	460.8	145.5		999.1

Average Daily Attendance by Grade Range

ADA Grades K-3	87.30	126.10	23.28		236.68
ADA Grades 4-6	43.65	82.45	28.13		154.23
ADA Grades 7-8	72.75	92.15	29.10		194.00
ADA Grades 9-12	189.15	160.05	64.99		414.19
Average Overall Daily Attendance	392.85	460.75	145.50		999.10

Unduplicated Pupil Percent	45.61%	56.77%	54.18%		67%
Unduplicated Pupil Count	194	292	87		735

Prior Year P2 ADA	283.15	299.85	74.96		
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Total PTR Needed	16	18	6		40
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P2 16-17 Totals:	ADA		
TK-3:	95.57	77.13	20.46
4-6	68.75	58.45	17.36
7-8	41.33	47.93	13.25
9-12	77.5	116.34	23.89
	283.15	299.85	74.96

Compass Charter Schools

Expenses Summary
2017-18 Budget

% of Total Revenue 34.4% 50.4% 15.2% 100%

SACS SACS Obj Code Description	San Diego	Los Angeles	Fresno	CMO	Total
Certificated Salaries					
1100 Teachers' Salaries	1,063,495	1,559,931	471,378		3,094,804
1105 Teachers' Stipends	-	-	-		
1120 Substitute Expense	-	-	-		-
1200 Certificated Pupil Support Salaries	202,643	297,236	89,819		589,698
1300 Certificated Supervisor and Administrator Salaries	85,277	125,085	37,798		248,160
1305 Certificated Supervisor and Administrator Bonuses	-	-	-		
1900 Other Certificated Salaries	100,383	147,242	44,493		292,118
1000 Subtotal	\$ 1,451,799	\$ 2,129,493	\$ 643,488		\$ 4,224,780
Classified Salaries					
2100 Instructional Aide Salaries	-	-	-		-
2105 Instructional Aide Stipends	-	-	-		
2200 Classified Support Salaries	179,036	262,610	79,355		521,001
2210 Classified Support Overtime	-	-	-		
2300 Classified Supervisor and Administrator Salaries	167,568	245,788	74,272		487,627
2400 Clerical, Technical, and Office Staff Salaries	91,533	134,260	40,571		266,364
2410 Clerical, Technical, and Office Staff Overtime	-	-	-		
2900 Other Classified Salaries	-	-	-		-
2000 Subtotal	\$ 438,137	\$ 642,658	\$ 194,198		\$ 1,274,992
Employee Benefits					
3101 State Teachers' Retirement System, certificated positions	209,495	307,286	92,855		609,635.81
3202 Public Employees' Retirement System, classified positions	-	-	-		-
3313 OASDI	27,164	39,845	12,040		79,049.52
3323 Medicare	27,404	40,196	12,146		79,746.70
3403 Health & Welfare Benefits	145,923	214,039	64,678		424,639.84
3503 State Unemployment Insurance	11,185	16,407	4,958		32,550.00
3603 Worker Compensation Insurance	28,349	41,582	12,565		82,496.59
3903 Other Benefits	-	-	-		-
3000 Subtotal	\$ 449,520	\$ 659,355	\$ 199,243		\$ 1,308,118
Total Personnel Expenses	\$ 2,339,456	\$ 3,431,506	\$ 1,036,929		\$ 6,807,891
Books and Supplies					
4100 Approved Textbooks and Core Curricula Materials	945,007	1,386,133	418,860	-	2,750,000
4200 Books and Other Reference Materials	25,773	37,804	11,423	-	75,000

Expenses Summary

4300	Materials and Supplies	10,309	15,121	4,569	-	30,000
4315	Classroom Materials and Supplies	8,591	12,601	3,808	-	25,000
4400	Noncapitalized Equipment	5,155	7,561	2,285	-	15,000
4430	Noncapitalized Student Equipment	859	1,260	381	-	2,500
4700	Food and Food Supplies	-	-	-	-	-
4000	Subtotal	\$ 995,694	\$ 1,460,480	\$ 441,326	\$ -	\$ 2,897,500

2,897,500

Services and Other Operating Expenses

5200	Travel and Conferences	17,182	25,202	7,616	-	50,000
5210	Training and Development Expense	42,955	63,006	19,039	-	125,000
5300	Dues and Memberships	10,309	15,121	4,569	-	30,000
5400	Insurance	8,371	12,279	3,710	-	24,361
5500	Operation and Housekeeping Services/Supplies	2,749	4,032	1,219	-	8,000
5501	Utilities	2,555	3,748	1,132	-	7,435
5600	Space Rental/Leases Expense	218,554	320,575	96,871	-	636,000
5601	Building Maintenance	601	882	267	-	1,750
5602	Other Space Rental	77	112	34	-	223
5605	Equipment Rental/Leasing Expense	4,131	6,059	1,831	-	12,020
5610	Equipment Repair	172	252	76	-	500
5800	Professional/Consulting Services and Operating Expenses	25,773	37,804	11,423	-	75,000
5803	Banking and Payroll Fees	1,805	2,648	800	-	5,253
5805	Legal Fees	34,364	50,405	15,231	-	100,000
5806	Audit Services	11,856	17,390	5,255	-	34,500
5807	Legal Settlements	-	-	-	600,000	600,000
5809	Employee Tuition	11,340	16,634	5,026	-	33,000
5810	Educational Consultants	51,546	75,607	22,847	-	150,000
5811	Student Transportation/Field Trips/Activities	25,773	37,804	11,423	-	75,000
5815	Advertising/Recruiting	34,364	50,405	15,231	-	100,000
5820	Fundraising Expense	-	-	-	-	-
5873	Financial Services	102,565	150,441	45,460	-	298,466
5874	Personnel Services	351	514	155	-	1,020
5875	District Oversight Fees	29,678	44,486	26,803	-	100,966
5877	IT Services	13,746	20,162	6,093	-	40,000
5890	Interest Expense / Misc. Fees	471	692	209	-	1,372
5891	Loan Management and Interest Fee	-	-	-	-	-
5899	CMO Management Fee	-	-	-	-	-
5900	Communications	27,259	39,983	12,082	-	79,324
5999	Expenses Suspense	-	-	-	-	-
5000	Subtotal	\$ 678,545	\$ 996,242	\$ 314,403	\$ 600,000	\$ 2,589,190

2,589,190

Expenses Summary

Capital Outlay

6900	Depreciation Expense	-	-	-	-	-
6000	Subtotal					

Other Outgoing

7000	Miscellaneous Expense	-	-	-	-	-
7141	Special Education Encroachment	-	-	-	-	-
7438	Debt Service - Interest	-	-	-	-	-
7500	District Oversight Fee	-	-	-	-	-
7000	Subtotal					

Total Non-Personnel Expenses

\$	1,674,239	\$	2,456,722	\$	755,730	\$	600,000	\$	5,486,690
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Total Expenses

\$	4,013,696	\$	5,888,227	\$	1,792,659	\$	600,000	\$	12,294,582
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Instructional Related:	1,263,341.81	1,853,064.91	559,957.28	-	3,982,040.00
Facilities	166,340	243,988	73,728	-	484,056
	<u>1,429,682.30</u>	<u>2,097,052.49</u>	<u>633,685.21</u>	<u>-</u>	<u>4,466,096.00</u>