Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Saturday March 9, 2024 at 10:00 AM PST

Location

The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745

This meeting will be held in person at the Carson Doubletree at 2 Civic Plaza Dr., Carson, CA 90745.

Participants are also able to join the meeting from your computer, tablet or smartphone:

Join Zoom Meeting
https://compasscharters-org.zoom.us/j/85208964098?pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09
Meeting ID: 852 0896 4098
Passcode: 362965
One tap mobile
+16694449171,,85208964098# US
+13462487799,,85208964098# US (Houston)

Meeting ID: 852 0896 4098
Find your local number: https://compasscharters-org.zoom.us/u/kciDSXuIl9

For questions or requests regarding accessibility, please call Tami Wrigley at (805) 405-5898.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:00 AM**
	Opening Items			
A.	Call the Meeting to Order		Thomas Arnett	1 m
B.	Record Attendance		Tami Wrigley	1 m
C.	Welcoming Inclusion Activity	Discuss	Lainie Rowell	5 m
II.	**Consent Items**			**10:07 AM**
A.	Consent Items	Vote	Thomas Arnett	5 m

Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.

- Approval of the March 9, 2024 Annual Meeting Agenda
- Approval of the January 27, 2024 Regular Meeting Minutes

B.	Approval of December 2, 2023 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m
III.	**Public Comment**			**10:13 AM**
A.	Public Comment	FYI	Thomas Arnett	10 m

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 (https://forms.gle/jEmpDNMxeZYjirg89) and submit it to Tami Wrigley. The Speaker

		Purpose	Presenter	Time

Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent 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 **two (2) 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.

IV. Communications — 10:23 AM

A.	Board Member Communication	Discuss	Thomas Arnett	10 m

- Thomas Arnett
- Therese Christopher
- Samantha Herrod
- Lainie Rowell
- Dr. William Stinde

B.	Parent Advisory Council Update	FYI		1 m

No PAC meeting took place since the last Board of Directors meeting.

C.	Scholar Leadership Council Report	Discuss	Taia Saurer	10 m

V. Committee Reports — 10:44 AM

A.	Online Learning Advisory Committee Overview	Discuss	Karen Lewers	5 m

Link to presentation.

B.	Special Events & Awards Committee Overview	Discuss	Vanessa Plascencia	10 m

Link to Presentation

		Purpose	Presenter	Time
VI.	**Scholar Spotlight**			**10:59 AM**
A.	Scholar Spotlight	FYI		5 m
	Spotlight - Meet the Moore Family Spotlight - Meet the Aragon Family			
VII.	**Superintendent's Report**			**11:04 AM**
A.	Superintendent's Report	Discuss	Elizabeth Brenner	20 m
B.	Superintendent's Evaluation	Discuss	Elizabeth Brenner	15 m
	Overview of the evaluation process and timeline.			
C.	Annual LCAP for the 2023-2024 School Year	Discuss	Elizabeth Brenner	30 m
	The Annual LCAP for the 2023-2024 SY will be approved with the 2024-2027 LCAP. Review the Survey Responses			
VIII.	**Unfinished Business**			**12:09 PM**
A.	New Board Member Onboarding	Discuss	Thomas Arnett	30 m
	Review the Current Application Continue discussion regarding new members and review current Board Inventory. Establish a timeline for the hiring committee.			
IX.	**Academic Services**			**12:39 PM**
A.	Academic Division Update	FYI	Greg Cohen	5 m
	Academic Division Report Presentation			
B.	Accelerate Education Renewal Contract	Vote	Greg Cohen	5 m
	Request Approval of Accelerate Education renewal contract			
X.	**Operations**			**12:49 PM**
A.	Operations Update	FYI	Lisa Fishman	5 m

		Purpose	Presenter	Time
	• Operations Division Board Report March 2024			
B.	Review and Approval of the January 2024 Financial Statements Attachments: • Monthly Financial Board Report - January 2024 • CCS PL January 2024 • CCS CR Janaury 2024 • CCS BS January 2024	Vote	Lisa Fishman	5 m
C.	Review and Approval of the Second Interim Reports Attachments: • Second Interim Reports Presentation • CCS LA Charter Alt Form - 2nd Int 2023-24 FINAL • CCS SD Charter Alt Form - 2nd Int 2023 - 24 FINAL • CCS Yolo Charter Alt Form - 2nd Int 2023 - 24 FINAL	Vote	Lisa Fishman	10 m
D.	CCS School Safety Plan - Adopted CCS School Safety Plan	FYI	Lisa Fishman	5 m
XI.	**People Division**			**1:14 PM**
A.	People Division Update Attachments: • People Division Update • Additions & Terminations Report	FYI	Sophie Trivino	5 m
XII.	**Board Strategic Planning**			**1:19 PM**
A.	Review the Survey Responses Survey Responses Presentation	Discuss	Elizabeth Brenner	30 m

		Purpose	Presenter	Time
XIII.	**Closing Items**			**1:49 PM**
A.	Upcoming Meetings Saturday, May 18, 2024 10:00 a.m. Saturday, June 22, 2024 10:00 a.m. Monday, August 5, 2024 at 10:00 a.m. - 3:00 p.m.	FYI	Elizabeth Brenner	5 m
B.	Optimistic Closure Activity	Discuss	Lainie Rowell	5 m
C.	Adjourn Meeting	FYI	Thomas Arnett	1 m

Coversheet

Approval of December 2, 2023 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of December 2, 2023 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Meeting of the Compass Board of Directors on January 27, 2024

APPROVED

Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time
Saturday January 27, 2024 at 10:00 AM

Location
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745

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Directors Present
S. Herrod, T. Arnett, T. Christopher, W. Stinde

Directors Absent
L. Rowell

Ex Officio Members Present
E. Brenner, T. Wrigley

Non Voting Members Present
E. Brenner, T. Wrigley

I. Opening Items

A. Call the Meeting to Order

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday Jan 27, 2024 at 10:10 AM.

B. Record Attendance

C. Welcoming Inclusion Activity

E. Brenner led the group in a welcoming Inclusion Activity.

II. Consent Items

A. Consent Items

T. Christopher made a motion to approve the Consent Items.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of December 2, 2023 Regular Meeting Minutes

T. Christopher made a motion to approve the minutes from Meeting of the Compass Board of Directors on 12-02-23.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

III. Public Comment

A.

Public Comment

There was no public comment.

IV. Communications

A. Board Member Communication

There was no board member discussion.

B. Parent Advisory Council Update

S. Herrod described the highlights of the January Parent Advisory Council Meeting.

C. Scholar Leadership Council Report

T. Suarer shared the main points of the November and December Student Advisory Council Meetings.

V. Committee Reports

A. Staff Advisory Committee Overview

E. Brenner presented the Staff Advisory Council presentation. She discussed the goals of the committee and the process used during meetings to achieve these goals.

VI. Scholar Spotlight

A. Scholar Testimonials

E. Brenner spoke about the creation of scholar testimonials.

VII. Superintendent's Report

A. Superintendent's Report

E. Brenner presented the Superintendent's Report, and shared information on the progress of building trust among staff. She briefly spoke about the San Diego Charter renewal and increasing online enrollment in Yolo. She discussed information related to Differentiated Assistance in L.A, and board members asked questions about the information shared.

VIII. Mid Year LCAP Report

A. Mid year LCAP Presentation and Documents

E. Brenner presented the Mid year LCAP presentation which included information on state testing and goals for future assessments. She also discussed the goal of keeping up scholar and parent engagement. Other goals included plans to increase academic

achievement, graduation rates, and college and career readiness for high school scholars.

IX. Organization of the Board of Directors

A. Board Composition Discussion

Board members discussed what attributes they would be looking for in additional board members, and expressed interest in diverse backgrounds and types of expertise that could be useful. There was discussion on what the total number of members should be, and there was agreement that 7 seats would be ideal.

Board members agreed to create a nominating committee to assist with finding and evaluating prospective members. S. Herrod and Dr. W. Stinde volunteered for the nominating committee.

Liz will send the Board on Track Inventory link to all members.

T. Arnett suggested taking a recess at 11:28 a.m. All present agreed.
The Board reconvened from the recess at 11:41 a.m.

X. Academic Services

A. Special Education Contracts Update

T. Arnett made a motion to approve the Special Education Contracts Update.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

B. Academic Division Update

G. Cohen answered questions on the Academic Division Reports presentation.

XI. Operations

A. Operations Update

L. Fishman discussed highlights of the Operations Division Board Report.

B. Review and Approval of the November and December 2023 Financial Statements

S. Herrod made a motion to approve the November and December 2023 Financial Statements.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

C. SARC Approval

T. Christopher made a motion to approve the SARC.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

XII. People Division

A. People Division Update

S. Trivino shared People Division Update and the Additions & Terminations Report.

XIII. Board Strategic Planning

A. Identify target areas to increase enrollment based on need.

E. Brenner presented information regarding enrollment and staffing and asked for feedback from the board members. T. Arnett discussed the possibility of creating a growth limit plan instead of an enrollment cap.

Dr. W. Stinde suggested targeted marketing to specific groups in need of what Compass Charter Schools can offer. E. Brenner suggested inviting K. Aguilar to a future meeting to share their current marketing plans and successes.

L. Fishman and S. Trivino gave feedback on how enrollment and staffing are affected by growth from the perspective of finance and human resources.

XIV. Closing Items

A. Upcoming Meetings

The next Board of Directors Meeting will be held March 9, 2024 at 10 a.m.
Additional meetings will be held on May 18, 2024 at 10a.m. and on June 22, at 10 a.m.

B. Optimistic Closure Activity

E. Brenner led group in an Optimistic Closure Activity.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:02 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Scholar Leadership Council Report

Section:	IV. Communications
Item:	C. Scholar Leadership Council Report
Purpose:	Discuss
Submitted by:	
Related Material:	SLC Report January 9 2024.pdf SLC Report February 13 2024.pdf

January Scholar Leadership Council Report
prepared for March 9, 2024 Board Meeting

The meeting began at 2:00pm with Taia and Ms.Wrigley taking attendance. The IT staff and SLC members discussed obstacles in creating a Compass scholar community, and what softwares to use for this purpose. Aure & Cricht Ruediger asked if the school could host a prom, Ms. MacAlpine stated that it would be possible but challenging. Ms. Brenner shared the annual safety plan which covered multiple aspects. It was found sufficient and did not need changes. Ms. Brenner then shared the goals for increasing scholar engagement. Ms.Brenner suggested that engagement goals be formalized in Compass' multi-year strategic plan. The meeting was adjourned at 2:46pm.

VIEW RECORDING - 44 mins (No highlights)

AI Summary

- The meeting began with introductions from Taia Saurer and Tami Wrigley taking attendance. @0:00
- The group discussed challenges around building community among Compass' large and geographically dispersed scholar body. Suggestions included interest-based subgroups on platforms like Google Chat. IT staff cautioned any platform requires safety oversight. @ 0:50
- Aure & Cricht Ruediger asked about hosting prom or esports, sparking discussion on challenges of coordinating extracurriculars across 18 counties, but a willingness to explore options if proper support could be arranged. @ 22:15
- Elizabeth Brenner presented the annual safety plan update covering both physical site procedures and cyber safety policies, finding the plan sufficiently addressed concerns without needing changes. @ 27:11
- Elizabeth outlined goals to increase SLC participation and scholar engagement through interest groups on a selected platform. Challenges included scheduling conflicts, and a survey was proposed to understand non-attendees' barriers. @ 30:28
- Elizabeth suggested formalizing participation and engagement goals in Compass' multi-year strategic plan. Ideas included setting group and member participation targets to expand connections across the scholar community. @ 34:23

February Scholar Leadership Council Report
prepared for March 9, 2024 Board Meeting

Taia opened up the meeting and introduced the new Speech and Debate Club currently being planned. Some of the club activities will be tied to TedEd Students Talks, a free program that offers activities and resources for support. Ms. Brenner then reviewed previous Scholar Leadership goals relating to the number of meetings being held each school year. As those goals were successfully being met, Members discussed new goals to work on in the next few years. These goals included growing the number of Scholar Leadership Council members, and increasing the average rate of attendance at the meetings to eighty percent. Alexis expressed the desire to increase the number of High School field trips. The meeting ended after several members shared how excited they were about the upcoming launch of the Speech and Debate Club.

VIEW RECORDING - 19 mins (No highlights)

AI Summary

- Elizabeth reviewed attendance metrics from prior meetings, noting an upward trend in members and participation rates. Zahra observed the encouraging growth, sparking discussion on maintaining engagement as membership increases. **@ 0:09**
- After discussion, the council set a member goal of 15-20 and an attendance rate of 80%, balancing challenge and feasibility. Taia endorsed this range based on experience managing discussions. **@ 1:50**
- Alexis proposed offering more field trips relevant to high schoolers. Elizabeth agreed this could boost their connection and endorsed exploring the suggestion further. **@ 10:30**
- Zahra inquired about safer virtual communication options. Elizabeth explained IT director Krishna would present at the next meeting alongside Zahra's mother to outline solutions under consideration, sparked by prior council input. **@ 13:00**

Coversheet

Online Learning Advisory Committee Overview

Section:	V. Committee Reports
Item:	A. Online Learning Advisory Committee Overview
Purpose:	Discuss
Submitted by:	
Related Material:	2023-24_03_09_Online_Advisory_Board_presentation.pdf.pdf

Compass Charter Schools

2023-24 Online Advisory Board of Directors Presentation

Agenda

- Mission and Vision
- Values
- Online Advisory overview
- 2023-24 Goals

Goal progress

What's next for Online Advisory

Q&A

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.

OUR ARTIC VALUES

Achievement
Engage in and take charge of your learning.

Respect
Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.

Teamwork
Work cooperatively with all persons involved in your education. "Teamwork makes the Dream work."

Integrity
Behave following strong ethical principles, values, and academic honesty.

Communication
Frequently and proactively communicate with all persons involved in your education.

COMPASS
CHARTER SCHOOLS

Online Advisory Overview

Online Advisory Purpose:

Description
The purpose of this committee is to participate in solution-minded collaboration and provide insight and solutions to the director of Online Learning and school leadership to continuously improve the Online Learning program, as well as support the development of proper and consistent implementation of program procedures, aligned with our LCAP goals. Team members can expect to follow up with action items and steps after each meeting, provide teacher representation for leadership in decision making processes, and propose solutions for gaps in processes and initiatives.



Online Advisory Overview

Meet the Online Advisory Members:



Shannon Davis, Chair
Online HS Teacher



Michelle Whitney, Co-Chair
Instructional Coach



Kari Watt
Online Elementary Teacher



Karen Lewers
Online HS Teacher



Jennifer Tatum
Online K-8 Coordinator



Michelle Woods
Online High School Coordinator



Janae Smith
Director of Online Learning



Kayla Sullens
Resource Specialist

Online Advisory Goal

WIG	Goal
WIG 1 School Culture	To ensure that scholars are successful in the Online Learning Program, the Online Advisory will analyze the current onboarding processes and and procedures and will review this process to streamline onboarding documents and resources to ensure that all scholars experience thorough onboarding



Online Advisory Goal Progress

- Online coordinators have been meeting with other Compass coordinators to review onboarding needs.
- The Online Advisory is evaluating current onboarding lessons and documents to streamline the progress for all Online scholars grades K-12



Online Advisory: What is next?

- The Online Advisory will continue to discuss and reflect on current processes to ensure efficacy.
- The Advisory will also work on digital literacy and citizenship utilizing resources provided by Accelerate Education and collaboration with the Director of Innovation and Technology.



Questions?



Contact:

Janae Smith| Director of Online Learning
(805) 407-1448
jsmith@compasscharters.org

Shannon Davis| Online Advisory Chair/Online High School Teacher
(805) 807-5731
sdavis@compasscharters.org

Michelle Whitney| Online Advisory Co-Chair/Instructional Coach
(805) 807-8193
mwhitney@compasscharters.org

Karen Lewers| Online Advisory Team Member
(805) 341-7563
klewers@compasscharters.org

Coversheet

Special Events & Awards Committee Overview

Section: V. Committee Reports
Item: B. Special Events & Awards Committee Overview
Purpose: Discuss
Submitted by:
Related Material:
03.09.2024 Board Presentation - Special Events and Awards Committee.pptx.pdf

Compass Charter Schools

Special Events & Awards Committee

School Year 2023-2024

Members

Kimberly Aguilar

Melissa Alcaraz

Ruth Chavez-Rivera

Linh Haas

Lynn Jabuka

Marco Mattaliano

Krisha Moeller

Vanessa Plascencia

Silvia Pearsall

Kristen Winter



Lindsay Woods

Chair



Lisa Fishman

Leadership Liasion



Tara Winberry-Litt Vice Chair

Purpose



Employee of the Month

Celebrating our amazing certificated and classified staff each month!

September 2023



Certificated Employee Winner

Racheal Coughlin,

Instructional Coach



Classified Employee Winner

Gina Lopez, EL Tutor

October 2023



Certificated Employee Winner

Karen Lewers,

Online HS Teacher



Classified Employee Winner

Marco Mattaliano,

IT Specialist

November 2023



Certificated Employee Winner

Sandra Valladares,

Options Supervising teacher



Classified Employee Winner

Nicole Sendejaz,

Office Manager

December 2023



Certificated Employee Winner

Dawn Lothringer,

Scholar Support Coordinator



Classified Employee Winner

Danielle Gamez,

Director of Operations

January 2024



Certificated Employee Winner

Sophie Samson,

Online MS teacher



Classified Employee Winner

Dario Eminente,

Enrollment Specialist

Contests

We hold fun-themed contests where staff can participate in sharing pictures, videos, etc on our intranet.



Fall Contest

#fallforCompass

Staff were encouraged to share images, videos, etc. of what fall means to them.



SHARLIE WALKER,

SUPERVISING TEACHER

MOST LIKES WINNER

I love dressing up for Halloween with my family and friends! I enjoy taking our daughter to the pumpkin patch! #fallforcompass.





Winter Contest

#ccsloveswinterbreak

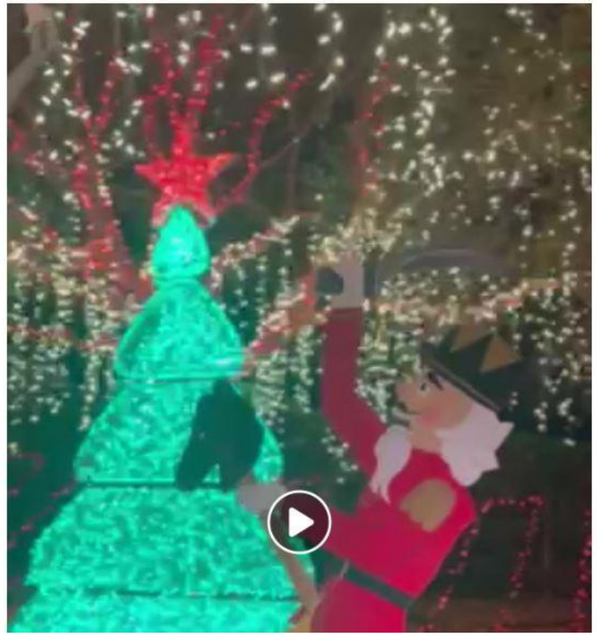
Staff were encouraged to share any fun plans or even if they spent the break relaxing in front of a fireplace.



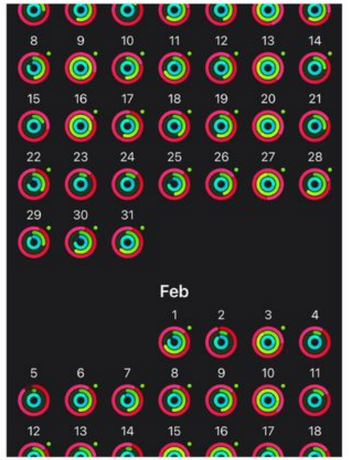
REBECCA MCFARLANE, EDUCATION SPECIALIST

RANDOM DRAWING WINNER

I started my celebration a little early because **#ccsloveswinterbreak** by going to a local holiday favorite up here on the central coast, the Cambria Christmas Market. Such a fun festive atmosphere. Happy Holidays CCS!









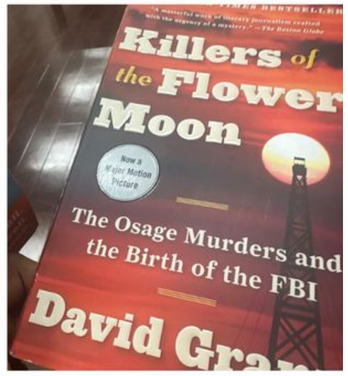












Spring Contest

#Whatsyourwellness

Staff are encouraged to share how they practice wellness and what their wellness goals are whether its fitness, mental health, overall health, etc.









Employee of the Year





Coming together is beginning, staying together is a progress, and working together is success.

- Unknown

Coversheet

Superintendent's Report

Section: VII. Superintendent's Report
Item: A. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material:
Superintendent's Report March 2024.pdf
Review-Funding-Determination-Process-Nonclassroom-Charter-Schools-022924-3.pdf

BACKGROUND:

This copy of the FCMAT/LAO report has notes and highlights sections of interest to Compass.

Superintendent's Report To the Board of Directors

March 9, 2024

Wildly Important Goals- WIGs

WIG 1

100% of staff will report improved school culture

WIG 2

100% of eligible scholars will graduate

WIGs

100% of staff will report improved school culture

100% of eligible scholars will graduate.

LCAP

Increase scholar academic achievement in core academic subjects.

Increase scholar and parent engagement and involvement.

Increase college and career readiness for scholars.

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

WASC

Improve the 4 year graduation cohort in each school to meet or exceed state averages.

Increase participation in state testing to 95% and maintain 95% participation rates in local measures.

Increase college and career readiness for scholars by expanding the AVID program

Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.

Superintendent's Goal

100% of staff will select 7 or higher on a scale of 1-10 that this statement is true for them:
Overall, trust enhances employee satisfaction and engagement, and fosters a positive and supportive work environment at Compass.

This goal supports WIG #1: 100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2023-2024 school year.

It also supports the Strategic Plan goals to: Build trusting relationships and a culture of collaboration, innovation, and ongoing learning.

Superintendent's Goal 1

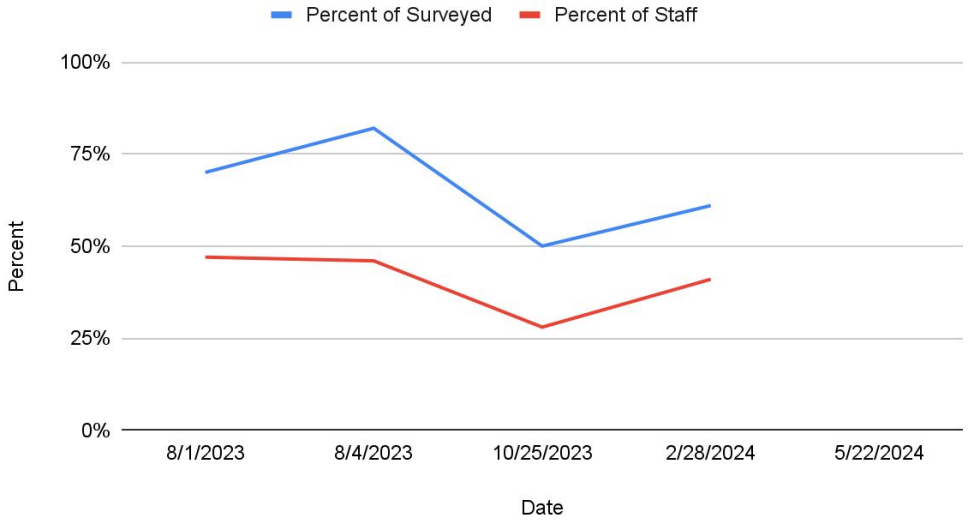
Goal: 100% of staff will select 7 or higher on a 10 point scale.

Percentage of staff who chose 7 or higher

8/01/2023	70%	144 responses	47% of total staff
8/04/2023	82%	120 responses	46% of total staff
10/25/2023	50%	122 responses	28% of total staff
2/28/ 2023	61%	143 responses	41% of total staff
5/22/2023			

Superintendent's Goal

Percentage of staff who select 7 or higher on how they feel about trust in the organization.



Superintendent's Goal

Tasks

- [ ] Measure progress of goal utilizing 10 point scale. Present data at the May 18 meeting. Apr 26, 2024 EB E. Brenner
- [ ] Facilitate the all management Trust and Inspire PL. May 13, 2024 EB E. Brenner
- [ ] Measure progress of goal utilizing 10 point scale. Dec 13, 2024 EB E. Brenner

Add a Task

- [x] Facilitate the all management Trust and Inspire PL. Apr 08, 2024 EB E. Brenner
- [x] Facilitate the all management Trust and Inspire PL. Feb 12, 2024
- [x] Facilitate the all management Trust and Inspire PL. Dec 11, 2023 EB E. Brenner
- [x] Facilitate the all management Trust & Inspire PL. Oct 16, 2023 EB E. Brenner
- [x] Implement Trust & Inspire all management PL. Ensure that all managers and leaders have copies of the Trust and Inspire book. Facilitate six sessions throughout the year that include training from Covey and Compass applications. Sep 11, 2023 EB E. Brenner
- [x] Kick off the year long Trust & Inspire initiative at the all-staff retreat. Implement the measurement tool to track progress. Aug 04, 2023 EB E. Brenner

FCMAT/LAO Report

- The FCMAT/LAO Report on non-classroom based charter schools was released on Thursday. This report was mandated by the legislature in response to concerns regarding the Funding Determination process and to fraudulent practices by schools like A3 that have resulted in the loss of millions of public funds. At first read, the few recommendations that stood out to me as potentially having an impact on Compass:

FCMAT/LAO Report

- Small school districts should no longer be able to authorize charters whose enrollment exceeds 50% of the district enrollment. *This is true for all three of our authorizers.*
- The state should create a separate authorizing entity for schools who have more that 50% of their students attending virtually. *This is true for all of our charters.*
- Non-classroom based schools should be funded at 85% of their ADA, even if they are meeting the current thresholds defined in the funding determination. *This would mean that Compass funding could be cut by 15%.*
- Audit requirements should be more stringent and aligned to school districts and auditors should be required to be trained specifically in Charter school funding. *This is one reason we need to ensure that all of our policies and practices are compliant.*


Any Questions?

Review of the Funding Determination Process for Nonclassroom-Based Charter Schools







LAO

GABRIEL PETEK | LEGISLATIVE ANALYST
FEBRUARY 2024

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Executive Summary

Background

Nonclassroom-Based Charter Schools Must Submit Funding Determination Requests to the California Department of Education (CDE). State law classifies charter schools as nonclassroom-based if more than 20 percent of instructional time is offered through means that are outside of an in-person classroom setting. To generate funding for its nonclassroom-based attendance, the school must submit a funding determination request to the state using data from the prior year.

Nonclassroom-Based Charter Schools Must Meet Three Criteria to Receive "Full" Funding. In order to be eligible to receive full funding for its nonclassroom-based attendance, a nonclassroom-based charter school must meet three criteria: (1) spend 40 percent of annual revenue on certificated staff compensation, (2) spend 80 percent of annual revenue on instruction and related activities, and (3) maintain a student-to-teacher ratio of 25-to-1 in most cases. If a school does not meet these thresholds, they would receive a prorated amount (typically either 85 percent or 70 percent).

State Law Requires Evaluation of Process Used to Determine Funding for Nonclassroom-Based Charter Schools. Chapter 48 of 2023 (SB 114, Committee on Budget and Fiscal Review) requires the Legislative Analyst's Office and the Fiscal Crisis and Management Assistance Team to study the funding determination process for nonclassroom-based charter schools and report their findings by March 1, 2024. The statute specifies that this study shall "identify and make recommendations on potential improvements to the [process], including recommendations for enhancing oversight and reducing fraud, waste, and abuse."

Findings and Assessment

"Nonclassroom-Based" Term Is a Misnomer. In 2023-24, 204 nonclassroom-based charter schools reported they offer no virtual instruction or are primarily a classroom-based program. These schools represent half of the statewide attendance at nonclassroom-based charter schools. In our conversations with nonclassroom-based charter schools, many indicated they offer different types of educational programs (primarily in-person, blended, or primarily virtual) that students can choose from. Some indicated they preferred the nonclassroom-based designation because of the flexibility they had in deciding how to serve each student. For these schools, the term nonclassroom-based does not necessarily reflect the experience of students enrolled in their programs. These schools also often have a cost structure that is similar to traditional brick-and-mortar schools.

Funding Determination Process Has Gaps. The funding determination process also has several gaps that make it less effective in monitoring school spending. Most notably, nonclassroom-based charter schools usually are only required to submit one out of every four years of expenditure data, which limits the state's ability to comprehensively assess their spending patterns. Additionally, CDE does not have the capacity to verify the accuracy of the various data submitted that is self-certified.

Current Process Is Not an Effective Way to Address Other Concerns With Nonclassroom-Based Charter Schools. The funding determination process can be a helpful tool to monitor the overall cost structure of a nonclassroom-based charter school and to ensure funding is being spent on staffing and other services that benefit students. The process, however, is not an effective approach for ensuring that charter schools are complying with other state laws. Given the funding determination process is based on the review of audited expenditures and attendance data, it relies on other aspects of the system to be working effectively. These other aspects of oversight—such as annual audit requirements and oversight from authorizers, county superintendents, and the state—are more appropriate ways to monitor these issues.

Recommendations

Recommend Several Changes to Improve Funding Determination Process. We provide several specific recommendations the Legislature could enact to improve the funding determination process. Our recommendations are intended to narrow the process to a smaller subset of schools, improve the comprehensiveness and quality of data submitted to CDE, and streamline some aspects of the process. Most significantly, we recommend the Legislature:

- ***Narrow the Definition of a Nonclassroom-Based Charter School.*** We recommend narrowing the definition of a nonclassroom-based charter school so that the designation excludes those schools that provide the majority of their instruction in person. This would exclude charter schools whose programs have cost structures that are similar to traditional classroom-based programs.
- ***Improve Quality of Data Submitted to CDE.*** To assist CDE in efficiently reviewing and processing funding determination forms, we recommend requiring data submitted by charter schools be consistent with their annual audits. We also recommend several changes that would require information submitted to CDE be subject to annual audits.
- ***Use Multiple Years of Data for Funding Determinations.*** We recommend the funding determinations take into consideration a school's aggregate spending for all years since the previous funding determination. This would ensure school expenditures are aligned with the funding determination thresholds consistently over time.

Consider Changes to Charter School Oversight. We also provide several recommendations for the Legislature to consider regarding broader oversight of charter schools. These issues generally apply to all charter schools, though in a few cases we highlight specific issues related to nonclassroom-based charter schools and virtual charter schools. Most significantly, we recommend the Legislature consider the following:

- ***Improvements to Oversight by Charter School Authorizers.*** We recommend the Legislature consider several changes to improve the quality of authorizer oversight. Specifically, we recommend the Legislature set limits on district authorizers by district size and grade, increase minimum requirements for authorizers, and consider an alternative authorizing structure for virtual schools.
- ***Enhancements to Charter School Audits.*** Current audit requirements often do not address the complexities and unique flexibilities of charter school finances. We recommend the Legislature align the audit process for charter schools to that of school districts and add audit requirements that would address issues specific to charter schools.

INTRODUCTION

State Provides Flexibility Over Instructional Approaches. Under current law, charter schools and school districts have flexibility to provide instruction in a variety of settings. Although school districts are required to operate traditional in-person instruction, they also have the option of additionally operating independent study programs which can take on many different forms that range from fully online virtual academies to hybrid programs that combine on-site and off-site instruction. Charter schools have more flexibility in structuring their programs as they are not required to provide in-person instruction.

State Classifies Some Charter Schools as Nonclassroom-Based. State law classifies charter schools as either classroom-based or nonclassroom-based. Specifically, a school is nonclassroom-based if more than 20 percent of instructional time is offered through means that are outside of an in-person classroom setting. In 2022-23, 313 schools (25 percent of all charter schools) were nonclassroom-based. These schools accounted for 38 percent of statewide charter school attendance that year.

State Law Requires Additional Scrutiny Over Funding for Nonclassroom-Based Charter Schools. Chapter 892 of 2001 (SB 740, O'Connell) required the State Board of Education (SBE) to establish a system for determining the appropriate funding level for nonclassroom-based charter schools that, at a minimum, considers the percentage of total expenditures for certificated staff salaries and benefits and the school's student-to-teacher ratio. The state board adopted thresholds for these criteria, and also required that funding determinations be based on the percentage of total expenditures for instruction and related services.

State Law Requires Evaluation of Processes Used to Determine Funding for Nonclassroom-Based Charter Schools. Chapter 48 of 2023 (SB 114, Committee on Budget and Fiscal Review) requires the Legislative Analyst's Office and the Fiscal Crisis and Management Assistance Team to study the processes used to determine funding for nonclassroom-based charter schools and report their findings by March 1, 2024. The statute specifies that this study shall "identify and make recommendations on potential improvements to the [funding determination] processes, including recommendations for enhancing oversight and reducing fraud, waste, and abuse."

Report Has Three Main Sections. This report responds to the statutory requirement. The first section provides a brief overview of charter schools and outlines the main features of the funding determination process. The second section describes our findings, assessment, and recommendations specifically related to the funding determination process. The final section describes our assessment and recommendations related to broader issues of oversight for charter schools.

BACKGROUND

In this section, we provide a brief overview of charter schools and how they are funded, as well as how charter schools are classified as nonclassroom-based. We then discuss the funding determination process used to determine the level of funding for these schools.

Charter Schools

California Established Charter Schools in 1992. Charter schools are publicly funded elementary and secondary schools operating under locally developed agreements (or "charters") that describe their educational programs. The state created charter schools to offer parents or guardians an alternative to traditional public schools

and encourage local leaders to explore innovative educational programs. All charter schools must provide nonsectarian instruction, charge no tuition, and admit all interested California students up to school capacity. If the charter school receives more student applications than they have capacity to enroll, the school must implement a lottery system.

Charter Schools Are Held Accountable to Their Local Charter. To both be established and renewed, a charter school in California must have an approved charter that sets forth a comprehensive vision for the school, including its educational program, student discipline policy, employee policies, governance structure, and fiscal plans. Charter schools are exempt from many state laws and regulations that apply to school districts. For example, they are not required to collectively bargain with employees or select members of their governing board through local elections.

Interested Groups Initiate Petition Process. Charter school petitions must set forth a comprehensive vision for the school, including its educational program, student discipline policy, employee policies, governance structure, and fiscal plans. Petitions must be signed by at least half of the number of parents or guardians of students that the charter school estimates will enroll in the school for its first year of operation or by half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Charter Schools Must Be Authorized by a School District or County Office of Education (COE). Every charter school has an authorizer that is responsible for approving the school's charter. In most cases, an interested group looking to establish a charter submits its petition to the local governing board of the school district where the charter school will be located. In 2023-24, districts authorize 83 percent of active charter schools. Under certain conditions, a group may submit a petition to the governing board of the COE, such as a charter school that is seeking to serve students from across the county. Initial authorization may be for a period of up to five years. The authorizer monitors the charter school and may deny a renewal if the school does not adhere to the terms of its charter, performs poorly on state measures of academic performance, or violates the law. (An authorizer can also revoke a charter in certain circumstances.)

Under Certain Conditions, an Authorizer Can Reject a Petition. State law specifies that school districts can deny the approval of a new charter petition for one of eight specific circumstances. Most notably, petitions may be denied if the proposed educational program is unsound, the charter school would undermine or be duplicative of existing programs currently offered by the authorizer, or the establishment of the charter would fiscally impact the authorizer to the point they would be unable to meet their financial obligations. If a school district denies a charter petition, the interested groups can appeal the denial with the COE in which the school district operates. In this case, a COE will review the charter petition and the statement from the school district on why they denied the petition. COEs in this case conduct their own review of the charter petition and may authorize the charter if they disagree with the district's assessment. Appeals may also be filed with SBE, though their level of review depends on whether or not the charter petition was denied by both the school district and COE, or just the school district. If SBE approves a petition on appeal, they must designate whether the chartering authority will be granted to the school district or COE in which the charter will operate. As described in the nearby box, the state recently enacted various changes to rules related to authorization and oversight of charter schools.

Authorizers Are Responsible for Ongoing Oversight. At a minimum, each authorizer must fulfill five basic responsibilities: (1) identify a contact person at the charter school; (2) visit the charter school at least annually; (3) ensure the charter school completes all required reports, including the Local Control and Accountability Plan; (4) monitor the charter school's finances; and (5) notify SBE if a charter is renewed, revoked, or the school closes. Authorizers may charge a fee of up to 1 percent of a charter school's Local Control Funding Formula (LCFF) revenue to cover the actual cost of their oversight activities.

Recent Legislation Impacting Charter School Authorization and Oversight

Since 2019, the state has enacted several changes that have impacted the authorization and oversight of charter schools. Below, we describe three bills that made significant changes specifically related to charter schools.

Chapter 486 of 2019 (AB 1505, O'Donnell). Assembly Bill 1505 included several changes to laws regarding charter schools. Most notably, the bill made changes in four areas:

- ***Additional Circumstances for Denying a Petition.*** This legislation added two circumstances under which an authorizer can deny a charter petition for the establishment of a new charter school (providing authorizers with a total of eight circumstances for denying a petition). Specifically, AB 1505 now allows an authorizer to deny a petition if (1) the charter school would undermine or be duplicative of existing programs currently offered by the authorizer, or (2) the establishment of the charter would fiscally impact the authorizer to the point they would be unable to meet their financial obligations.
- ***Delegation of Oversight for Charter Schools Authorized by the State Board of Education (SBE).*** Assembly Bill 1505 removed SBE's authority to approve statewide benefit charter schools and required SBE to delegate oversight of charter schools to school districts and county offices of education (COEs). Charter schools previously authorized by SBE are now required to renew their charter with the school district or COE in which they operate. Additionally, when SBE approves a charter on appeal, they must designate, in consultation with the charter school, whether the school district or COE in which the charter operates will provide oversight.
- ***Change to SBE's Approach to Some Appeals.*** Prior to AB 1505, SBE reviewed appeals for new charter schools by conducting its own independent review of the charter petition, similar to that of school districts and COEs. Under AB 1505, if the charter petition was denied by a school district and a COE, then SBE only evaluates whether the school district or COE may have abused its discretion—SBE does not conduct an independent review of the charter petition. SBE must conduct their own independent review of appeals for new charter schools in single-district counties. SBE also must conduct their own independent review of appeals for renewal related to schools that were previously authorized by SBE.
- ***Renewals of Existing Charter Schools Tied to Performance.*** Assembly Bill 1505 required charter authorizers to consider the charter school's performance on the indicators included in the California School Dashboard when evaluating a petition to renew a charter school. The legislation establishes three tiers of performance based on the School Dashboard indicators. These tiers must be used to determine whether the charter will be renewed and to determine the length of a charter renewal. For schools not in the highest performance tier, the authorizer must consider certain verified data related to year-to-year growth in student academic achievement and postsecondary outcomes (in addition to indicators on the School Dashboard).

Chapter 487 of 2019 (AB 1507, O'Donnell). Prior to AB 1507, charter schools could operate facilities outside of their authorizing school district in certain circumstances, as well as operate a resource center in an adjacent county. Assembly Bill 1507 prohibits new charter schools from operating facilities outside of their authorizing school district. As part of their renewal process, charter schools that were already operating outside of their authorizing school district were required to obtain approval from the district where their site or resource center is located. Alternatively, charter schools were also able to renew their charter with the authorizer in which their additional site is operated.

Chapter 3 of 2019 (SB 126, Leyva). Senate Bill 126 required charter schools and charter management organizations to comply with the same public record disclosure requirements, open meeting requirements, and conflict of interest laws that apply to school districts and COEs, including the California Public Records Act, The Ralph M. Brown Act, and the Political Reform Act of 1974.

If a charter school utilizes substantially rent-free facilities offered by their authorizer, then their authorizer can be reimbursed for the actual cost of providing oversight, up to 3 percent of the charter school's LCFF revenue.

Charter Schools Periodically Up for Renewal. At the end of a charter's initial authorization period, the authorizer must decide whether to renew the charter. Charter schools typically must be renewed every five years. The criteria for the renewal process generally are similar to that for approving a new charter, with the exception that charter schools seeking renewal must demonstrate a minimum level of academic performance. When a charter is up for renewal, the authorizer will review the schoolwide and student subgroup performance data of the charter school for the two years preceding the renewal decision. Under certain conditions, academic performance can dictate whether the authorizer must deny or approve the charter renewal—unless the authorizer finds that the charter school cannot implement its program or is breaking the law. For schools with the lowest academic performance on state indicators, statute specifies that authorizers must deny the renewal of the charter school. Conversely, for schools with the highest performance levels on state indicators, statute specifies that the authorizer must renew the charter school for a period of between five and seven years. For all other charter schools, they must set growth targets regarding academic performance on state indicators and the authorizer has the authority to decide to renew the charter for a term of up to five years.

Charter Schools Have Limits on Where They Can Locate and Which Students They Can Enroll. Charter schools must be located in the geographic boundary in which their authorizer operates. This restriction applies to any school facilities, resource centers, meeting spaces, and satellite facilities. Charter schools are able to enroll students from within the county their authorizer operates, as well as from all adjacent counties.

Some Charter Schools are Part of Networks. Some schools are managed by entities as part of charter school networks. Charter schools that are part of networks are legally separate schools, each with their own authorizer and governing board. The exact relationship of a charter network varies. For example, a network could have one organization that is involved in operating all programs and another network might have schools that share their educational model but each school operates independently. In some virtual programs, the network of schools operates as one school in practice where costs are shared across schools and one teacher may have students assigned in their caseload from different schools that are part of the same network. Since charter schools can enroll students from within their authorizer's county and adjacent counties, a charter network can serve large portions of the state by having schools authorized in several key counties across the state.

Charter School Audit Requirements Differ From School Districts. Every school district, charter school, and COE in California must undergo an annual audit to verify the accuracy of its financial records and determine if it has spent funds in accordance with various state and federal laws. They must hire an auditor from a list of firms approved by the State Controller's Office. The auditor then conducts an independent review following procedures in the audit manual developed by the state known as the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (known as the audit guide). The audit guide includes procedures for school districts, charter schools, and COEs, such as verification of various compliance tests, including attendance records. Charter school financial reporting requirements differ in some ways from that of school districts. For example, charter schools that are organized as a nonprofit public benefit corporation follow the Financial Accounting Standards Board statements whereas school districts follow the Governmental Accounting Standards Board statements. Charter school auditing requirements are informed by both the audit guide and details specified in their charter school petition, whereas audits of school districts are informed by the audit guide and statute. Depending on the content of their charter, the specific elements of a charter school's audit may differ from the requirements of school districts.

Charter School Funding

As With School Districts, Charter Schools Are Mostly Supported by LCFF. School districts and charter schools receive most of their LCFF apportionment through a per-student formula that provides a base amount of funding by different grade spans. The per-student rates for school districts and charter schools are applied to their average daily attendance (ADA)—the average number of students that attend throughout the school year. Almost one-fifth of LCFF funding for school districts and charter schools is provided through two separate calculations based on the proportion of their student population that is an English learner, from a low-income family, or a foster youth. Charter schools receive about $8 billion (11 percent) of total school district and charter school LCFF funding.

Charter Schools Can Be "Directly Funded" or "Locally Funded." When a charter school is authorized, they can elect to receive their state funding in one of two ways: (1) from the county treasurer in which their authorizer operates (directly funded) or (2) from its authorizer (locally funded). The selection may also affect how a charter school applies for state and federal grants. In 2022-23, 255 charter schools (21 percent) were locally funded. Some locally funded charter schools are operationally integrated into their authorizing school district or COE. These schools are sometimes referred to as "dependent" charter schools. A dependent charter school also commonly has its expenditure data integrated within the authorizer's data, not reported separately. Conversely, "independent" charter schools report their expenditure data separately from their authorizers and are likely to be directly funded.

Charter Schools Have Three Options for Obtaining Facilities. When a charter school is projected to have more than 80 students attending in person in a school year, the authorizer is required to offer reasonably equivalent facilities sufficient to accommodate all of the in-district students attending the school. Many charter schools occupy facilities provided by their authorizing district, typically paying either nominal or below-market rent. Most remaining charter schools occupy privately leased facilities, often paying market-rate rent. A relatively small share of charter schools have constructed or purchased their own facilities.

Some Charter Schools Have Access to Facility Funding. Unlike school districts, charter schools are unable to authorize local bonds for school facilities. However, the state provides some funding to help certain charter schools with their facility costs. The Charter School Facility Grant Program is available to charter schools that enroll or are located in the attendance area of an elementary school where at least 70 percent of students are low income. Eligible schools are reimbursed for up to 75 percent of lease and other qualifying facility expenditures incurred in the prior year, but are capped at a certain amount ($1,420 per student in 2022-23). Additionally, the federal Charter School Facilities Program provides charter schools with funding for constructing, acquiring, or renovating new facilities through the district in which they operate. The California School Finance Authority administers both of these programs. (The Charter School Facilities Program is jointly administered with the Office of Public School Construction.) In some cases, school districts have included charter school facilities in their local bond program.

Charter Schools Have Somewhat Different Rules for Independent Study. School districts, charter schools, and COEs typically receive funding based on student attendance in an in-person instructional program, where they receive direct supervision from a certificated teacher. In addition, they can receive funding to operate programs with a more flexible structure through independent study. Although most independent study rules apply to all entities, charter schools have somewhat different rules. Most notably, they do not have a minimum amount of instruction or work that must be completed in one day to generate funding. (See the box on the next page for more detail regarding current independent study rules.)

Independent Study

Independent study programs provide students an alternative to traditional classroom-based instruction. Rather than generating funding solely based on attendance, independent study programs also generate funding based on the work completed by students. Independent study programs range from fully online virtual academies to hybrid programs that combine on-site and off-site instruction. State law allows local education agencies (LEAs)—school districts, charter schools, and county offices of education (COEs)—to decide whether to provide these programs.

Basic Requirements of Independent Study Programs. Below are some of the basic requirements for all independent study programs.

- ***Certificated Teachers.*** Students must work under the general supervision of certificated teachers. State law also specifies that only certificated teachers may evaluate the seat-time equivalent of an independent study student's work for the purposes of generating average daily attendance (ADA).
- ***Individual Written Agreement.*** LEAs must maintain a written agreement with each student (and parent or guardian) that specifies the dates of participation, methods of study and evaluation, and other resources to be made available to the student.
- ***Synchronous Instruction.*** LEAs must offer synchronous instruction—instruction that involves real-time interaction between students and teachers—to independent study students throughout the school year, with frequency varying by grade level. These requirements range from daily instruction for transitional kindergarten through grade three to weekly instruction for high school students.
- ***Student Reengagement Strategies.*** LEAs must establish procedures for reengaging with independent study students who do not meet certain requirements, such as students who have completed less than 60 percent of their assigned work in one week, participated in less than 60 percent of scheduled synchronous instruction in one month, or violated their independent study agreement. These procedures are to include several elements, such as notification to parents or guardians regarding lack of participation and a standard for when a student's enrollment in independent study should be reevaluated.
- ***Student-to-Teacher Ratios.*** Current law limits the average number of students each independent study teacher may supervise, unless an alternative ratio is collectively bargained. These limits vary by LEA. For school districts, the student-to-teacher ratio for independent study programs may not exceed the overall student-to-teacher ratio in the district. For charter schools, the ratio cannot exceed 25 to 1. The limit for COEs is based on the overall student-to-teacher ratio in the high school or unified school district with the largest ADA in the county.
- ***Educational Standards.*** State law prohibits independent study from using an "alternative curriculum." This restriction implies that independent study students must be held to the same standards as other district students. Current law, however, does not clarify what an alternative curriculum means or provide a means of enforcing the prohibition.

Charter Schools and School Districts Have Different Flexibilities. Unlike school districts, charter schools do not have a daily minimum instructional minute requirement for school days. (The daily minimum instructional minute requirement for school districts varies by grade span, from 180 minutes for kindergarten to 240 minutes for grades 9-12.) Therefore, to claim attendance for funding purposes, charter schools only need to show that a student completed some work during each school day. (However, charter schools must follow the same minimum number of instructional minutes for the school year as school districts.) School districts must show that the work completed by a student satisfies the minimum amount of instruction for the day. However, school districts may have agreements in place where students submit work weekly and the work submitted does not need to be attributed to specific days to generate funding.

Nonclassroom-Based Charter Schools

Senate Bill 740 Established New Requirements Governing Funding for Nonclassroom-Based Instruction in Charter Schools. In the early 2000s, after a few high-profile cases, education leaders were concerned that some charter schools offering independent study were "profiteering." Specifically, some independent study programs spent less than the amount of funding generated by students and allowed the school operators to keep funding for personal gain. To address these issues for charter schools, the Legislature enacted Chapter 892. Most notably, SB 740 established a definition for what constitutes a nonclassroom-based charter school and required nonclassroom-based charter schools to request a funding determination from the California Department of Education (CDE) to receive their full apportionment. We discuss these in more detail below.

Senate Bill 740 Defined Classroom-Based and Nonclassroom-Based Charter Schools. For purposes of calculating charter school attendance for classroom-based instruction apportionments, SB 740 requires that (1) instruction is provided by a certificated teacher, (2) at least 80 percent of instruction is offered at the school site, (3) the charter school's schoolsite is a facility that is used principally for instruction, and (4) the charter requires its students to attend the schoolsite for at least 80 percent of the minimum instructional time required by law. Attendance that does not meet all four of the above criteria is considered nonclassroom-based. Charter schools must designate each unit of attendance as either classroom-based or nonclassroom-based. For example, a student who receives in-person instruction four days and one day of independent study would be credited with four days of classroom-based attendance and one day of nonclassroom-based attendance. However, for students who participate in independent study more than 20 percent of their instructional time, all of their attendance is considered nonclassroom-based. For example, a student who receives in-person instruction three days a week and independent study for two days a week would be credited with five days of nonclassroom-based attendance weekly. A charter school is classified as "nonclassroom-based" if more than 20 percent of its total annual ADA is nonclassroom-based.

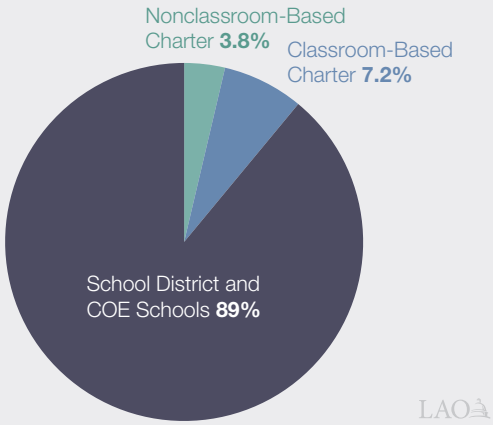
Nonclassroom-Based Charter Schools Not Eligible for Some State Programs. Nonclassroom-based charter schools are ineligible to receive funding from certain grant programs, including the Expanded Learning Opportunities Program, Charter School Facility Grant Program, and the California Community Schools Partnership Program. This is in part due to the assumption that nonclassroom-based charter schools do not have facilities to provide classroom-based instruction and cannot comply with the requirements of some programs that provide services to students in person.

Nonclassroom-Based Charter School Programs Vary. Nonclassroom-based charter school programs can range from hybrid programs with a combination of on-site and off-site instruction to fully online virtual academies. (The level of in-person and remote instruction that hybrid programs offer vary.) Additionally, a nonclassroom-based charter school may offer multiple types of programs to students. In 2022-23, the state had 313 nonclassroom-based charter schools (25 percent of all charter schools) that served a total of roughly 222,000. These schools accounted for 38 percent of statewide charter school attendance and about 4 percent of attendance statewide that year. (**Figure 1** on the next page.) From 2018-19 to 2022-23, statewide nonclassroom-based charter school attendance has increased 5 percent (about 9,500 students), whereas classroom-based charter school attendance has decreased 3 percent (about 12,800 students).

State Commissioned a Study of Funding Determination Process Shortly After Establishment. In 2005, RAND evaluated the state's funding determination process and found that the process had reduced misuse of funds by nonclassroom-based charter schools and increased their spending on instruction. RAND found that nonclassroom-based charter schools substantially increased both instructional spending and spending on certificated-staff salaries as a proportion of total revenues in an effort to meet thresholds for full funding.

Figure 1

Share of Statewide Attendance by School Type
2022-23



A Few High-Profile Cases of Recent Fraudulent Activity in Nonclassroom-Based Charter Schools. Over the past decade, there have been a few cases where fraudulent activity or misuse of public funds were found in nonclassroom-based charter schools. One notable recent case is related to the A3 charter school network, where the schools were found to have fabricated attendance data that resulted in generating roughly $400 million in state funding through attendance fraud. Several former employees of the schools were subsequently convicted of crimes related to these actions.

State Enacted a Moratorium on New Nonclassroom-Based Charter Schools in 2019, Set to Expire in 2026. Due, in part, to the concerns arising from high-profile cases, Chapter 486 of 2019 (AB 1505, O'Donnell) imposed a two-year moratorium on the establishment of new nonclassroom-based charter schools (from 2019 to 2021). The moratorium has since been extended twice—Chapter 44 of 2021 (AB 130, Committee on Budget) extended the moratorium to January 1, 2025, and SB 114 further extended the moratorium to expire in January 1, 2026.

Funding Determination Process

Statute Directed SBE to Develop Regulations Governing Nonclassroom-Based Charter School Funding. Senate Bill 740 directed SBE to adopt regulations that govern funding for nonclassroom-based charter schools by February 1, 2002. SBE was required to appoint an advisory committee consisting of representatives of school district superintendents, charter schools, teachers, parents or guardians, members of the governing boards of school districts, county superintendents of schools, and the State Superintendent of Public Instruction to make recommendations to SBE on developing regulations. The legislation specified that the regulations shall include considerations for the amount of the charter school's total budget expended on certificated employee salaries and benefits and the school's student-to-teacher ratio. The legislation also authorized SBE to include other considerations for making funding determinations, as well as other conditions or limitations on what constitutes nonclassroom-based instruction.

Nonclassroom-Based Charter Schools Must Submit Funding Determination Requests to CDE. Nonclassroom-based charter schools are ineligible to receive any funding for their nonclassroom-based ADA without receiving an approved funding determination from SBE. (Nonclassroom-based charter schools automatically generate full funding for any classroom-based ADA.) To generate funding for its nonclassroom-based ADA, the school must submit a funding determination request to CDE through a form on the department's website using data from the prior year. Typically, these forms must be submitted to the department by February 1 in the year when a school's funding determination is set to expire. CDE reviews the information submitted on the funding determination form, and can ask charter schools for clarifying or additional information as well as use information from the charter school's audit to verify information on the form. After reviewing the funding determination form, CDE presents its funding determination recommendation to the Advisory Commission on Charter Schools (ACCS) who then make recommendations to SBE on the level of funding based on three thresholds discussed below. ACCS typically adopts its recommendations in April. In turn, SBE typically votes on the funding determinations in May.

Nonclassroom-Based Charter Schools Must Meet Three Criteria to Receive "Full" Funding. In order to be eligible to receive full funding for nonclassroom-based ADA, charter schools must meet three criteria:

- ***Spend 40 Percent of Annual Revenue on Certificated Staff Compensation.*** Charter schools must show that their total prior-year expenditures on certificated staff represent at least 40 percent of total prior-year revenues. Certificated staff costs include salaries and benefits for employees who possess a valid teaching certificate, permit, or other equivalent and who work in the charter school in a position required to provide direct instruction or direct instructional support to students. A charter school's total revenue includes federal, state, and local funding.
- ***Spend 80 Percent of Annual Revenue on Instruction and Related Services.*** Charter schools must show that their prior-year expenditures on instruction and related services represents at least 80 percent of prior-year total revenue. Instruction and related services may include, but are not limited to, (1) administrative, technical, and logistical support to facilitate and enhance instruction; (2) student support services; (3) school-sponsored extra-curricular or co-curricular activities; and (4) instructional materials, supplies, and equipment. Additionally, charter schools can elect to have a portion of their spending on facilities be counted towards this requirement. A charter school's total revenue includes federal, state, and local funding.
- ***Certain Student-to-Teacher Ratios.*** Charter schools are required to maintain a student-to-teacher ratio of 25-to-1 (or equivalent to the largest unified school district in the county in which the charter school operates).

If a school receives full funding, all of its nonclassroom-based ADA counts towards key funding calculations, including the school's LCFF allotment and lottery-based apportionment. SBE may reduce funding determinations to either 85 percent or 70 percent of full funding—meaning 85 percent or 70 percent of a school's ADA is counted in the applicable funding calculations. Figure 2 shows the criteria for funding determinations at lower levels than full funding.

Schools Periodically Go Through Funding Determination Process. SBE generally has the authority to grant funding determinations for up to five years. The regulations also require funding determinations of specific lengths in certain cases. New charter schools, for example, must receive their first funding determination for two years. Regulations also require the state to provide schools a five year funding determination if they meet certain performance standards. However, the specific measure of performance referenced in the regulations—the Academic Performance Index—is no longer calculated by the state. Thus, no schools are automatically eligible for five year funding determinations.

Schools May Count Facility Costs Towards Spending on Instruction. Charter schools may elect to have some of their facilities costs included towards their spending on instruction and related services. In order to be eligible, charter schools

Figure 2

Funding Determination Thresholds

	Funding Level			
Requirement	**100 percent**	**85 percent**	**70 percent**	**Denial**
Share of revenue spent on certificated staff	At least 40 percent.	At least 40 percent.	At least 35 percent.	Less than 35 percent.
Share of revenue spent on instruction and related services	At least 80 percent.	Between 70 percent and 80 percent.	Between 60 percent and 70 percent.	Less than 60 percent.
Student-to-teacher ratio	25 to 1, or highest ratio in the county.	Not applicable.	Not applicable.	Not applicable.

must provide information on: (1) total facility costs, (2) square footage, (3) classroom-based ADA, and (4) the total number of hours that nonclassroom-based students spent at school sites. The formula allows up to $1,000 per classroom-based ADA and a prorated amount for nonclassroom-based ADA based on the amount of time these students physically spend within the charter's facilities.

State Board Considers Mitigating Circumstances When Making Funding Determinations. A nonclassroom-based charter school may present additional information to CDE and SBE to request an increase in its funding level if other special or mitigating circumstances resulted in a smaller proportion of its total revenue being spent on certificated staff compensation or instruction and related services. For example, SBE considers circumstances such as a one-time investment in a facility, extraneous special education costs, or school bus purchases. If a school can show that these types of expenses resulted in the school not meeting the expenditure, SBE typically gives the school a higher funding determination than would otherwise be assigned, but for a shorter period of time.

Specific Rules for New Charter Schools. New nonclassroom-based charter schools must submit their funding determination request by December 1 in their first year of operation using "reasonable" estimates of their expenses. The approved funding determination for new charter schools is effective for two fiscal years. Ninety days after the end of the first fiscal year of operation, the charter school must submit unaudited actual expense reports for the first year and a funding determination form based on the school's second-year budget. This may result in a revision to the funding determination if the thresholds were not met in either the first year expenses or in the adopted second-year budget. The SBE may terminate a determination of funding if updated or additional information requested by CDE and/or the ACCS is not made available by a charter school within 30 calendar days or if credible information from any source supports termination.

Schools Must Submit Additional Information in Funding Determination Forms. In addition to the spending and staffing data needed to determine a school's funding level, nonclassroom-based charter schools also must include additional information in their forms. This information is not intended to affect a school's funding determination but serve as a way to screen for any potential issues that CDE may want to share with charter school authorizers. The additional information includes:

- ***Governing Board Composition.*** Charter schools are required to list the members of their current governing board. For each member, the charter must provide name, type of member (for example, parent/guardian or teacher), how the member was selected, and their term. Additionally, charter schools must identify whether any member of the board has any affiliations with entities that the charter school contracts with above certain spending thresholds. Charter schools must also indicate whether or not the governing board has adopted and implemented conflict of interest policies and procedures.
- ***Contracts Above Certain Spending Thresholds.*** Charter schools are required to list any external contracts from the previous year that were $50,000 or more, or represented at least 10 percent of total expenditures. For any contract that meets this criterion, charter schools must list the name of the entity, amount provided, details of the contract, and whether the contract payments are based on specific services rendered or based on an amount per ADA or another percentage. CDE may request copies of the contract agreements.
- ***Certain Excess Reserves.*** Charter schools must classify their reserves in several categories, including reserves for economic uncertainties, facilities acquisition or capital projects, and reserves required by the charter authorizer. Charter schools are required to report the ending fund balance in all these categories. Charter schools that have ending fund balances in either their reserves for economic uncertainties or facilities acquisition exceeding the greater of $50,000 or 5 percent of total expenditures must justify why their reserves are in excess of these thresholds.

ANALYSIS OF FUNDING DETERMINATION PROCESS

In this section, we provide our overall findings and assessment regarding the funding determination process, specifically as a way to reduce profiteering. We then provide recommendations to improve the process.

FINDINGS AND ASSESSMENT

Our findings and assessment were developed based on interviews we conducted with nonclassroom-based charter school operators and other charter school experts, review of existing data, and a review of various publications related to these issues.

Overall Findings and Assessment

Process Likely Affects School Spending. The spending thresholds and staffing ratios schools must meet to receive full funding likely have some effects on nonclassroom-based charter school spending. Likewise, the periodic nature of submitting funding determinations likely affects school spending in specific years. Some charter schools indicated they took some specific actions to ensure they were meeting these thresholds in years that would apply to the funding determination. This is also consistent with findings from the 2005 RAND report the state commissioned on this issue. Based on our review, we are unable to determine whether this change in behavior necessarily results in better student outcomes or limits profiteering.

Process Is Not Well Targeted, but Also Has Gaps. Given the state's broad definition of a nonclassroom-based charter school, we find that the funding determination process is applied to many schools that operate similar to a traditional brick-and-mortar school and have a cost structure that make profiteering unlikely. The process also does not account for specific issues many schools face, such as facility costs and use of one-time funding. However, the process also has notable gaps that make it less effective in monitoring school spending. Most notably, nonclassroom-based charter schools are only required to submit one year of expenditure data, which limits the state's ability to comprehensively assess their spending patterns. We discuss these concerns in more detail later in this section.

Process Is Not an Effective Way to Address Other Concerns With Nonclassroom-Based Charter Schools. The funding determination process can be a helpful tool to monitor the overall cost structure of a nonclassroom-based charter school and to ensure funding is being spent on staffing and other services that benefit students. The process, however, is not an effective approach for ensuring that charter schools are complying with other state laws and not committing fraud. The process may be manipulated and does not contain the checks and balances that would otherwise prevent profiteering. Other aspects of oversight, such as annual audit requirements and authorizer, county superintendent, and state oversight, are more appropriate ways to monitor these issues. Given the funding determination process is focused on reviewing periodic audited expenditures and ADA reporting, the process relies on other aspects of the system to be working effectively.

Definition of Nonclassroom-Based Charter Schools

California's Definition of a Nonclassroom-Based School Is Broader Than Other States. In our review of policies in other states, we found that approximately 40 out of 50 states allow nonclassroom-based charter schools (although a few of these states currently have none in operation). The remaining ten states have either not adopted a charter school law or have adopted a law specifically prohibiting nonclassroom-based charter schools. Most states with laws pertaining to nonclassroom-based charter schools focus specifically on schools where most or all of the instructional program is delivered virtually. The California definition—encompassing all charter schools in which more than 20 percent of instruction takes place off-site—is broader than the definition in all other states.

"Nonclassroom-Based" Term Is a Misnomer. The state does not collect information on the types of instructional models operated by nonclassroom-based charter schools. It does, however, collect self-reported data on the degree to which the schools offer virtual instruction.

(This data is collected and reported to the federal government.) As **Figure 3** shows, 204 nonclassroom-based charter schools reported they offer no virtual instruction or are primarily a classroom-based program. These schools represent half of the attendance at nonclassroom-based charter schools. In our conversations with nonclassroom-based charter schools, many indicated that their programs were primarily classroom-based, with instruction and student support provided in a brick-and-mortar school. In other cases, schools offered remote instruction but had physical locations that students could use to collaborate with other students or meet with teachers and other support. The cost structure of these programs can be similar to that of a traditional school. Nonclassroom-based charter schools often indicated they offer different types of educational programs (primarily in person, blended, or primarily virtual) that students can choose from. Some indicated they preferred the nonclassroom-based designation because of the flexibility they had in deciding how to serve each student. For these schools, the term "nonclassroom-based" does not necessarily reflect the experience of students enrolled in their programs.

Application Review

CDE Relies on Audit Reports to Verify Some Submitted Expenditure Data. To verify the validity of expenditure information included in charter school funding determination forms, CDE routinely compares the submitted information with information from their prior-year audits. The department indicated that data in the vast majority of funding determination requests match up with the expenditure data from their audits. As long as these schools meet the spending thresholds and the student-to-teacher ratio threshold, they will generally be recommended to receive full funding without having to submit any additional information. When discrepancies exist between the information listed on the funding determination form and the audit report, CDE requests additional information or documentation. CDE indicated that in many cases, charter schools made an error on the funding determination form but did actually meet the requirements. CDE also indicated that in many of these cases, the charter schools just needed to update their submission. However, in some cases, CDE requests backup documentation to substantiate information listed on the form.

In Other Cases, CDE Relies on Self-Certified Data. Although CDE can use a charter school's audit to verify certain data (such as some expenditure data and ADA), other information reported in the funding determination form cannot be as easily verified. Based on our review of the forms and conversations we had with CDE, we identified three key components that are self-certified and cannot be verified by annual audits: (1) spending on certificated salaries and benefits for positions required to provide direct instruction or instructional support to students, (2) the number of student hours attended by nonclassroom-based students at a school site (used to count facilities costs as instruction related), and (3) the student-to-teacher ratio. CDE indicated they do not have the capacity to independently verify the information they receive from charter schools is accurate. Audits and other reports often include total spending on certificated staff, as well as the number of full-time equivalent certificated staff employed by the charter school. These reports, however do not include data specifically for certificated staff who work directly with students, as is required in the funding determination form.

Figure 3

Small Share of Nonclassroom-Based Charter Schools Are Fully Virtual

2023-24

	Number of Schools	Share of Schools	Total ADA	Share of ADA
Not virtual	152	49%	91,967	41%
Primarily classroom	52	17	26,078	12
Primarily virtual	67	22	68,097	31
Exclusively virtual	40	13	36,088	16
Totals	**311**	**100%**	**222,229**	**100%**

ADA = average daily attendance.

CDE indicated that charter schools are not required to submit specific information about each employee that would allow the department to verify whether employees are correctly counted. In cases where CDE has concerns over accuracy of information provided by a charter school, they indicated that they reach out to the charter school's authorizer. However, charter school authorizers are not required to be involved in the funding determination process.

Verifying Information From Some Locally Funded Charter Schools Can Be Difficult. CDE stated they had difficulty with verifying information from some locally funded charter schools. (These schools are also more likely to be dependent charter schools that have their operations integrated with that of their authorizer.) This is because expenditure data from these locally funded charter schools was included in the audit of their authorizer, and often spending is not separated out from the authorizer's spending on its other schools. Both the Standardized Account Code Structure and the audit guide provide a mechanism for districts and COEs to separate out their spending on charter schools, but if the district has multiple locally funded charter schools they operate, then the charter school spending numbers often do not disaggregate by charter school site. CDE indicated that they will commonly ask locally funded charter schools to provide additional information to substantiate the information listed in the form.

Vast Majority of Schools Receive Full Funding. As Figure 4 shows, the vast majority of active nonclassroom-based charter schools receive 100 percent funding. Of the schools that received full funding, 12 percent (38 schools) did not meet the spending thresholds but were granted a higher level of funding based on mitigating circumstances described in their form. CDE indicated they will recommend 100 percent funding for those that have mitigating circumstances as long as the charter school can provide a reasonable justification and previously has met the spending thresholds. (CDE can ask for additional backup information to substantiate the charter's justification.) Despite CDE's typical approach, several charter schools indicated that they make spending decisions specifically to comply with the spending requirements and avoid having to use mitigating circumstances at all.

CDE Has Guidelines for Setting Length of Determinations, but They are Not Codified in Statute or Regulations. One common concern we heard from nonclassroom-based charter schools was the lack of clarity regarding the length of their funding determination. This was often due to concerns that they did not receive a determination for the maximum of five years. In our conversations with CDE, they indicated they have used consistent guidelines in recent years when deciding on the length of a funding determination: two years for new charter schools (as required by law), two years for those with mitigating circumstances, three years for schools on their second funding determination, and four years for all others. They also indicated that, given the Academic Performance Index is no longer valid, they do not issue any five year determinations. (Based on our review of statute, we believe CDE has the authority to provide five year determinations if they chose to do so.) CDE indicates they regularly communicate these guidelines in presentations to nonclassroom-based charter schools. However, these general guidelines are not reflected in statute or regulations, which can create confusion for schools.

Process Can Be Burdensome Initially. In our conversations with charter schools, we found that schools going through the process for the first time, particularly smaller charter schools, found the process burdensome.

Figure 4

Active Funding Determinations

2023-24

	100 Percent Funding	85 Percent Funding	70 Percent Funding	Denial (0 Percent Funding)
Without mitigating circumstances	270	2	3	—
With mitigating circumstances	38	—	—	—
Totals	**308**	**2**	**3**	**—**

Source: California Department of Education.

For larger charter schools and those that have gone through the process a few times, the process was not as burdensome. As charter schools become more familiar with the process, they structure their program around the specific requirements and regularly monitor expenses relative to the spending thresholds. Moreover, many charter schools that contract with vendors for business services were able to rely on these vendors to fill out the form and monitor any potential issues.

Only Reviewing Prior-Year Spending Limits Effectiveness of Oversight. In accordance with current regulations, CDE generally requires charter schools to only submit data for the prior fiscal year. (They may ask for multiyear data in some cases, such as if the charter is seeking a higher funding determination for mitigating circumstances.) For a school that receives a funding determination of four years, this means that the state would not review spending in the three intervening years. Lack of reporting in the years between funding determinations limits the state's ability to ensure schools are consistently meeting the spending criteria in line with their funding determination.

Oversight for Charter Networks Is Fragmented. Oversight via the funding determination process is more challenging for networks of schools—particularly for networks of fully virtual schools—that effectively operate as one school system. Under current law, schools that are part of a network submit separate funding determinations for each legally distinct school, even if the schools operate as one entity. These funding determinations can have different time lines, with each application representing a fraction of total spending by the school. This can make it more challenging for CDE to identify whether spending of the network as a whole is in compliance with the funding determination levels it has received, and provides an opportunity for the charter schools within the network to manipulate data relevant to the various spending thresholds and the student-to-teacher ratio threshold.

Funding Determination Process Not Aligned to Charter Renewal Process. Charter schools may be renewed for a period of five to seven years by their authorizer. In contrast, most charter schools receive funding determinations between two and four years (and never for five years under current practice). This means that charter schools often have to go through the charter renewal process and funding determination process at different intervals. Being subjected to these separate processes at different intervals can be administratively burdensome for schools.

Supplemental Information Provides Helpful Context. The additional required information on charter board composition, contracts above certain spending thresholds, and governing board members that have dealings with contractors provides useful information for the state to identify potential issues of fraud. CDE routinely shares this information with authorizers to make sure they are aware of any possible issues.

Instruction and Related Spending

Schools Cite Three Key Challenges for Meeting Instruction and Related Thresholds. In our conversations with nonclassroom-based charter schools, the 80 percent threshold for instruction and related services was the most difficult requirement to meet. Schools mainly cited three issues that made meeting this requirement more difficult:

- ***Facilities Costs.*** Schools often cited their spending on facilities as a key challenge with meeting the 80 percent requirement. Although schools can have a portion of the facilities costs included towards the calculation, this can represent only a share of their actual casts. Some schools also had more difficulty meeting the 80 percent threshold when they were setting aside funds over a multiyear period to purchase a facility. These issues were more common for schools with larger facility footprints that provided more of their instruction and support in person.
- ***One-Time Funding.*** In recent years, the state has provided several one-time grants that can be spent over a multiyear period. If a nonclassroom-based charter school receives these revenues in one year but does not spend them until subsequent years, this can reduce their reported spending on instruction and related services. (This can also make it more challenging to meet the certificated

salaries threshold.) Because of the effect on the spending threshold, schools have an incentive to spend the bulk of these funds in the first year, even if they might be better spent slowly over a multiyear period.

- ***Reserves.*** Several charter schools indicated they planned to increase the amount they hold in reserve to deal with fluctuations in state funding and student attendance or to save for major purchases. Setting aside funding for reserves, however, reduces their spending on instruction and related services.

Virtual Programs May Have Less Difficulty Meeting Instruction-Related Requirements. Given their specific cost model, virtual programs are less likely to have challenges meeting the 80 percent threshold. Virtual programs typically have no costs associated with instructional facilities. Compared with brick-and-mortar schools, they are more likely to spend on software and technology—expenses which count towards the instruction-related requirements.

Student-to-Teacher Ratio Requirements

Highest Staffing Ratio in County Is Not Easily Accessible. Although regulations allow nonclassroom-based charter schools to adhere to a 25-to-1 student-to-teacher ratio or the highest ratio for a district in the county, in practice, schools adhered to the 25-to-1 threshold. This is because information on the student-to-teacher ratios of districts in their county was often not readily available or could not be verified.

RECOMMENDATIONS

Summary of Recommendations. In this section, we provide specific recommendations the Legislature could enact to improve the funding determination process (Figure 5). Some changes would require modifying state law, while others could be implemented by directing SBE to adopt new regulations. Our recommendations are intended to narrow the process to schools with instructional models more likely to create the opportunity for profiteering, improve the comprehensiveness and quality of data submitted to CDE, and streamline some aspects of the process. These changes likely will affect CDE's workload, but the specific impact will depend on implementation details. In the box on the next page, we also describe an alternative approach that would eliminate the funding determination process. While this approach would have negative consequences for some charter schools, it would be easier for the state to administer.

Figure 5

Recommendations for Improving the Funding Determination Process

Definition of Non-Classroom-Based Charter Schools

- ✓ Narrow the definition of a nonclassroom-based charter school.
- ✓ Make the definition of a virtual charter school subject to the annual audit.
- ✓ Establish a definition of a virtual charter network in statute.

Funding Determination Process

- ✓ Require additional review of data submitted to the California Department of Education.
- ✓ Require authorizers to separately track data for their nonclassroom-based charter schools.
- ✓ Use multiple years of data for funding determinations.
- ✓ Require networks operating as one school system to apply concurrently.
- ✓ Align funding determination with charter renewals.
- ✓ Use an existing calculation for measuring spending on certificated staff.
- ✓ Build in automatic adjustments for one-time funds and facilities.
- ✓ Modify approach to reserves.
- ✓ Require student-to-teacher ratio be included in audits.

Alternative to the Existing Funding Determination Process

This report responds to the Legislature's request that we make recommendations to improve the funding determination process for nonclassroom-based charter schools. The recommendations we set forth in this report would achieve this purpose. Under these recommendations, the process would continue to require additional workload for the state, nonclassroom-based charter schools, and authorizers. Below, we set forth an alternative that would eliminate most state-level administration. This approach, however would negatively affect nonclassroom-based charter schools with higher cost models, particularly those with higher facility costs. This approach would also eliminate some ways the state currently monitors spending for nonclassroom-based charter schools.

Set a Fixed Percentage of Funding for Nonclassroom-Based Charter Schools. As an alternative to the funding determination process, the Legislature could provide a prorated amount of funding to nonclassroom-based charter schools, regardless of their expenditures. This would eliminate the need for the funding determination process entirely. The Legislature could provide the same prorated amount for all nonclassroom-based charter schools (for example, based on 85 percent funded ADA, consistent with the middle category in the current process). Alternatively, the Legislature could create a sliding scale based on the amount of in-person instruction a school provides. This change could be implemented in conjunction with a change in the definition of a nonclassroom-based charter school. (Narrowing the definition would mean that fewer schools would receive a prorated funding amount.)

Allow Nonclassroom-Based Charter Schools to Obtain Funding for Instructional Facilities. In our conversations with nonclassroom-based charter schools, many had substantial facility blueprints, which often resulted in relatively higher costs. To provide these schools with access to facility funding, the Legislature could allow them to participate in the Charter School Facility Grant Program. This would allow nonclassroom-based programs where 70 percent or more of their students are low income to be eligible for additional funds. Those with lower proportions of low-income students, however, would be ineligible.

Consider Alternative Spending Requirements. If the Legislature were to eliminate the existing funding determination process, nonclassroom-based charter schools would no longer be required to meet the spending thresholds for certificated salaries and instruction and related services. The Legislature could alternatively apply the "current expense of education" calculations to nonclassroom-based charter schools and require that at least 40 percent of their expenditures are spent on salaries and benefits of classroom teachers and instructional aides. (This is similar to recommendation we make in this report for improving the existing funding determination process.)

Definition of Non-Classroom-Based Charter Schools

Narrow the Definition of a Nonclassroom-Based Charter School. We recommend narrowing the definition of a nonclassroom-based charter school so that the designation excludes those schools that primarily provide instruction in person. Although all nonclassroom-based charter schools are mostly funded under independent study rules, many of them provide a substantial portion of instruction and other support services to students in person. These programs often have cost structures similar to that of more traditional classroom-based charter schools. Compared to the existing definition, a narrower definition would allow charter schools funded primarily on independent study to be excluded from the funding determination process if they can demonstrate they have a significant portion of their instruction provided in person.

To implement this recommendation, we recommend the Legislature develop a specific definition based on the proportion of instruction provided in person and require a school's percentage to be included in the annual audit process. Although the Legislature could consider a variety or definitions, we think a reasonable starting point is to designate a school as nonclassroom-based if less than half of its instruction occurs in person. (Compared with less than 80 percent under current law.) We also recommend that the narrower threshold of nonclassroom-based be used when determining whether ADA is classroom-based or nonclassroom-based. The Legislature could create an even narrower definition if it wanted to focus the funding determination on those that are primarily virtual programs. Charter schools no longer classified as nonclassroom-based would become eligible for other state programs, such as the Charter School Facility Grant Program and the Expanded Learning Opportunities Program.

Make the Definition of a Virtual Charter School Subject to the Annual Audit. We recommend the Legislature define a virtual charter school in statute, require each charter school to report whether or not they meet this definition, and make the designation subject to the annual audit process. Having a specific definition would help the state better track changes in virtual programs over time and make it easier to set specific requirements for these programs in the future. The state currently collects self-reported data related to virtual programs, but does not verify the results. Existing state regulations also include a definition of a virtual charter school (where at least 80 percent of instruction occurs online), but this definition has no current practical use and also is not verified by an external entity. We recommend the Legislature use this latter definition as a starting point, though it could modify the threshold.

Establish a Definition of a Virtual Charter Network in Statute. To better monitor issues related to networks of charter schools operating as one school system, we recommend adding a specific definition in statute and requiring the definition be verified in annual audits. We recommend this definition focus on networks of virtual charter schools that provide instruction to students from across the state in virtual courses taught by one instructor, regardless of the student's location.

Funding Determination Process

Require Additional Review of Data Submitted to CDE. To assist CDE in efficiently reviewing and processing funding determination forms, we recommend requiring additional verification of information submitted to CDE. Specifically, we recommend requiring data submitted by charter schools be consistent with their annual audits. If the information in the funding determination form is not consistent with the information reported in their annual audit, charter schools would be required to provide clarification and backup documents along with their form. We further recommend that charter school funding determinations be submitted concurrently to the charter school's authorizer, and that the authorizer be required to review the request and notify CDE of any concerns, such as discrepancies with data.

Require Authorizers to Separately Track Data for All Their Nonclassroom-Based Charter Schools. Given CDE's concerns with obtaining expenditure data for some dependent, locally funded charter schools, we recommend authorizers be required to separately track expenditure and staffing data for each of their nonclassroom-based charter schools included in their annual audits. This would make it easier for CDE to verify the information submitted in the funding determination form for these schools. (Authorizers have several options for tracking these expenditures separately. For example, they can track revenues and expenditures using a separate fund for their nonclassroom-based charter school.)

Use Multiple Years of Data for Funding Determinations. We recommend the funding determination take into consideration a school's aggregate spending for all years since the previous funding determination. This would ensure school expenditures are aligned with the funding determination thresholds consistently over time. (Not just in the year prior to the funding determination.) We recommend schools continue to submit forms to CDE in the intervening years.

CDE could review them on an interim basis and could notify schools that are at risk of not meeting the spending thresholds. In cases where a school is significantly below the thresholds, CDE could revisit a school's funding determination in one of the intervening years.

Require Networks Operating as One School System to Apply Concurrently. For any networks that effectively operate as one school system, we recommend requiring they submit their funding determination forms in the same year. This would allow for a more comprehensive view of program expenditures.

Align Funding Determination With Charter Renewals, Codify Rules in Statute. We recommend maintaining the current requirement that new nonclassroom-based charter schools receive funding determinations for two fiscal years. Moving forward, we recommend the length of funding determinations be aligned with the time line for a charter school's renewal. Aligning the time line to a charter renewal would likely result in longer funding determinations, reducing the administrative burden for schools and CDE. (Under our recommended approach, CDE would still have the authority to flag schools in the intervening years based on interim reporting.) To ensure consistency and transparency, we also recommend codifying in statute the rules regarding the length of a funding determination. (Even if the Legislature does not take our approach for setting the length of determination, we recommend the rules be set in statute.)

Use an Existing Calculation for Measuring Spending on Certificated Staff. To create consistency and make it easier for CDE to verify, we recommend the Legislature take a different approach for measuring spending of certificated staff. Specifically, we recommend nonclassroom-based charter schools be required to meet the 40 percent spending threshold using the "current expense of education" calculations and to have those calculations included in their annual audit. Under current law, school districts must report their current expense of education annually using a methodology specified by CDE, and are expected to spend a certain percentage on salaries and benefits of classroom teachers and instructional aides. (The requirements range from 50 percent for high school districts to 60 percent for elementary school districts.) These calculations must be included in a district's annual audit. Using this approach for nonclassroom-based charter schools would use an existing calculation that has a clear methodology and is already included in audits for school districts. (Given the variety of instructional models that nonclassroom-based programs use, we recommend keeping the threshold at 40 percent, rather than the higher thresholds for school districts.)

Build in Automatic Adjustments for One-Time Funds and Facilities. We recommend modifying the funding determination form to automatically exclude from the instruction and related services threshold any unspent revenues from one-time funds appropriated in that year. (Schools would include these revenues and expenditures in the years when funding is spent.) This would ensure that schools are not penalized for spending one-time funds over multiple years, consistent with typical state requirements. We also recommend schools be allowed to count any expenditures for facilities that are primarily used to provide in-person instruction as instruction related, if they can provide backup information that confirms their costs. These changes would minimize the need for mitigating circumstances from schools related to these issues.

Modify Approach to Reserves. We recommend the Legislature make several changes to the way reserves are currently addressed in the funding determination process. First, we recommend schools be required to report their reserves consistent with state accounting categories (assigned, unassigned, restricted, committed, and nonspendable). Next, for the purposes of funding determination, we recommend schools be allowed to exclude from their revenue any net increase to their reserve for economic uncertainties, as long as the school has an unassigned fund balance that represents less than 10 percent of their annual expenditures. We also recommend modifying the threshold at which schools must explain their excess reserves. Specifically, we recommend schools be required to explain their reserves if they have an unassigned fund balance that is

greater than 10 percent of reserves (as opposed to a 5 percent threshold under current rules). For schools whose unassigned balances are less than 5 percent of expenditures, we recommend CDE notify the authorizer to verify that the school has sufficient reserves to address economic uncertainties.

Require Student-to-Teacher Ratio Be Included in Audits. We recommend nonclassroom-based charter schools have their student-to-teacher ratios verified through the annual audit process. This would make it easier for CDE to confirm whether schools met this requirement. We also recommend each COE be required to annually publish the highest student-to-teacher ratio of school districts in the county and share this information with nonclassroom-based charter schools.

ANALYSIS OF OTHER CHARTER SCHOOL OVERSIGHT ISSUES

As we discussed above, the funding determination process is not an effective approach for ensuring that charter schools are complying with state laws and preventing issues of fraud and misappropriation of funds. The process relies on other aspects of the system to be working effectively. In this section, we describe areas outside of the funding determination process that are key issues for oversight of charter schools, then provide several recommendations for the Legislature to consider. These issues generally apply to oversight of all charter schools. In a few cases, however, we highlight specific issues related to nonclassroom-based charter schools and virtual charter schools.

ASSESSMENT

Authorizer Oversight

Oversight From Authorizers Can Be Lacking. In several high-profile cases where charter schools broke the law, their authorizers missed many key signs of illegal activity that were later identified by other agencies. For example, in the case of the A3 charter school network, the authorizer signed off on fraudulent attendance records. In another case related to a classroom-based program, the authorizer did not catch key issues related to misappropriation of funds, in part because the authorizer did not regularly communicate with the charter school or attend meetings of the charter school governing board. These issues were also often missed by COEs that are required to sign off on attendance reporting.

Oversight Fee May Not Be Sufficient for Quality Oversight. In our conversations with various individuals with expertise in these issues, many indicated the amount that authorizers can charge for oversight may not be sufficient for a district to develop the capacity to oversee its charter schools. This is particularly the case when the district only authorizes one charter school, or when the school district is relatively small and doesn't already have administrative capacity.

State Has Few Requirements of Authorizers. Aside from a few narrow activities specified in law (such as visiting the school annually and ensuring required reports are completed), the state has few requirements of authorizers. Furthermore, state law does not require authorizers to have any level of expertise or capacity related to a charter school's instructional model. For example, a school district can authorize a charter school that serves grade levels that the school district does not serve—such as an elementary school district authorizing a charter school serving students from kindergarten to 12th grade. (A charter school would need to serve students in at least some of the grades served by the district.) Furthermore, there are few consequences to authorizers for lack of oversight. However, the consequences to the state and the rest of the public school system can amount to hundreds of millions of dollars for inappropriate attendance, fraudulent activity, or misappropriation of public funds.

Many Nonclassroom-Based Charter Schools Are Authorized by Relatively Small School Districts. Issues of authorizer oversight may be especially challenging for nonclassroom-based charter schools, as they are more commonly authorized by small school districts. Based on 2022-23 data, we identified 14 small school districts that were authorizing about one-third of the state's nonclassroom-based attendance. Specifically, each of these 14 school districts authorized nonclassroom-based charter school attendance that was more than ten times the size of the district's attendance. (See **Figure 6**.) These school districts all had attendance of less than 1,000. Overall, school district authorizers whose nonclassroom-based charter school attendance exceeds the district's attendance oversee roughly half of the nonclassroom-based charter school attendance statewide. (With one exception, all of these school districts have attendance of less than 2,500.) Given small school districts generally have less administrative staffing, these authorizers may not have the capacity or expertise to provide quality oversight. The amount of funding they receive in oversight fees can also represent a substantial increase in funding, which may reduce the incentive to carefully monitor a charter school's attendance or other financial reporting. Our understanding is that some small school districts often rely on support from their COE to oversee their charter schools. This support, however, is not required by law.

Figure 6

Several Small School Districts Authorize Large Share of NCB Charter School ADA

2023-24

Combined NCB ADA Relative to Authorizing District	Number of Districts	Total NCB ADA	Share of NCB ADA
More than ten times the district's ADA	14	70,038	37%
Between one and ten times the district's ADA	38	33,913	18
Less than the district's ADA	113	83,990	45
Totals	**151**	**187,941**	**100%**

Note: Excludes NCB charter schools authorized by the State Board of Education and county offices of education.

NCB = nonclassroom-based and ADA = average daily attendance.

State's Approach to Authorization Makes Overseeing Charter School Networks More Challenging. With limited exceptions, charter schools cannot serve students on a statewide basis with one authorized charter school. Instead, they must establish legally separate schools in counties across the state, with separate authorizers for each school. In practice, however, these schools can functionally operate as one school system. (This is more likely with fully virtual schools.) Families may enroll through the same online portal. Teachers may regularly teach virtual courses that include students from all over the state, and the experience for students can be consistent, regardless of their county of residence. Under the state's approach, each authorizer is technically only responsible for the students enrolled in their geographic area, even though this distinction does not necessarily occur in practice. This creates a fragmented authorizing approach that does not assign responsibility for the entire network's expenditures and practices to any one specific authorizer.

Relationship Between Authorizing School Districts and Charter Schools Can Be Contentious. In addition to issues of capacity, oversight can also be affected by the relationship between charter schools and their authorizing school district. For example, a school district may be concerned that the charter school will enroll some of the district's existing students. School districts and charter schools also commonly have specific disagreements around a variety of issues, such as the use of district facilities and how certain special education students should be served. These conflicts can affect the quality of oversight and may mean that the district is not interested in helping the charter school be more successful.

Relationship With COEs Can Be More Collaborative. Several charter school administrators with experience working with COEs and district authorizers indicated to us that COEs can often be more supportive authorizers than school districts. COEs typically do

not operate programs that compete for the same students as the charter school. In addition, COEs have more familiarity with serving in an oversight role given their role in monitoring school district fiscal issues and providing support to school districts with low-performing student groups. School districts, on the other hand, usually do not serve in this same type of oversight role.

Audit Requirements

Audits Did Not Follow Standard Audit Sampling Procedures. The audit guide includes standards regarding sample sizes when testing for compliance. In some recent cases of fraud, it was discovered that the licensed auditors approved by the State Controller's Office did not follow standard auditing procedures common in the profession around sampling of transactions and records. In the known cases, the auditor had the charter school's personnel make the selection of records for review.

Existing Audits Do Not Review or Report Enrollment and Attendance Records in Depth. This lack of depth is particularly challenging for auditing charter schools funded based on independent study rules. In these cases, charter schools have flexibility in how they generate attendance funding, which can make auditing these records complex. This lack of depth also makes it more challenging to review records for charter schools that operate multitrack calendars. (Under a multitrack calendar, students are split into "tracks" and schedules are staggered so students are out of session at different times.)

Auditors Generally Lack Authoritative Training and Knowledge of Nonclassroom-Based Charter School Operations. Under current law, school districts, COEs, and charter schools may select a certified public accountant or a public accountant licensed by the state from a directory of auditors deemed by the State Controller to be qualified to conduct their audits. To be included in the directory, an auditor simply needs to be currently licensed and make a request to be added. There is no vetting as to the qualifications of auditors specific to school finances. While licensure requires certain levels of continuing education, such training is not specific to audits of education agencies. In particular, this training is unlikely to address issues related to charter schools that generate attendance through independent study and have hybrid classroom-based and nonclassroom-based instruction.

Audit Guide Does Not Establish Materiality Levels for Charter Schools. Materiality levels set thresholds that auditors use to determine whether any inconsistencies in records should constitute an audit finding and lack of compliance with the law. The existing audit guide establishes materiality levels for reviewing the ADA of school district independent study and continuing education, but not for compliance testing of charter schools.

Transparency and Conflict of Interest

Concerns About Transparency in Charter School Operations. In our conversations with various individuals involved in state education issues, many expressed concerns with a lack of transparency about some charter school operations. This lack of transparency fosters distrust and contributes to the tension between school districts and charter schools. In particular, individuals often expressed concerns about third-party organizations that can have significant control over the charter school's operations and could stand to benefit financially. Charter schools rely on a variety of third-party entities for a variety of activities, such as financial and accounting support, learning management software, and enrichment activities for students. In some cases, such as with some virtual schools, a significant portion of the school's revenues go directly to cover contracts for one third-party vendor. Individuals associated with these third parties could also be members of the charter school's governing board. We also heard concerns about charter school administrators and founders benefiting financially through third-party entities. For example, the charter school could be contracting for services from a company owned by an administrator or founder of the charter school. Although these types of contracts are not necessarily illegal or a poor use of funding, the conflicts of interest prevalent in these situations can raise questions about whether funds are being used properly for the benefit of students.

RECOMMENDATIONS

In this section, we describe changes the Legislature could consider to address broader oversight issues for charter schools.

Authorizer Oversight

Increase Minimum Requirements for Authorizers. We recommend the Legislature require authorizers to conduct certain activities to review and monitor their charter schools. For example, the Legislature could require authorizers to conduct regular reviews throughout the school year of expenditures, enrollment, and attendance data. It could also require that the authorizer investigate and notify its COE of any significant changes in enrollment or attendance, or discrepancies between enrollment and attendance. We also recommend authorizers be required to attend regular trainings on these topics. Authorizers could confirm their compliance using regular reports they file as part of the typical budget adoption and interim reporting. If authorizers do not comply with the requirements, the state could require that authorization be shifted to the COE (or, if the COE is the current authorizer, a neighboring COE).

Set Limits on District Authorizers Based on District Size and Grade. We recommend setting a cap on the nonclassroom-based charter school attendance that a school district can authorize by using the ratio of total nonclassroom-based charter school attendance to the authorizing district's attendance. For example, the Legislature could specify that the total nonclassroom-based charter school attendance of a district authorizer cannot exceed the school district's attendance. (The Legislature could choose to set a different threshold. The Legislature may also need to make exceptions for rural counties that have few, if any, large school districts.) In cases where a school district exceeds its cap, authorization and oversight could be transferred to the COE or a neighboring COE.

Allow Higher Spending for Authorizing. We recommend allowing authorizers to charge actual costs up to 3 percent for authorizing and oversight activities, as long as they are meeting new requirements. Failure to adequately oversee a charter school, however, should result in the authorizer remitting the oversight fee collected to the COE or state.

Consider Alternative Authorizing Structure for Virtual Schools. Given recent issues that have arisen with virtual charter schools, the Legislature could consider establishing a specific authorizing structure for these programs. For example, the Legislature could establish a separate authorizing agency for all virtual charter schools. Assigning oversight responsibilities to one agency would improve the expertise and quality of oversight provided to virtual charter schools and virtual charter school networks. This approach, however, is at odds with recent state changes to eliminate statewide benefit charter schools. Another option would be to continue to have school districts authorize these schools, but require that they conduct their oversight with a newly established agency that has expertise related to virtual programs.

Audit Requirements

Enhance the Audit Process for Charter Schools. We recommend the Legislature make several changes to improve the audit process for charter schools. These changes would reduce the likelihood that issues of fraud or misappropriation of funds would occur and would bring issues to the attention of other agencies more quickly.

- ***Ensure Conformity of Audit Process to That of School Districts.*** Explicitly require all charter schools to be subject to the same audit process as school districts. This should include the timing of auditor selection, disclosure of an auditor's termination or replacement, the granting of extensions for charter school audits, and other matters of parity to school districts.
- ***Ensure the Audit Guide Addresses Compliance Sampling.*** Direct that the audit guide be specific as to sampling techniques and that the selection of samples be performed personally by the auditor.
- ***Develop Materiality Levels for Charter Schools.*** Explicitly require that the audit guide include ADA materiality levels for compliance testing at charter schools.

- ***Require Supplemental Schedules of Enrollment and ADA by Track.*** Direct that the audit guide require supplemental information and schedules be included in an audit of a charter school, such as a schedule of student enrollment and attendance that includes student enrollment and attendance by month and track (if applicable). This should include reconciliation of enrollment/attendance changes from the beginning of the year to the end of the year, including detail on additions, subtractions, and transfers. In addition, this information should be separated by category of attendance (classroom-based, nonclassroom-based, summer schedule, enrichment, and other).
- ***Require Disclosure of Changes Related to Enrollment and ADA.*** Direct that the audit guide require auditors specifically disclose in the audit of a charter school, and separately to CDE, any instance where either or both enrollment and attendance increases or decreases by more than 5 percent during any month as compared to the prior month.

Improve the Quality of Audits Through Specific Auditor Training. To improve auditors' knowledge of issues related to K-12 education, we recommend the Legislature require certified public accountants or public accountants licensed in California to complete additional training to remain on the State Controller's directory of qualified auditors. The Legislature could consider requiring an additional 24 hours of training every two years in topics specific to financial reporting and compliance testing related to schools, charter schools, and nonclassroom-based charter schools.

Transparency and Conflict of Interest

Require Charter School Audits to Publicly Disclose Similar Information Collected on Funding Determination Form. Including this information in the audit would provide greater awareness to authorizers and the public. Specifically, we recommend requiring charter school audits include the following supplemental information:

- A schedule of payments or transfers of (1) the largest 25 payments or transfers of assets to organizations, determined by value accumulated over the fiscal year, including to individuals, corporations, partnerships, nonprofit organizations, and other organizations, but excluding governmental entities; and (2) all payments and transfers of assets of $50,000 or more to organizations, determined by value accumulated over the fiscal year, including to individuals, corporations, partnerships, nonprofit organizations, and other organizations, but excluding governmental entities.
- For nonclassroom-based charter schools, include a schedule denoting the computation of the 40 percent threshold for certificated staff, 80 percent threshold for instruction and related services, and student-to-teacher ratio as required in the funding determination. (These components would need to be modified if the Legislature enacted changes to the funding determination process.)
- Composition of the charter school's governing board.

Require Disclosure of Related Organizations. We recommend the audit guide include a procedure to determine if the charter school has a relationship with a related entity, such as an entity managing a charter school or a similar third party with financial, economic, or controlling membership interest. If such a relationship exists, the auditor should evaluate the level of the relationship to determine if it is material. For material relationships, the audit guide should ensure compliance of the related party to disclosure rules of the Financial Accounting Standards Board Accounting Standards Codification and other generally accepted accounting principles. The audit guide should also ensure the charter school complies with constraints regarding when financial statement consolidation is required, permitted, and prohibited.

CONCLUSION

Issues related to nonclassroom-based charter schools will be increasingly important over the next few years, particularly as the state approaches the end of the current moratorium on new schools. This report provides several recommendations the Legislature can adopt to improve the funding determination process for nonclassroom-based charter schools. These changes would improve the quality of data submitted to CDE, streamline a few aspects of the process, and narrow the process to schools with cost structures that make profiteering more likely. Changes to the funding determination process, however, likely will not address broader charter school oversight issues that have resulted in cases of fraud and misuse of public funds. To address these broader issues, the Legislature will want to consider changes related to the state's system of oversight for charter schools. We intend for the recommendations related to authorizer oversight, audit requirements, and transparency and conflict of interest to assist the Legislature in identifying key issues that should be addressed prior to the end of the moratorium on nonclassroom-based charter schools.

PUBLICATIONS

This report was a joint project of the Legislative Analyst's Office (LAO) and the Fiscal Crisis and Management Assistance Team (FCMAT). The report was prepared by Michael Alferes (LAO) and reviewed by Edgar Cabral (LAO), Michael H. Fine (FCMAT), and Michelle Giacomini (FCMAT).

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Coversheet

Superintendent's Evaluation

Section:	VII. Superintendent's Report
Item:	B. Superintendent's Evaluation
Purpose:	Discuss
Submitted by:	
Related Material:	CEO Evaluation Process- FY23-24 evaluation Elizabeth Brenner.pdf

PROCESS

Elizabeth Brenner 8/25/2023 - 6/30/2024

1. Preparation

Create the CEO Support and Eval Committee

Achieved: Aug 25,2023

This step is complete when the board chair crea... Read more

Board Chair

Select the survey

Achieved: Aug 25,2023

This step is complete when the coordinator cho... Read more

Customize the survey

Achieved: Feb 27,2024

This optional step is complete when the coordi... Read more

2. Self-Evaluation

Start the self-evaluation

Achieved: Feb 26,2024

This step is complete when the coordinator invi... Read more

Coordinator

Complete the self-evaluation

Achieved: Mar 1,2024

This step is complete when the person being ev... Read more

CEO

3 Share the self evaluation report with the board — 11/20/2023

This step is complete when the coordinator sha... Read more

Coordinator

Share

3. Evaluation

1 Start the evaluation — 12/12/2023

This step is complete when the coordinator invi... Read more

Coordinator

Manage participants

2 Complete the evaluation — 3/11/2024

This step is complete when all participants com... Read more

Board, Direct Reports

4. Report

1 Share the full report with the board — 3/11/2024

This step is complete when the coordinator sha... Read more

Coordinator

Share

5. Documentation

1 Create and upload the CEO memo — 4/2/2024

This step is complete when the committee chair... Read more

Committee Chair, Board Chair, Coordinator

2 Finalize the CEO memo — 4/24/2024

This step is complete when the CEO Support an... Read more

Board

3 Share the CEO memo with the CEO 4/24/2024

This step is complete when the committee chair... Read more

Committee Chair, Board Chair, Coordinator

6. Goals

1 Draft the goals 6/7/2024

This step is complete when the CEO drafts goal... Read more

CEO

Mark this done!

2 Approve the goals 6/30/2024

This step is complete when the full board ratifie... Read more

Board, CEO

Mark this done!

Coversheet

Annual LCAP for the 2023-2024 School Year

Section:	VII. Superintendent's Report
Item:	C. Annual LCAP for the 2023-2024 School Year
Purpose:	Discuss
Submitted by:	
Related Material:	2024_LCAP_Annual_Update_for_the_2023-24_CCS_LA.pdf 2024_LCAP_Annual_Update_for_the_2023-24_CCS_SD.pdf 2024_LCAP_Annual_Update_for_the_2023-24_CCS_Yolo.pdf

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	- 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8) 39% • SBAC ELA (11) 53% • SBAC Math (3-8) 18% • SBAC Math (11) 6% • CAST 18% SED • SBAC ELA (3-8) 33% • SBAC ELA (11) 42%	• Compass Grades 3-8, 11 Scholars (2022) Schoolwide • SBAC ELA (3-8) 39.6% • SBAC ELA (11) 52.5% • SBAC Math (3-8) 23.74% • SBAC Math (11) 18.42% • CAST 26.67% SED	• Compass Grades 3-8, 11 Scholars (2023) Schoolwide • SBAC ELA (3-8) 38% • SBAC ELA (11) 63% • SBAC Math (3-8) 28% • SBAC Math (11) 28% • CAST 32% SED • SBAC ELA (3-8) 33%	• Compass Grades 3-8, 11 Scholars (2023) Schoolwide • SBAC ELA (3-8) 38% • SBAC ELA (11) 63% • SBAC Math (3-8) 28% • SBAC Math (11) 28% • CAST 32% SED • SBAC ELA (3-8) 33%	SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 50% • SBAC ELA (11) 60% • SBAC Math (3-8) 30% • SBAC Math (11) 12% • CAST 25% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC Math (3-8) 12% • SBAC Math (11) 0% • CAST 8%	• SBAC ELA (3-8) 35.85% • SBAC ELA (11) 42.86% • SBAC Math (3-8) 18% • SBAC Math (11) 21.43% • CAST 25%	• SBAC ELA (11) 58% • SBAC Math (3-8) 21% • SBAC Math (11) 25% • CAST 21%	• SBAC ELA (11) 58% • SBAC Math (3-8) 21% • SBAC Math (11) 25% • CAST 21%	• SBAC ELA (3-8) 45% • SBAC ELA (11) 50% • SBAC Math (3-8) 25% • SBAC Math (11) 15% • CAST 20%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 • 59.6% "At/Above Grade-level" • 63.4% Demonstrated growth Grade 11 • 48.6% "At/Above Grade-level" • 71.9% Demonstrated growth	Spring 2022 Internal ELA Assessment Grades 3-8 • 59.6% "At/Above Grade-level" • 63.4% Demonstrated growth Grade 11 • 48.6% "At/Above Grade-level" • 71.9% Demonstrated growth	Winter 2023 Internal ELA Assessment Grades 3-8 • 57.3% "At/Above Grade-level" • 66.9% Demonstrated growth Grade 11 • 70% "At/Above Grade-level" • 74.5% Demonstrated growth	Spring 2023 Internal ELA Assessment Grades 3-8 • 50% "At/Above Grade-level" • 61% Demonstrated growth Grade 11 • 62% "At/Above Grade-level" • 75% Demonstrated growth	Spring Internal ELA Assessment Grades 3-8 • 65% "At/Above Grade-level"- • 75% Demonstrated growth o Grade 11 • 75% "At/Above Grade-level"- • 75% Demonstrated growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8% "At/Above Grade-level" • 59.1% Demonstrated growth Grade 11 • 57.1% "At/Above Grade-level" • 58.6% Demonstrated growth	Spring 2022 Internal Math Assessment Grades 3-8 • 56.8% "At/Above Grade-level" • 59.1% Demonstrated growth Grade 11 • 57.1% "At/Above Grade-level" • 58.6% Demonstrated growth	Winter 2023 Internal Math Assessment Grades 3-8 • 58% "At/Above Grade-level" • 58.2% Demonstrated growth Grade 11 • 57.9% "At/Above Grade-level" • 58.2% Demonstrated growth	Winter 2023 Internal Math Assessment Grades 3-8 • 53% "At/Above Grade-level" • 60% Demonstrated growth Grade 11 • 60% "At/Above Grade-level" • 68% Demonstrated growth	Spring Internal Math Assessment Grades 3-8 • 65% "At/Above Grade-level"- • 65% Demonstrated growth over previous year- Grade 11 • 65% "At/Above Grade-level"- • 65% Demonstrated growth over previous year
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) 6.7%	As of May 2023 9.27%	Chronic Absenteeism (2023 CA Dashboard) 6%	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	Cohort Dropout Rate 35.5%	As of May 2023 14.29%	Cohort Dropout Rate 16%	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 24%	EL Reclassification Rate (2022) • 18%	EL Reclassification Rate (2023) 23%	EL Reclassification Rate (2023) 23%	EL Reclassification Rate >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPI Status Level	The ELPI Status Level • Data suppressed due to privacy	ELPI Status= Low 32.3% making progress	As of May 2023 14%	ELPI Status= Not provided due to low number of scholars 63% making progress	“Medium” - 45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
CAASPP Participation Rate	2022 Participation Rate 68.87%	2022 Participation Rate 68.87%	As of May 2023 76%	2023 Participation Rate 84%	>95% Participation rate

Goal Analysis

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

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

Action 1.2b The originally-intended organization and structure of MTSS intervention groups has been modified due to a reduction in staffing in the 22/23 and 23/24 school year. This impacted the initial set up and scheduling of small group intervention support, the amount sessions provided and the group size.
Action 1.6a The introduction of two (2) EL Tutors were added for the 21/22 school year. These tutors added a new layer of instructional support to further enhance what already had been implemented via Lexia ELD under our EL Coordinator.
In reviewing our year end data, we piloted Lexia English in the Spring semester of 2022. In the 22/23 school year, the EL team added Lexia English for our emergent and newcomer scholars to provide additional language support focused on speaking and listening in English.
The rest of the actions in this goal were fully implemented.

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

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

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

Overall, all actions were effective in increasing scholar achievement on the state assessments. Participation rates and achievement rates in CAASPP ELA and Math increased each year. SED scholars showed an increase in ELA and Math in all grade levels except ELA grades 3-8 which saw a slight decline. The school concentrated on increasing participation in local assessments and achieved over a 93% participation rate. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels increase from the 2022-2024 school years with over 60% of elementary scholars meeting or exceeding growth levels and over 75% of grade 11 scholars meeting or exceeding growth levels. Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 16%.
Action 1.1a This action was effective because the school maintained a 25:1 credentialed staff to scholar ratio.
Action 1.1b This action was effective because all scholars had access to core curriculum . In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.
Action 1.1c This action was effective because all STs had access to AVID strategies and monthly focus supports to use with their scholars. Many STs are implementing AVID in synchronous and asynchronous instruction. Ongoing discussions about tracking and measuring the utilization of strategies schoolwide continue to determine if AVID strategies are being implemented in synchronous and asynchronous sessions.
Action 1.2a This action was effective. Scholars are recognized for their ARTIC value excellence with a Rising Scholar Ticket– a certificate celebrating their achievement, participation, and/or engagement. Supervising Teachers, Tutors, and Resource Specialists have access to a list of PBIS incentives to use to customize their reward for each scholar (class dance party, In-N-Out coupon, etc). The monthly MTSS Bulletin highlights PBIS at school and at home. In intervention tutoring and resource groups, weekly shoutouts are given to scholars who complete the exit ticket with a passing score. This recognition has motivated scholars to request additional attempts in order to achieve mastery.
Action 1.2b This action was effective. Within our Scholar Success team, our Tutors and Resource Specialists provide ELA and Math intervention for scholars at need of Tier 2 and 3 support from their STAR benchmark assessments. As scholars complete their beginning of year benchmarks in September, the Scholar Success team provides Skills Bootcamps based on end of year STAR scores. These Bootcamp sessions provide a continuity of skill support during the benchmark window while they await their beginning of year scores to determine need of intervention for the semester. Elementary and Middle School (Urgent Intervention) ELA and Elementary and Middle School (Urgent Intervention) Math tutors offer weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Tutors use a Freckle exit ticket to assess understanding and determine next steps. Foundational Literacy Resource Specialist offers three session focuses (beginning, emerging and intermediate) twice a week for thirty minutes. Scholars may attend sessions that best fit their needs and schedules. Scholars receive corresponding assignments in Lalilo in addition to independent work in Lalilo each week. Middle School (Intervention) Resource Math scholars attend weekly thirty-minute sessions of different areas of focus. Scholars may attend as many sessions to fit their needs and schedule. Scholars complete an exit in IXL to practice and assess understanding and determine next steps. High School Math Resource Specialist offers weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Resource Specialists use a Freckle exit ticket or teacher-created assessment to assess understanding and determine next steps.

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

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

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

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

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

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

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

Action 1.5b This action was effective. Proper identification of unduplicated scholars is key to providing resources. The deadline for the Household Data Collection (HDC) forms for the 2023-24 school year was October 31, 2023. The Household data collection forms (family income survey) are collected via the Parent Portal of our student information system (School Pathways). We began sending initial emails to encourage families to complete the form on July 17th, 2023. Weekly email reminders were sent to families who had not completed the form. In addition, we shared a list of scholars with their supervising teachers to encourage families to complete the form by the deadline. In total per our Census day enrollment, we collected:
2023-2024 numbers show - 716 out of 956; 75% completed, a 9% increase over last year. In addition to collecting the household data collection forms, our Compliance Department downloads the Direct Certification extracts from CALPADS to identify scholars who may be eligible for Free or Reduced price meals. This file is uploaded to our student information system and imported to update their eligibility in the scholar records. This process is done monthly from July 1 to June 30 of each academic year. This process is very effective in capturing scholars who are already eligible for state benefits such as Medi-CAL, TANF, or SNAP.
Action 1.6a This action was effective. The English Language Department works closely with our emergent multilingual scholars, families, and supervising teachers to increase English language acquisition to meet grade-level standards. Lexia is used as Designated ELD with additional biweekly synchronous instruction provided by EL Tutors through small group and 1:1 (newcomers and LTEL's that might need additional support).
Additionally, tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the Academic Support Guidesite (EL Curriculum Guide), and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.
Action 1.6b This action was effective. Educational specialists were provided training on the implementation of the selected resources which provided increased access.

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

Actions 1.1a, 1.1b, and 1.6b were met consistently each year and will become maintenance goals for the school.
The following actions will be continued for the coming year with adjustments to improve current practices.
Action 1.1c Focus group of STs in Online middle school utilizing AVID strategies to boost scholar engagement. This Spring, online high school STs will begin to incorporate AVID Advisory lessons into their Homeroom to continue to boost engagement and build scholar agency, with the goal of including AVID in Homeroom schoolwide.
Action 1.2a Create a system to track data of those that receive PBIS to calculate any impact on scholar success.
Action 1.2b Moving forward, we hope to better utilize and regularly administer the Renaissance CBM (Curriculum Based Measure) to assess growth and provide more targeted individualized support.
Action 1.2c Panorama was not renewed for the 23/24 school year and we will not utilize the survey to monitor SEL data. We are currently looking into SAEBRS under Renaissance as a replacement.
Action 1.3a The Human Resources and Training and Development Teams are using the feedback obtained in the 90-day onboarding check-ins to make improvements to the hiring and training process.
Action 1.3b Participation in the all staff conference was over 90% each year. In the last year of the LCAP, staff were given the choice of which professional learning pathway to follow and were provided with access to conferences, online courses, and other programs that supported their growth. This will continue into the new LCAP cycle.
Action 1.3c The school has adopted a new Growth and Development plan that supports staff in defining their professional goals and learning needs that was fully implemented in the 2023-2024 SY and will continue to be developed.
Action 1.4 Compass will continue to offer Weeks of Welcome and Mini-Weeks of Welcome to all families once a year as well as live orientations throughout the school year for newly enrolled families with an on-demand feature for those unable to attend the live offering.
Action 1.5a Compass plans to increase outreach efforts to our Northern California families and improve identification of McKinney-Vento and foster scholars in this region. Compass also plans on increasing the program budget to address any gaps in supplies and/or materials for scholars experiencing homelessness.
Action 1.5b The Operations department along with marketing will produce a marketing campaign to promote the completion of the HDC form and aim to increase our percentage of completed forms to 85%.The Scholar Community Advocate will continue to build a list of resources available to scholars in need and provide services such as a Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc.
Action 1.6a Determine appropriate support for scholars that have an interrupted formal education. Provide differentiated supports for LTELs. Implement high impact strategies to support Designated and Integrated ELD provided by tutors and STs.
The metric to determine academic achievement groups for all subgroups will be adjusted so that the goal is the same for all subgroups in order to identify equity gaps and target interventions to ensure that all subgroups are achieving the established goals.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 95.24% • Track S - 82.78%	- 97.04%	2022 P1 97.52%	2023 P2 95%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0	0	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 96%	Satisfaction of Engagement Offerings 99%	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings	6 Meetings	Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10 meetings	9 Meetings	Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection Meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	94%	94%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	- 50% participation in 30% or more synchronous instruction	47% of scholars participated in 30% or more synchronous instruction.	47% of scholars participated in 30% or more synchronous instruction.	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• 32% Scholars • 40% Parents • 38% Staff	• 30% Scholars • 33% Parents • 37% Staff	• 30% Scholars • 33% Parents • 37% Staff	Participation in Annual Satisfaction/LCAP Survey • 30Scholars • 30Parents • 30Staff

Goal Analysis

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

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

Action 2.1b An additional enrollment piece was added to Summer Session 2023 that focused on response to intervention (RTI) and utilized another subscription. A determined criteria created an enrollment list that focused on scholar intervention needs.
Action 2.1c Teachers provide synchronous sessions based on AB 130 requirements and scholar needs. In the Online Learning Program, scholars have the opportunity to attend daily learning labs that utilize tier 1 interventions and AVID strategies that focus on standards-based learning and grade level skills that align with the Online learning curriculum. Also, scholars in grades 6-12 attend a weekly homeroom session that focuses on AVID WICOR strategies, test prep, and organization skills that scholars utilize in their courses and other synchronous sessions. In the Options Learning Program, scholars participate in live synchronous instruction tailored to a diverse range of

academic subjects. Our dedicated teachers integrate social-emotional supports, fostering a safe and inclusive virtual environment where scholars can forge connections and cultivate a sense of community. Each lesson is meticulously crafted to align with the Common Core State Standards (CCSS), employing a rich array of standards-based learning materials to cater to the individual needs of scholars.
Action 2.3a Each school year, the Scholar Leadership Council met more times than the established goal.
Action 2.3d Each school year, the Parent Advisory Council (PAC) met more times than the established goal.
Action 2.4a Multiple surveys have been combined in the annual survey that includes scholars, parents and staff.

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

Action 2.3- Those actions took place at no extra cost to the school
Action 2.4- Temporary staffing reductions in counseling due to voluntary LOAs by staff
Action 2.10- Those action took place at no extra cost to the school
Action 2.13- Reimbursement for student internet participation higher than projected

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

The specific actions were effective in meeting the established goals. The school's attendance rate continuously exceeds 95% and the suspension rate is 0. Both the Scholar Leadership Council and Parent Advisory Committee met more times than the established goals each year.
2.1a This action was effective. Learning Coach Academy (LCA) has been offered on a weekly basis throughout the school year for Compass learning coaches. Topics covered at LCA sessions have included, but are not limited to: ADHD, AR, MyON, college and career readiness, depression, Engagement, individualizing learning at home, IT tips, LC responsibilities and expectations, LCA overview, ParentSquare deep dive, making learning fun, motivation in learning, navigating unmet expectations, providing support, SMART goals, testing tips and tricks, time management in learning, and much more. Learning coaches attending LCA are engaged with the content, contributing in meaningful ways to all who attend, and sharing positive feedback about their experiences in LCA.
2.1b This action was effective. 155 Scholars participated in K-8 Summer Session through Accelerate Education and subscriptions. 85% of scholars signed up for Accelerate Education Art course offerings. 14% actively engaged in the Art course offering during the session. 100% of K-8 Summer Session scholars signed up to participate in Freckle, RazKids, and Brainpop. 80% of Scholars who signed up for Freckle, 41% of scholars who signed up for RazKids, and 60% of scholars who signed up for BrainPop utilized the subscription during the summer session. 75 Scholars signed up to participate in RTI Summer Camp that utilized the iXL subscription. 61% of the scholars who signed up to utilize the iXL subscription worked 300+ minutes each week during the session. The overall reading growth from utilizing iXL was 22% and the overall math growth from utilizing iXL was 32%.

2.1c This action was effective. These sessions have been effective in reaching this goal in that the research-based tier 1 strategies leveraged during the session improve scholar engagement and academic progress as evidenced through progress reports and report cards.
2.1d This action was effective. Counselors provide grade level SEL groups. These sessions have been effective with the implementation of the CASEL Framework by incorporating the five core social and emotional competencies of self-awareness, social awareness, relationship skills, and responsible decision making.
2.2a This action was effective. Compass offered a virtual end of year celebration for scholars in Kindergarten and 5th Grade. Celebrations included acknowledgement of the scholar's achievement in promoting to the next grade level along with a keynote message provided by a published author. Compass also offered in-person celebrations for scholars in 8th grade and 12th grade. Both in-person celebration ceremonies included acknowledging the accomplishment of Compass scholars at the respective ceremonies, slideshow of scholars being celebrated, and much more. Families and scholars that attend Compass end-of-year celebrations provide positive feedback of the impact the ceremonies have on their scholars and family.
2.2b This action was effective. Compass provided awards to scholars in the following areas: Honor Roll, Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by Semester, Presidential Award for Educational Excellence (Gold Seal) (8th, 12th), Presidential Award for Educational Achievement (Silver Seal) (8th, 12th), Perfect Attendance, Samaritan Award, NHS Lifetime Member (12th), Golden State Seal Merit Diploma (12th), and State Seal of Biliteracy (12th). Awards are either acknowledged at our virtual end-of-year award ceremonies or at our in-person end-of-year celebrations.
2.2c This action was effective. Compass awarded Learning Coach Academy (LCA) certificates to qualifying learning coaches. Learning coaches are able to qualify for a Learning Coach Academy certificate if they attended or watched the recording for at least 10 topic-focused LCA sessions within one school year.
2.3a This action was effective. Compass provided a plethora of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Field trips that were offered included opportunities such as Back to School Park Days, AstroCamp, California Science Center, Discovery Cube, Safari West, Museum of Tolerance, San Diego Zoo, USS Midway, The Chinese Gardens at the Huntington, and much more. Virtual Scholar Workshop offerings included opportunities such as heritage month assemblies, Baketivity, cartooning with Charles Schulz Museum, Spy School, Mad Science, clay making with Clay Mobile, bi-yearly talent shows, spelling bee, Zentangles, and much more. Scholar Club offerings for scholars included Arts & Crafts Club, Awesome Artist's Club, Book Club, Chess Club, Cooking Club, Drawing Club, Genders & Sexualities Alliance Club (GSA), Journalism Club, LEGO Club, Minecraft Club, Music Club , NAMI on Campus High School (NCHS), National Honor Society (NHS), Scholar Leadership Council, Speech and Debate Club, Stories and Snacks Club, and Virtual Field Trips Club. The Scholar Leadership Council provided valuable input on the goals and actions of the school's plan. The SLC president also provides reports to the Board of Directors. This structure is very effective in providing scholars with a voice and including their feedback in decisions that impact the school's operations.
Action 2.3b This action was effective. The Compass Engagement Department provided both synchronous and asynchronous community service opportunities to all scholars. Synchronous community service offerings included making paracord bracelets for troops and creating cards for hospitalized children. Asynchronous community services offered included making cards for the elderly, participating with FreeRice, and decorating lunch bags in partnership with Kids' Meals Inc for hungry children.
Action 2.3d This action was effective. The PAC provided valuable input on the goals and actions of the school's plan. The PAC chair also serves as the parent representative on the Board of Directors. This structure is very effective in providing parents with a voice and including their feedback in decisions that impact the school's operations.
Action 2.4a This action was effective. While multiple surveys were conducted that provided valuable feedback, participation rates were low. Changes were made annually to the LCAP based on input from education partners. In order to increase the value of the feedback, the surveys have been combined into one and goals will be set based on enrollment at the time of the survey.

Action 2.5 This action was effective. External professional learning opportunities are requested by staff and supervisors as part of their Growth & Development plans.
Additionally, internal professional learning sessions and workshops are conducted regularly for staff, occurring monthly, during our Wednesday Cadence and bi-annual in-service days in October and March. Sessions and workshops are selected and delivered based on staff survey responses and requests for training/professional learning. Sessions are also developed and delivered annually for our All-Staff Retreat in August. Our October 2023 In Service Day survey resulted in 83% satisfaction with the overall offerings for learning.
Action 2.6 This action was effective. Compass is proud to be designated as a Purple Star School in the state of California. The Purple Star School Program recognizes School Districts and Individual Schools that demonstrate a major commitment to serving scholars and families connected to our Nation's Armed Forces. Our Scholar Community Advocate developed a needs assessment survey for our military families in need of resources, services, or referrals. The Scholar Community Advocate developed an all-staff training on Military families and their special needs. The Scholar Community Advocate provided an assembly during Military Child Appreciation Month to honor our military scholars.

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

Action 2.3a For the upcoming LCAP goal, the SLC has decided to measure scholar membership and attendance at SLC meetings. The school will continue to have the same number of scholar meetings throughout the year. Compass will also continue to offer a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.
Action 2.3d For the upcoming LCAP goal, the PAC has decided to measure parent membership and attendance at PAC meetings. The school will continue to have the same number of PAC meetings throughout the year.
Action 2.4a Survey participation goals will increase and will be based on current enrollment at the time of the survey window.
Action 2.5 In response to staff surveys, additional focus on AVID for academic staff will be implemented in 2024-25 SY.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	2019 CA Dashboard): Graduation Rate 52.5%	64.5%	Projected: 85%	2023 Dashboard- 65%	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion (UC/CSU eligibility)	2019-2020 10%	17%	28%	24%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 7.8%	29%	20%	20%	20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 15.7% Prepared	Not Reported	Projected; 24%	23%	25% College Career Indicator “Prepared”

Goal Analysis

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

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

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

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

Action 3..2c- Program is being run at no additional cost
Action 3.6- The membership fee and the application cost were the only expenses needed to fully execute this program effectively.

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 12.4% participation in ACOP for at-promise scholars	- 25%	26%	2023 SY 26%	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 3%	• 13%	5%	2023 SY 5%	0% 5th Year Cohort

Goal Analysis

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

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

There were no identified substantive differences in planned actions and actual implementation of those actions.

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

None

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

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

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

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

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

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED, EL, Latino) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8) 28% • SBAC ELA (11) 42% • SBAC Math (3-8) 11% • SBAC Math (11) 15% • CAST 30% SED • SBAC ELA (3-8) 25%	Compass Grades 3-8, 11 Scholars (2022) Schoolwide • SBAC ELA (3-8) 44.7% • SBAC ELA (11) 43.24% • SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 32% SED • SBAC ELA (3-8) 31% • SBAC ELA (11) 38%	Compass Grades 3-8, 11 Scholars (2023) Schoolwide • SBAC ELA (3-8) 48% • SBAC ELA (11) 53% • SBAC Math (3-8) 27% • SBAC Math (11) 13% • CAST 31% SED • SBAC ELA (3-8) 36% • SBAC ELA (11) 57%	Compass Grades 3-8, 11 Scholars (2023) Schoolwide • SBAC ELA (3-8) 48% • SBAC ELA (11) 53% • SBAC Math (3-8) 27% • SBAC Math (11) 13% • CAST 31% SED • SBAC ELA (3-8) 36% • SBAC ELA (11) 57%	SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 39% • SBAC ELA (11) 49% • SBAC Math (3-8) 27% • SBAC Math (11) 21% • CAST 37% SED • SBAC ELA (3-8) 37% • SBAC ELA (11) 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC ELA (11) 42% • SBAC Math (3-8) 9% • SBAC Math (11) 0% • CAST 15% EL • SBAC ELA 6% • SBAC Math 3% • CAST 3% Latino • SBAC ELA (3-8) 28% • SBAC ELA (11) 23% • SBAC Math (3-8) 9% • SBAC Math (11) 7% • CAST 18%	• SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 27% EL • SBAC ELA - 13% • SBAC Math - 8% • CAST 0% Latino • SBAC ELA (3-8) 31% • SBAC ELA (11) 42% • SBAC Math (3-8) 19% • SBAC Math (11) 32% • CAST 21%	• SBAC Math (3-8) 17% • SBAC Math (11) 19% • CAST 21% EL • SBAC ELA - 9% • SBAC Math - 5% • CAST 0% Latino • SBAC ELA (3-8) 34% • SBAC ELA (11) 50% • SBAC Math (3-8) 17% • SBAC Math (11) 12% • CAST 19%	• SBAC Math (3-8) 17% • SBAC Math (11) 19% • CAST 21% EL • SBAC ELA - 9% • SBAC Math - 5% • CAST 0% Latino • SBAC ELA (3-8) 34% • SBAC ELA (11) 50% • SBAC Math (3-8) 17% • SBAC Math (11) 12% • CAST 19%	• SBAC Math (3-8) 22% • SBAC Math (11) 12% • CAST 27% EL • SBAC ELA (3-8) 18% • SBAC ELA (11) 18% • SBAC Math (3-8) 11% • SBAC Math (11) 11% • CAST 18% Latino • SBAC ELA (3-8) 40% • SBAC ELA (11) 41% • SBAC Math (3-8) 22% • SBAC Math (11) 22% • CAST 30%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8 • 62% At/Above Grade-level	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8 • 62% At/Above Grade-level	Winter Internal ELA Assessment 2022-2023 SY Grades 3-8 • 62.3% At/Above Grade-level	Spring Internal ELA Assessment 2022-2023 SY Grades 3-8 • 58% At/Above Grade-level	Spring Internal ELA Assessment Grades 3-8 • 70% At/Above Grade-level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 63% Demonstrated growth Grade 11 • 52% At/Above Grade-level" • 82%Demonstrated growth	• 63% Demonstrated growth over previous year Grade 11 • 52% At/Above Grade-level" • 82%Demonstrated growth over previous year	• Demonstrated growth TBD Grade 11 • 52.2% At/Above Grade-level" • %Demonstrated growth TBD	• 65% Demonstrated growth Grade 11 • 56% At/Above Grade-level" • 61%Demonstrated growth	• 70% Demonstrated growth over previous year- Grade 11 • 60% At/Above Grade-level • 80% Demonstrated growth over previous year-
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 • 59% At/Above Grade-level • 57% Demonstrated growth Grade 11 • 48% At/Above Grade-level	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 • 59% At/Above Grade-level • 57% Demonstrated growth Grade 11 • 48% At/Above Grade-level	Winter Internal Math Assessment 2021-2022 SY Grades 3-8 • 58.6% At/Above Grade-level • % Demonstrated growth TBD Grade 11 • 56.5% At/Above Grade-level	Spring Internal Math Assessment 2022-2023 SY Grades 3-8 • 34% At/Above Grade-level • 62% Demonstrated growth Grade 11 • 12% At/Above Grade-level	Spring Internal Math Assessment Grades 3-8 • 70% At/Above Grade-level • 70% Demonstrated growth over previous year Grade 11 • 60% At/Above Grade-level"-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 59% Demonstrated growth	• 59% Demonstrated growth	• % Demonstrated growth TBD	• 54% Demonstrated growth	• 70% Demonstrated growth over previous year-
Chronic Absenteeism	2019 CA Dashboard 6.02%	2022 Dashboard 3.1%	As of 5/12/23 5.41%	2023 Dashboard 3%	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	2019 CA Dashboard 42.7%	2022 Dashboard 34.70%	As of 5/12/23 31%	2023 Dashboard 23%	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 33%	EL Reclassification Rate (2022) • 12.59%	EL Reclassification Rate (2022) • 12.63%	EL Reclassification Rate (2023) 14%	EL Reclassification Rate >25%
ELPI Status Level	ELPI Status Level • “Low” 33.3%	ELPI Status Level • Low 43.2%	TBD	ELPI Status Level • High 64%	ELs demonstrating progress as measured by ELPI “Medium” 45 to 54%
CAASPP Participation Rates		ELA- 86% Math- 86%	TBD	ELA- 89% Math- 89%	95% Participation rate for all assessments

Goal Analysis

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

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

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

Action 1.6a The introduction of two (2) EL Tutors were added for the 21/22 school year. These tutors added a new layer of instructional support to further enhance what we already had been implemented via Lexia ELD under our EL Coordinator.
In reviewing our year end data, we piloted Lexia English in the Spring semester of 2022. In the 22/23 school year, the EL team added Lexia English for our emergent and newcomer scholars to provide additional language support focused on speaking and listening in English.
The rest of the actions in this goal were fully implemented.

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

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

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

Overall, all actions were effective in increasing scholar achievement on the state assessments. Participation rates and achievement rates in CAASPP ELA and Math increased each year. SED scholars showed an increase in ELA scores in all grade levels. Math scores increased from 2019-2022, but then saw a slight decline in 2023. The school concentrated on increasing participation in local assessments and achieved over a 95% participation rate. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels increase from the 2022-2024 school years with 65% of elementary scholars meeting or exceeding growth levels and 61% of grade 11 scholars meeting or exceeding growth levels in ELA. In Math, 62% of elementary scholars are meeting or exceeding growth levels and 54% of grade 11 scholars are meeting or exceeding growth levels. The EL subgroup exceeded expectations with 63.9% making progress towards English language proficiency on the CA Dashboard. Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 16%.
Action 1.1a This action was effective because the school maintained a 25:1 credentialed staff to scholar ratio.
Action 1.1b This action was effective because all scholars had access to core curriculum . In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.
Action 1.1c This action was effective because all STs had access to AVID strategies and monthly focus supports to use with their scholars. Many STs are implementing AVID in synchronous and asynchronous instruction. Ongoing discussions about tracking and measuring the

utilization of strategies schoolwide continue to determine if AVID strategies are being implemented in synchronous and asynchronous sessions.

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

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

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

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

Action 1.3b This action was effective. All staff had the opportunity to participate in an annual conference that focused on scholar achievement and support. Staff reviewed data and learned techniques to meet scholars' unique needs. The school provides monthly opportunities for professional learning and two in-service days to further their development.
Action 1.3c This action was effective. Leadership staff participated in robust professional learning programs that progressed over three years. The leadership team developed a Framework for the Future and developed school wide goals in a Blueprint for success that has provided a solid foundation for supporting leadership development. Currently, the leadership team is attending bi-monthly workshops on Stephen Covey's Trust and Inspire with a goal of improving trust throughout the organization.
Action 1.4 This action was effective. Compass offered all families a bi-yearly orientation opportunity. Families that were newly enrolled during the school year were invited to attend a weekly live virtual orientation offering. Recently, an on-demand option for orientation was developed with an option, if desired, to schedule a live support session. Orientations cover topics such as program overview, LC responsibilities, Supervising Teacher roles, Master Agreement, attendance, assignments, expectations, truancy, and more topics for educational success at Compass. Weeks of Welcome (WOW) and Mini Weeks of Welcome (Mini-WOW) are both offered once a year to provide valuable information regarding Compass' departments. Topics covered in WOW and MIni-WOW included Assessment, Counseling, Digital Literacy, Engagement, English Language Support, IT, orientations, program overviews, scholar success and support, special education, and welcome back nights.
Action 1.5a This action was effective. Compass effectively utilized a housing questionnaire to identify McKinney Vento scholars experiencing homelessness.
The McKinney-Vento program assisted families with services that included the following: Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc. The Scholar Community Advocate provided McKinney-Vento staff training focused on identifying, and supporting McKinney-Vento scholars in a virtual learning environment. The Scholar Community Advocate attended various Independent Study Evaluation meetings, IEPs, SST, and 504s to support our McKinney Vento population and addressed barriers where applicable.
Action 1.5b This action was effective. Proper identification of unduplicated scholars is key to providing resources. The deadline for the Household Data Collection (HDC) forms for the 2023-24 school year was October 31, 2023. The Household data collection forms (family income survey) are collected via the Parent Portal of our student information system (School Pathways). We began sending initial emails to encourage families to complete the form on July 17th, 2023. Weekly email reminders were sent to families who had not completed the form. In addition, we shared a list of scholars with their supervising teachers to encourage families to complete the form by the deadline. In total per our Census day enrollment, we collected:
2023-2024 numbers show - 624 out of 790; 79% completed, a 16% increase over last year. In addition to collecting the household data collection forms, our Compliance Department downloads the Direct Certification extracts from CALPADS to identify scholars who may be eligible for Free or Reduced price meals. This file is uploaded to our student information system and imported to update their eligibility in the scholar records. This process is done monthly from July 1 to June 30 of each academic year. This process is very effective in capturing scholars who are already eligible for state benefits such as Medi-CAL, TANF, or SNAP.
Action 1.6a This action was effective. The English Language Department works closely with our emergent multilingual scholars, families, and supervising teachers to increase English language acquisition to meet grade-level standards. Lexia is used as Designated ELD with additional biweekly synchronous instruction provided by EL Tutors through small group and 1:1 (newcomers and LTEL's that might need additional support).
Additionally, tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should

a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the Academic Support Guidesite (EL Curriculum Guide), and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.
Action 1.6b This action was effective. Educational specialists were provided training on the implementation of the selected resources which provided increased access.

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

Actions 1.1a, 1.1b, and 1.6b were met consistently each year and will become maintenance goals for the school.
The following actions will be continued for the coming year with adjustments to improve current practices.
Action 1.1c Focus group of STs in Online middle school utilizing AVID strategies to boost scholar engagement. This Spring, online high school STs will begin to incorporate AVID Advisory lessons into their Homeroom to continue to boost engagement and build scholar agency, with the goal of including AVID in Homeroom schoolwide.
Action 1.2a Create a system to track data of those that receive PBIS to calculate any impact on scholar success.
Action 1.2b Moving forward, we hope to better utilize and regularly administer the Renaissance CBM (Curriculum Based Measure) to assess growth and provide more targeted individualized support.
Action 1.2c Panorama was not renewed for the 23/24 school year and we will not utilize the survey to monitor SEL data. We are currently looking into SAEBRS under Renaissance as a replacement.
Action 1.3a The Human Resources and Training and Development Teams are using the feedback obtained in the 90-day onboarding check-ins to make improvements to the hiring and training process.

Action 1.3b Participation in the all staff conference was over 90% each year. In the last year of the LCAP, staff were given the choice of which professional learning pathway to follow and were provided with access to conferences, online courses, and other programs that supported their growth. This will continue into the new LCAP cycle.
Action 1.3c The school has adopted a new Growth and Development plan that supports staff in defining their professional goals and learning needs that was fully implemented in the 2023-2024 SY and will continue to be developed.
Action 1.4 Compass will continue to offer Weeks of Welcome and Mini-Weeks of Welcome to all families once a year as well as live orientations throughout the school year for newly enrolled families with an on-demand feature for those unable to attend the live offering.
Action 1.5a Compass plans to increase outreach efforts to our Northern California families and improve identification of McKinney-Vento and foster scholars in this region. Compass also plans on increasing the program budget to address any gaps in supplies and/or materials for scholars experiencing homelessness.
Action 1.5b The Operations department along with marketing will produce a marketing campaign to promote the completion of the HDC form and aim to increase our percentage of completed forms to 85%.The Scholar Community Advocate will continue to build a list of resources available to scholars in need and provide services such as a Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc.
Action 1.6a Determine appropriate support for scholars that have an interrupted formal education. Provide differentiated supports for LTELs. Implement high impact strategies to support Designated and Integrated ELD provided by tutors and STs.
The metric to determine academic achievement groups for all subgroups will be adjusted so that the goal is the same for all subgroups in order to identify equity gaps and target interventions to ensure that all subgroups are achieving the established goals.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 95.43% ?\- Track S - 88.68%	- 97.04%	As of May 2023 94.59%	2023 P2 Reporting 99%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0%	0	Suspension Rate 0%
Engagement Offering Satisfaction	97.5%	97.5%	As of March 2023 96%	96%	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5	6	Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10	9	Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	98%	95%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	• 50% participation in 30% or more synchronous instruction and live interaction	• 50% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• Scholars 32% • Parents 40% • Staff 38%	• Scholars 30% • Parents 33% • Staff 37%	• Scholars 30% • Parents 33% • Staff 37%	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff
- Chronic Absenteeism	• Chronic Absenteeism (2019 CA Dashboard) 4.64%	2022 CA Dashboard 3.1%	May 2023 5.41%	3%	- Chronic Absenteeism (CA Dashboard) <4%

Goal Analysis

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

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

Action 2.1b An additional enrollment piece was added to Summer Session 2023 that focused on response to intervention (RTI) and utilized another subscription. A determined criteria created an enrollment list that focused on scholar intervention needs.
Action 2.1c Teachers provide synchronous sessions based on AB 130 requirements and scholar needs. In the Online Learning Program, scholars have the opportunity to attend daily learning labs that utilize tier 1 interventions and AVID strategies that focus on standards-based learning and grade level skills that align with the Online learning curriculum. Also, scholars in grades 6-12 attend a weekly homeroom session that focuses on AVID WICOR strategies, test prep, and organization skills that scholars utilize in their courses and other synchronous sessions. In the Options Learning Program, scholars participate in live synchronous instruction tailored to a diverse range of academic subjects. Our dedicated teachers integrate social-emotional supports, fostering a safe and inclusive virtual environment where scholars can forge connections and cultivate a sense of community. Each lesson is meticulously crafted to align with the Common Core State Standards (CCSS), employing a rich array of standards-based learning materials to cater to the individual needs of scholars.
Action 2.3a Each school year, the Scholar Leadership Council met more times than the established goal.
Action 2.3d Each school year, the Parent Advisory Council (PAC) met more times than the established goal.
Action 2.4a Multiple surveys have been combined in the annual survey that includes scholars, parents and staff.

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

Goal 2 Action 2.3- Those actions took place at no extra cost to the school
Goal 2 Action 2.4- Temporary staffing reductions in counseling due to voluntary LOAs by staff
Goal 2 Action 2.10- Those action took place at no extra cost to the school
Goal 2 Action 2.13- Reimbursement for student internet participation higher than projected

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

The specific actions were effective in meeting the established goals. The school's attendance rate continuously exceeds 95% and the suspension rate is 0. Both the Scholar Leadership Council and Parent Advisory Committee met more times than the established goals each year.
2.1a This action was effective. Learning Coach Academy (LCA) has been offered on a weekly basis throughout the school year for Compass learning coaches. Topics covered at LCA sessions have included, but are not limited to: ADHD, AR, MyON, college and career readiness,

depression, Engagement, individualizing learning at home, IT tips, LC responsibilities and expectations, LCA overview, ParentSquare deep dive, making learning fun, motivation in learning, navigating unmet expectations, providing support, SMART goals, testing tips and tricks, time management in learning, and much more. Learning coaches attending LCA are engaged with the content, contributing in meaningful ways to all who attend, and sharing positive feedback about their experiences in LCA.
2.1b This action was effective. 155 Scholars participated in K-8 Summer Session through Accelerate Education and subscriptions. 85% of scholars signed up for Accelerate Education Art course offerings. 14% actively engaged in the Art course offering during the session. 100% of K-8 Summer Session scholars signed up to participate in Freckle, RazKids, and Brainpop. 80% of Scholars who signed up for Freckle, 41% of scholars who signed up for RazKids, and 60% of scholars who signed up for BrainPop utilized the subscription during the summer session. 75 Scholars signed up to participate in RTI Summer Camp that utilized the iXL subscription. 61% of the scholars who signed up to utilize the iXL subscription worked 300+ minutes each week during the session. The overall reading growth from utilizing iXL was 22% and the overall math growth from utilizing iXL was 32%.
2.1c This action was effective. These sessions have been effective in reaching this goal in that the research-based tier 1 strategies leveraged during the session improve scholar engagement and academic progress as evidenced through progress reports and report cards.
2.1d This action was effective. Counselors provide grade level SEL groups. These sessions have been effective with the implementation of the CASEL Framework by incorporating the five core social and emotional competencies of self-awareness, social awareness, relationship skills, and responsible decision making.
2.2a This action was effective. Compass offered a virtual end of year celebration for scholars in Kindergarten and 5th Grade. Celebrations included acknowledgement of the scholar's achievement in promoting to the next grade level along with a keynote message provided by a published author. Compass also offered in-person celebrations for scholars in 8th grade and 12th grade. Both in-person celebration ceremonies included acknowledging the accomplishment of Compass scholars at the respective ceremonies, slideshow of scholars being celebrated, and much more. Families and scholars that attend Compass end-of-year celebrations provide positive feedback of the impact the ceremonies have on their scholars and family.
2.2b This action was effective. Compass provided awards to scholars in the following areas: Honor Roll, Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by Semester, Presidential Award for Educational Excellence (Gold Seal) (8th, 12th), Presidential Award for Educational Achievement (Silver Seal) (8th, 12th), Perfect Attendance, Samaritan Award, NHS Lifetime Member (12th), Golden State Seal Merit Diploma (12th), and State Seal of Biliteracy (12th). Awards are either acknowledged at our virtual end-of-year award ceremonies or at our in-person end-of-year celebrations.
2.2c This action was effective. Compass awarded Learning Coach Academy (LCA) certificates to qualifying learning coaches. Learning coaches are able to qualify for a Learning Coach Academy certificate if they attended or watched the recording for at least 10 topic-focused LCA sessions within one school year.
2.3a This action was effective. Compass provided a plethora of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Field trips that were offered included opportunities such as Back to School Park Days, AstroCamp, California Science Center, Discovery Cube, Safari West, Museum of Tolerance, San Diego Zoo, USS Midway, The Chinese Gardens at the Huntington, and much more. Virtual Scholar Workshop offerings included opportunities such as heritage month assemblies, Baketivity, cartooning with Charles Schulz Museum, Spy School, Mad Science, clay making with Clay Mobile, bi-yearly talent shows, spelling bee, Zentangles, and much more. Scholar Club offerings for scholars included Arts & Crafts Club, Awesome Artist's Club, Book Club, Chess Club, Cooking Club, Drawing Club, Genders & Sexualities Alliance Club (GSA), Journalism Club, LEGO Club, Minecraft Club, Music Club , NAMI on Campus High School (NCHS), National Honor Society (NHS), Scholar Leadership Council, Speech and Debate Club, Stories and Snacks Club, and Virtual Field Trips Club. The Scholar Leadership Council provided valuable input on the goals and actions of the school's plan. The SLC

president also provides reports to the Board of Directors. This structure is very effective in providing scholars with a voice and including their feedback in decisions that impact the school's operations.
Action 2.3b This action was effective. The Compass Engagement Department provided both synchronous and asynchronous community service opportunities to all scholars. Synchronous community service offerings included making paracord bracelets for troops and creating cards for hospitalized children. Asynchronous community services offered included making cards for the elderly, participating with FreeRice, and decorating lunch bags in partnership with Kids' Meals Inc for hungry children.
Action 2.3d This action was effective. The PAC provided valuable input on the goals and actions of the school's plan. The PAC chair also serves as the parent representative on the Board of Directors. This structure is very effective in providing parents with a voice and including their feedback in decisions that impact the school's operations.
Action 2.4a This action was effective. While multiple surveys were conducted that provided valuable feedback, participation rates were low. Changes were made annually to the LCAP based on input from education partners. In order to increase the value of the feedback, the surveys have been combined into one and goals will be set based on enrollment at the time of the survey.
Action 2.5 This action was effective. External professional learning opportunities are requested by staff and supervisors as part of their Growth & Development plans.
Additionally, internal professional learning sessions and workshops are conducted regularly for staff, occurring monthly, during our Wednesday Cadence and bi-annual in-service days in October and March. Sessions and workshops are selected and delivered based on staff survey responses and requests for training/professional learning. Sessions are also developed and delivered annually for our All-Staff Retreat in August. Our October 2023 In Service Day survey resulted in 83% satisfaction with the overall offerings for learning.
Action 2.6 This action was effective. Compass is proud to be designated as a Purple Star School in the state of California. The Purple Star School Program recognizes School Districts and Individual Schools that demonstrate a major commitment to serving scholars and families connected to our Nation's Armed Forces. Our Scholar Community Advocate developed a needs assessment survey for our military families in need of resources, services, or referrals. The Scholar Community Advocate developed an all-staff training on Military families and their special needs. The Scholar Community Advocate provided an assembly during Military Child Appreciation Month to honor our military scholars.

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

Action 2.3a For the upcoming LCAP goal, the SLC has decided to measure scholar membership and attendance at SLC meetings. The school will continue to have the same number of scholar meetings throughout the year. Compass will also continue to offer a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.
Action 2.3d For the upcoming LCAP goal, the PAC has decided to measure parent membership and attendance at PAC meetings. The school will continue to have the same number of PAC meetings throughout the year.
Action 2.4a Survey participation goals will increase and will be based on current enrollment at the time of the survey window.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%	2022 Dashboard 63.8%	Projected 69%	2023 Dashboard 61%	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	17%	14%	12%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	29%	15%	15%	20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	16%	Projected 15%	25%	15% College Career Indicator “Prepared”

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 47% of participation in ACOP for at-promise scholars	- 25%	TBD	22%	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 6.7%	- 4.3%	TBD	10%	0% 5th Year Cohort

Goal Analysis

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

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

There were no identified substantive differences in planned actions and actual implementation of those actions.

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

None

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter School of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

Goal Analysis

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

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

Action 1.2b The originally-intended organization and structure of MTSS intervention groups has been modified due to a reduction in staffing in the 22/23 and 23/24 school year. This impacted the initial set up and scheduling of small group intervention support, the amount sessions provided and the group size.
Action 1.6a The introduction of two (2) EL Tutors were added for the 21/22 school year. These tutors added a new layer of instructional support to further enhance what we already had been implemented via Lexia ELD under our EL Coordinator.
In reviewing our year end data, we piloted Lexia English in the Spring semester of 2022. In the 22/23 school year, the EL team added Lexia English for our emergent and newcomer scholars to provide additional language support focused on speaking and listening in English.
The rest of the actions in this goal were fully implemented.

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

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

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

Overall, all actions were effective in increasing scholar achievement on the state assessments. Participation rates and achievement rates in CAASPP ELA and Math increased each year. Scholars met the established goals in ELA and Math in all grade levels except ELA grade 11 which met the goal in 2022m but then declined in 2023. The school concentrated on increasing participation in local assessments and achieved over a 92% participation rate. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels increase from the 2022-2024 school years with over 60% of elementary scholars meeting or exceeding growth levels and over 75% of grade 11 scholars meeting or exceeding growth levels. Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 16%.
Action 1.1a This action was effective because the school maintained a 25:1 credentialed staff to scholar ratio.

Action 1.1b This action was effective because all scholars had access to core curriculum . In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.
Action 1.1c This action was effective because all STs had access to AVID strategies and monthly focus supports to use with their scholars. Many STs are implementing AVID in synchronous and asynchronous instruction. Ongoing discussions about tracking and measuring the utilization of strategies schoolwide continue to determine if AVID strategies are being implemented in synchronous and asynchronous sessions.
Action 1.2a This action was effective. Scholars are recognized for their ARTIC value excellence with a Rising Scholar Ticket– a certificate celebrating their achievement, participation, and/or engagement. Supervising Teachers, Tutors, and Resource Specialists have access to a list of PBIS incentives to use to customize their reward for each scholar (class dance party, In-N-Out coupon, etc). The monthly MTSS Bulletin highlights PBIS at school and at home. In intervention tutoring and resource groups, weekly shoutouts are given to scholars who complete the exit ticket with a passing score. This recognition has motivated scholars to request additional attempts in order to achieve mastery.
Action 1.2b This action was effective. Within our Scholar Success team, our Tutors and Resource Specialists provide ELA and Math intervention for scholars at need of Tier 2 and 3 support from their STAR benchmark assessments. As scholars complete their beginning of year benchmarks in September, the Scholar Success team provides Skills Bootcamps based on end of year STAR scores. These Bootcamp sessions provide a continuity of skill support during the benchmark window while they await their beginning of year scores to determine need of intervention for the semester. Elementary and Middle School (Urgent Intervention) ELA and Elementary and Middle School (Urgent Intervention) Math tutors offer weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Tutors use a Freckle exit ticket to assess understanding and determine next steps. Foundational Literacy Resource Specialist offers three session focuses (beginning, emerging and intermediate) twice a week for thirty minutes. Scholars may attend sessions that best fit their needs and schedules. Scholars receive corresponding assignments in Lalilo in addition to independent work in Lalilo each week. Middle School (Intervention) Resource Math scholars attend weekly thirty-minute sessions of different areas of focus. Scholars may attend as many sessions to fit their needs and schedule. Scholars complete an exit in IXL to practice and assess understanding and determine next steps. High School Math Resource Specialist offers weekly thirty-minute sessions with different skill focuses. Scholars may attend as many sessions to fit their needs and schedule. Resource Specialists use a Freckle exit ticket or teacher-created assessment to assess understanding and determine next steps.
Action 1.2c This action was effective. All scholars who qualify for tutoring received a weekly email regarding upcoming lessons as well as a recap from the week’s session with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction should a scholar not be able to attend. Our Counseling Services Department is utilizing the Columbia-Suicide Severity Rating Scale to support suicide risk screenings. The screening is evidenced based and used for all ages. The screenings tool has been effective to assess the severity and immediacy of suicidal risk, and gauges the level of support that a scholar needs. School Counselors will continue to work in collaboration with all academic departments to provide interventions that help remove barriers to positive social emotional development. Our scholar referral system has been effective in addressing and prioritizing scholar needs. The Scholar Success Coordinator provides monthly SEL activities via an internal newsletter as well as a family facing update in each monthly MMU. Activities are aligned with the counseling departments monthly focus. Supervising teachers (STs) can use these during live synchronous instruction as well as to share activities with learning coaches and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time. Our Instructional Coaches also share a Weekly Digest, which includes lessons with SEL introductions. These pre-made lesson templates allow STs to use out of the box, or customize as needed.

Action 1.3a This action was effective. The Human Resources and Training and Development Teams are working in collaboration with hiring managers to present a comprehensive new hire orientation process. The initial goal is a holistic introduction of new staff to the Compass community by partnering with our Director of Staff support to provide new staff with a personalized training schedule prepared and supported by hiring managers. New teaching staff are also provided with the opportunity to work with instructional coaches. We also use regular check-ins to monitor staff feedback to improve the overall Compass experience for staff and scholars.
Action 1.3b This action was effective. All staff had the opportunity to participate in an annual conference that focused on scholar achievement and support. Staff reviewed data and learned techniques to meet scholars' unique needs. The school provides monthly opportunities for professional learning and two in-service days to further their development.
Action 1.3c This action was effective. Leadership staff participated in robust professional learning programs that progressed over three years. The leadership team developed a Framework for the Future and developed school wide goals in a Blueprint for success that has provided a solid foundation for supporting leadership development. Currently, the leadership team is attending bi-monthly workshops on Stephen Covey's Trust and Inspire with a goal of improving trust throughout the organization.
Action 1.4 This action was effective. Compass offered all families a bi-yearly orientation opportunity. Families that were newly enrolled during the school year were invited to attend a weekly live virtual orientation offering. Recently, an on-demand option for orientation was developed with an option, if desired, to schedule a live support session. Orientations cover topics such as program overview, LC responsibilities, Supervising Teacher roles, Master Agreement, attendance, assignments, expectations, truancy, and more topics for educational success at Compass. Weeks of Welcome (WOW) and Mini Weeks of Welcome (Mini-WOW) are both offered once a year to provide valuable information regarding Compass' departments. Topics covered in WOW and MIni-WOW included Assessment, Counseling, Digital Literacy, Engagement, English Language Support, IT, orientations, program overviews, scholar success and support, special education, and welcome back nights.
Action 1.5a This action was effective. Compass effectively utilized a housing questionnaire to identify McKinney Vento scholars experiencing homelessness.
The McKinney-Vento program assisted families with services that included the following: Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc. The Scholar Community Advocate provided McKinney-Vento staff training focused on identifying, and supporting McKinney-Vento scholars in a virtual learning environment. The Scholar Community Advocate attended various Independent Study Evaluation meetings, IEPs, SST, and 504s to support our McKinney Vento population and addressed barriers where applicable.
Action 1.5b This action was effective. Proper identification of unduplicated scholars is key to providing resources. The deadline for the Household Data Collection (HDC) forms for the 2023-24 school year was October 31, 2023. The Household data collection forms (family income survey) are collected via the Parent Portal of our student information system (School Pathways). We began sending initial emails to encourage families to complete the form on July 17th, 2023. Weekly email reminders were sent to families who had not completed the form. In addition, we shared a list of scholars with their supervising teachers to encourage families to complete the form by the deadline. In total per our Census day enrollment, we collected:
2023-2024 numbers show - 557 out of 706; 79% completed, a 14% increase over last year. In addition to collecting the household data collection forms, our Compliance Department downloads the Direct Certification extracts from CALPADS to identify scholars who may be eligible for Free or Reduced price meals. This file is uploaded to our student information system and imported to update their eligibility in the scholar records. This process is done monthly from July 1 to June 30 of each academic year. This process is very effective in capturing scholars who are already eligible for state benefits such as Medi-CAL, TANF, or SNAP.
Action 1.6a This action was effective. The English Language Department works closely with our emergent multilingual scholars, families, and supervising teachers to increase English language acquisition to meet grade-level standards. Lexia is used as Designated ELD with

additional biweekly synchronous instruction provided by EL Tutors through small group and 1:1 (newcomers and LTEL's that might need additional support).
Additionally, tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the Academic Support Guidesite (EL Curriculum Guide), and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.
Action 1.6b This action was effective. Educational specialists were provided training on the implementation of the selected resources which provided increased access.

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

Actions 1.1a, 1.1b, and 1.6b were met consistently each year and will become maintenance goals for the school.
The following actions will be continued for the coming year with adjustments to improve current practices.
Action 1.1c Focus group of STs in Online middle school utilizing AVID strategies to boost scholar engagement. This Spring, online high school STs will begin to incorporate AVID Advisory lessons into their Homeroom to continue to boost engagement and build scholar agency, with the goal of including AVID in Homeroom schoolwide.
Action 1.2a Create a system to track data of those that receive PBIS to calculate any impact on scholar success.
Action 1.2b Moving forward, we hope to better utilize and regularly administer the Renaissance CBM (Curriculum Based Measure) to assess growth and provide more targeted individualized support.

Action 1.2c Panorama was not renewed for the 23/24 school year and we will not utilize the survey to monitor SEL data. We are currently looking into SAEBRS under Renaissance as a replacement.
Action 1.3a The Human Resources and Training and Development Teams are using the feedback obtained in the 90-day onboarding check-ins to make improvements to the hiring and training process.
Action 1.3b Participation in the all staff conference was over 90% each year. In the last year of the LCAP, staff were given the choice of which professional learning pathway to follow and were provided with access to conferences, online courses, and other programs that supported their growth. This will continue into the new LCAP cycle.
Action 1.3c The school has adopted a new Growth and Development plan that supports staff in defining their professional goals and learning needs that was fully implemented in the 2023-2024 SY and will continue to be developed.
Action 1.4 Compass will continue to offer Weeks of Welcome and Mini-Weeks of Welcome to all families once a year as well as live orientations throughout the school year for newly enrolled families with an on-demand feature for those unable to attend the live offering.
Action 1.5a Compass plans to increase outreach efforts to our Northern California families and improve identification of McKinney-Vento and foster scholars in this region. Compass also plans on increasing the program budget to address any gaps in supplies and/or materials for scholars experiencing homelessness.
Action 1.5b The Operations department along with marketing will produce a marketing campaign to promote the completion of the HDC form and aim to increase our percentage of completed forms to 85%.The Scholar Community Advocate will continue to build a list of resources available to scholars in need and provide services such as a Computer loan program, internet reimbursement program, earbuds, referrals to emergency or transitional shelters, referrals to counseling for scholars, referrals to other community resources, etc.
Action 1.6a Determine appropriate support for scholars that have an interrupted formal education. Provide differentiated supports for LTELs. Implement high impact strategies to support Designated and Integrated ELD provided by tutors and STs.
The metric to determine academic achievement groups for all subgroups will be adjusted so that the goal is the same for all subgroups in order to identify equity gaps and target interventions to ensure that all subgroups are achieving the established goals.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

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

Action 2.1c Teachers provide synchronous sessions based on AB 130 requirements and scholar needs. In the Online Learning Program, scholars have the opportunity to attend daily learning labs that utilize tier 1 interventions and AVID strategies that focus on standards-based learning and grade level skills that align with the Online learning curriculum. Also, scholars in grades 6-12 attend a weekly homeroom session that focuses on AVID WICOR strategies, test prep, and organization skills that scholars utilize in their courses and other synchronous sessions. In the Options Learning Program, scholars participate in live synchronous instruction tailored to a diverse range of academic subjects. Our dedicated teachers integrate social-emotional supports, fostering a safe and inclusive virtual environment where scholars can forge connections and cultivate a sense of community. Each lesson is meticulously crafted to align with the Common Core State Standards (CCSS), employing a rich array of standards-based learning materials to cater to the individual needs of scholars.
Action 2.3a Each school year, the Scholar Leadership Council met more times than the established goal.
Action 2.3d Each school year, the Parent Advisory Council (PAC) met more times than the established goal.
Action 2.4a Multiple surveys have been combined in the annual survey that includes scholars, parents and staff.

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

Goal 2 Action 2.3- Those actions took place at no extra cost to the school
Goal 2 Action 2.4- Temporary staffing reductions in counseling due to voluntary LOAs by staff
Goal 2 Action 2.10- Those action took place at no extra cost to the school
Goal 2 Action 2.13- Reimbursement for student internet participation higher than projected

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

The specific actions were effective in meeting the established goals. The school's attendance rate continuously exceeds 95% and the suspension rate is 0. Both the Scholar Leadership Council and Parent Advisory Committee met more times than the established goals each year.
2.1a This action was effective. Learning Coach Academy (LCA) has been offered on a weekly basis throughout the school year for Compass learning coaches. Topics covered at LCA sessions have included, but are not limited to: ADHD, AR, MyON, college and career readiness, depression, Engagement, individualizing learning at home, IT tips, LC responsibilities and expectations, LCA overview, ParentSquare deep dive, making learning fun, motivation in learning, navigating unmet expectations, providing support, SMART goals, testing tips and tricks, time management in learning, and much more. Learning coaches attending LCA are engaged with the content, contributing in meaningful ways to all who attend, and sharing positive feedback about their experiences in LCA.
2.1b This action was effective. 155 Scholars participated in K-8 Summer Session through Accelerate Education and subscriptions. 85% of scholars signed up for Accelerate Education Art course offerings. 14% actively engaged in the Art course offering during the session.

100% of K-8 Summer Session scholars signed up to participate in Freckle, RazKids, and Brainpop. 80% of Scholars who signed up for Freckle, 41% of scholars who signed up for RazKids, and 60% of scholars who signed up for BrainPop utilized the subscription during the summer session. 75 Scholars signed up to participate in RTI Summer Camp that utilized the iXL subscription. 61% of the scholars who signed up to utilize the iXL subscription worked 300+ minutes each week during the session. The overall reading growth from utilizing iXL was 22% and the overall math growth from utilizing iXL was 32%.
2.1c This action was effective. These sessions have been effective in reaching this goal in that the research-based tier 1 strategies leveraged during the session improve scholar engagement and academic progress as evidenced through progress reports and report cards.
2.1d This action was effective. Counselors provide grade level SEL groups. These sessions have been effective with the implementation of the CASEL Framework by incorporating the five core social and emotional competencies of self-awareness, social awareness, relationship skills, and responsible decision making.
2.2a This action was effective. Compass offered a virtual end of year celebration for scholars in Kindergarten and 5th Grade. Celebrations included acknowledgement of the scholar's achievement in promoting to the next grade level along with a keynote message provided by a published author. Compass also offered in-person celebrations for scholars in 8th grade and 12th grade. Both in-person celebration ceremonies included acknowledging the accomplishment of Compass scholars at the respective ceremonies, slideshow of scholars being celebrated, and much more. Families and scholars that attend Compass end-of-year celebrations provide positive feedback of the impact the ceremonies have on their scholars and family.
2.2b This action was effective. Compass provided awards to scholars in the following areas: Honor Roll, Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by Semester, Presidential Award for Educational Excellence (Gold Seal) (8th, 12th), Presidential Award for Educational Achievement (Silver Seal) (8th, 12th), Perfect Attendance, Samaritan Award, NHS Lifetime Member (12th), Golden State Seal Merit Diploma (12th), and State Seal of Biliteracy (12th). Awards are either acknowledged at our virtual end-of-year award ceremonies or at our in-person end-of-year celebrations.
2.2c This action was effective. Compass awarded Learning Coach Academy (LCA) certificates to qualifying learning coaches. Learning coaches are able to qualify for a Learning Coach Academy certificate if they attended or watched the recording for at least 10 topic-focused LCA sessions within one school year.
2.3a This action was effective. Compass provided a plethora of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Field trips that were offered included opportunities such as Back to School Park Days, AstroCamp, California Science Center, Discovery Cube, Safari West, Museum of Tolerance, San Diego Zoo, USS Midway, The Chinese Gardens at the Huntington, and much more. Virtual Scholar Workshop offerings included opportunities such as heritage month assemblies, Baketivity, cartooning with Charles Schulz Museum, Spy School, Mad Science, clay making with Clay Mobile, bi-yearly talent shows, spelling bee, Zentangles, and much more. Scholar Club offerings for scholars included Arts & Crafts Club, Awesome Artist's Club, Book Club, Chess Club, Cooking Club, Drawing Club, Genders & Sexualities Alliance Club (GSA), Journalism Club, LEGO Club, Minecraft Club, Music Club , NAMI on Campus High School (NCHS), National Honor Society (NHS), Scholar Leadership Council, Speech and Debate Club, Stories and Snacks Club, and Virtual Field Trips Club. The Scholar Leadership Council provided valuable input on the goals and actions of the school's plan. The SLC president also provides reports to the Board of Directors. This structure is very effective in providing scholars with a voice and including their feedback in decisions that impact the school's operations.
Action 2.3b This action was effective. The Compass Engagement Department provided both synchronous and asynchronous community service opportunities to all scholars. Synchronous community service offerings included making paracord bracelets for troops and creating cards for hospitalized children. Asynchronous community services offered included making cards for the elderly, participating with FreeRice, and decorating lunch bags in partnership with Kids' Meals Inc for hungry children.

Action 2.3d This action was effective. The PAC provided valuable input on the goals and actions of the school's plan. The PAC chair also serves as the parent representative on the Board of Directors. This structure is very effective in providing parents with a voice and including their feedback in decisions that impact the school's operations.
Action 2.4a This action was effective. While multiple surveys were conducted that provided valuable feedback, participation rates were low. Changes were made annually to the LCAP based on input from education partners. In order to increase the value of the feedback, the surveys have been combined into one and goals will be set based on enrollment at the time of the survey.
Action 2.5 This action was effective. External professional learning opportunities are requested by staff and supervisors as part of their Growth & Development plans.
Additionally, internal professional learning sessions and workshops are conducted regularly for staff, occurring monthly, during our Wednesday Cadence and bi-annual in-service days in October and March. Sessions and workshops are selected and delivered based on staff survey responses and requests for training/professional learning. Sessions are also developed and delivered annually for our All-Staff Retreat in August. Our October 2023 In Service Day survey resulted in 83% satisfaction with the overall offerings for learning.
Action 2.6 This action was effective. Compass is proud to be designated as a Purple Star School in the state of California. The Purple Star School Program recognizes School Districts and Individual Schools that demonstrate a major commitment to serving scholars and families connected to our Nation's Armed Forces. Our Scholar Community Advocate developed a needs assessment survey for our military families in need of resources, services, or referrals. The Scholar Community Advocate developed an all-staff training on Military families and their special needs. The Scholar Community Advocate provided an assembly during Military Child Appreciation Month to honor our military scholars.

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

Action 2.3a For the upcoming LCAP goal, the SLC has decided to measure scholar membership and attendance at SLC meetings. The school will continue to have the same number of scholar meetings throughout the year. Compass will also continue to offer a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.
Action 2.3d For the upcoming LCAP goal, the PAC has decided to measure parent membership and attendance at PAC meetings. The school will continue to have the same number of PAC meetings throughout the year.
Action 2.4a Survey participation goals will increase and will be based on current enrollment at the time of the survey window.
Action 2.5 In response to staff surveys, additional focus on AVID for academic staff will be implemented in 2024-25 SY.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis

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

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

There were no identified substantive differences in planned actions and actual implementation of those actions.

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

None

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

2023-24 Annual Update Table

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

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

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

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

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

2023-24 Contributing Actions Annual Update Table

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

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

2023-24 LCFF Carryover Table

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

California Department of Education
November 2023

Coversheet

Accelerate Education Renewal Contract

Section: IX. Academic Services
Item: B. Accelerate Education Renewal Contract
Purpose: Vote
Submitted by:
Related Material:
Memo to the Board of Directors - Proposal for 2024-25 Accelerate Education Online Curriculum.docx_revised.pdf
Compass Charter Schools - Accelerate Education 4th Amendment.pdf

Memorandum

To: Elizabeth Brenner, Superintendent and CEO of Compass Charter Schools and The Compass Charter Schools Board of Directors
From: Janae Smith, Director of Online Learning
Date: February 23, 2024
RE: Proposal for 2024-25 Accelerate Education Online Curriculum

Item Requested: 1-year contract for the 2024-25 Accelerate Education Online Curriculum

Purpose: This contract provides access to the Accelerate Education (AE) learning management system (LMS) that includes the AE online curriculum. This online curriculum is utilized by the Online K-12 scholars for their primary, standards-based curriculum and for Options High School scholars to complete up to 3 online courses to earn credits towards graduation. Further, Options scholars in middle school and high school who enroll in the AVID course elective will utilize the AE AVID course to participate in this elective.

Background Information: Through a thorough curriculum audit conducted during the 2023-24 school year that utilized the Nation Standards for Quality Online Learning (NSQOL) that focused on the quality online curriculum standards, the Director of Online Learning and the Online Learning team has concluded that AE continues to provide a common-core aligned, standards-based online curriculum that meets the needs of scholars at Compass Charters. Accelerate Education also reviews the courses and updates many courses each year to ensure that content continues to meet grade level standards, the course is user-friendly and includes accessibility functionality, and is relevant to scholar learning. Through updates within the system, Online teachers can continue to personalize learning through various customization tools (features that even include customization for a single scholar) for alignment with Compass' mission and vision. Further, to meet our Local Control and Accountability goal, LCAP 1.1b, AE provides scholar access to core curriculum aligned to Common-Core standards. Research supports that familiarity with an online learning system supports scholar success, so continuing to use this system will be a benefit to our scholars (Darby & Lang, 2019).

In addition to the LMS, AE also provides physical workbooks that help enrich the curriculum and provide additional hands-on learning opportunities for scholars in grades K-5. The Online K-5 team collected and analyzed data to determine the efficacy of these workbooks and the impact on scholar academic achievement. The team determined that there was a continued need to provide the English/Language Arts and math workbooks through AE for this additional learning for scholars in grades K-5.

Along with the LMS, AE provides on-demand and live, synchronous professional learning through their year 2+ Implementation/PD package that includes teachers and administrators training and support to further personalize learning for scholars. This professional learning also ensures that the teachers and administrators are current on the recommended best practices from AE to implement the online curriculum to the fullest extent. Further, there is one on one administrative support where the Director of Online Learning works with the AE expert who provides support with course creation and assignments.

Cost: The cost of Accelerate Education for the 2024-25 scholar year is $167,964.75.

Recommendation: I recommend to continue to use and implement the AE LMS for the Online Learning Department. The continued use and implementation will meet the Online learning needs of Compass scholars.

Please see the Accelerate Education Amended Contract with cost information.

References:

Darby, F. and Lang, J. (2019). Small teaching online: Applying learning science in online classes. Wiley & Sons.

FOURTH AMENDMENT

TO
MASTER SERVICES AND LICENSE AGREEMENT

This FOURTH AMENDMENT TO MASTER SERVICES AND LICENSE AGREEMENT (this "4th *Amendment*") dated _____ 2024 between Accelerate Education Incorporated and Compass Charter Schools**.**

RECITALS

Whereas, ACCELERATE and Customer entered into a Master Services and License Agreement effective as of June 12, 2019 ("Effective Date"); and Whereas, each of the parties now desire to amend the terms of that Agreement.

Now, therefore, the parties hereto hereby agree as follows.

AGREEMENT

1. Amendments to the Agreement

Section 4 of the Agreement is hereby amended and restated to read in its entirety as follows:

4) Term and Termination

Initial Term. The initial term of this Agreement ("Initial Term") shall commence on the date of the Agreement and shall continue until June 30, 2025.

Exhibit B of the Agreement is hereby amended and restated to read in its entirety as follows:

Exhibit B
Pricing and Payment Schedule

600	K-5 Workbooks	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc.	$19.00	$11,400.00
415	Grades 6-12 FT Seat	Full Time Seat Licenses include Orientation & Internet Safety course and up to 7 courses / Per Student / Per Semester for the academic school year. Students with more than 7 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from:	$237.15	$98,417.25
150	K5 Content FT Seat	Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from:	$381.65	$57,247.50
1	Year 2+ Virtual Implementation & PD Package (Buzz)	Unlimited access to live and on-demand training webinars and resources for administrators and teachers (established programs) (Buzz). Includes: School year rollover domain configuration & support Refresher and new teacher/administrator training webinars	$900.00	$900.00
0	K-5 Materials Kits	Grade-level supply kits are Per Student. Includes domestic standard ground shipping. Kits are only valid for the current school year as future course updates may necessitate changes to materials.	$340.00	$0.00
0	Grade 6-12 Per Semester Content	Per Semester Course Enrollments. Includes Content, Hosting, and Support. Physical Materials not Included.	$39.00	$0.00
0	K5 Per Semester Content	Grades K-5 Per Semester Course Enrollment. Includes Content, Hosting, and Support. Physical Materials not Included.	$45.00	$0.00

Subtotal	$167,964.75
Tax	$0.00
Total	$167,964.75

Additional Information

- Once a student completes or drops from a Seat, License is open for another student
- For Per Enrollment courses, each enrollment has a 14-day grace period to drop the student
- Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year
- No refunds or returns on workbooks
- Actual Workbook orders above the initial pre-purchased amount will be invoiced periodically during the year
- K-5 Independent Reading Program Not Included
- IDEAL Learning Library if hosted by AE
- School branded login page and logo within LMS included for Full Time Seats
- PD Support package required

2. **Miscellaneous**

(a) The headings contained in this Amendment are for reference purposes only and shall not affect in any way the meaning or interpretation of this Amendment.

(b) Except as expressly amended and modified by this Amendment, the Agreement shall continue in full force and effect and is hereby ratified and confirmed in all respects.

IN WITNESS WHEREOF, the parties hereto have entered into and signed this Amendment as of the date and year first above written.

ACCELERATE EDUCATION INCORPORATED

By _____
Name: Michael Axtman
Title: President/CEO
Date: _____

COMPASS CHARTER SCHOOLS

By _____
Name: _____
Title: _____
Date: _____

Coversheet

Review and Approval of the Second Interim Reports

Section: X. Operations
Item: C. Review and Approval of the Second Interim Reports
Purpose: Vote
Submitted by: Lisa Fishman

BACKGROUND:

California *Education Code* Sections 32280–32289.5: Comprehensive School Safety Plans

California *Education Code* (*EC) S*ection 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Schools, districts, and COEs all play a role in effective school safety planning and are responsible for familiarity with, and fulfillment of, applicable requirements of *EC* sections 32280–32289.5. The CSSP requirements can be located on the California Legislative Information web page.

Timeline for the Comprehensive School Safety Plan

The law requires that each school update and **adopt its CSSP by March 1 annually.** It requires that the school district or COE approve CSSPs. *EC* does not specify a date by which the safety plan must be approved by the district; however, the school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements.

Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

RECOMMENDATION:

Updates:

2.11 Melanies Law - Opiod Overdose Response Plan (page 66)

2.12 Procedures to assess and respond to reports of dangerous, violent, or unlawful activity (pages 66-67)

Coversheet

People Division Update

Section: XI. People Division
Item: A. People Division Update
Purpose: FYI
Submitted by:
Related Material: People Division Report- March 2024.pdf
CCS Additions Report - 3-1-2024.pdf
CCS Terminations Report - 3-1-2024.pdf

People Division Report
March 9, 2024

This report highlights for the Board of Directors, areas on which the People Division Team is working for the 2023-24 school year as of March 9, 2024:

- The Human Resources team remains focused on 2023-24 school year staffing needs. We are currently working on filling the current vacancies and open eligibility pools:
    - Educational Specialist - Mild/Moderate
    - Tutor
    - Online K-8 Supervising Teacher
    - Arts & Music Supervising Teacher (Prop 28 Funded)
    - OCLC Supervising Teacher

    - Eligibility Pools:
        - Educational Specialist - Moderate/Severe
        - Educational Specialist - Mild/Moderate

- **2024-25 Staff Calendars** are in the final stages of completion. We are verifying the various start and end dates for the ten-, eleven-, and twelve-month staff.

- **Staff Training:** Mandatory staff training modules are provided via our Worker's Compensation insurance provider has been successfully updated and completed using the Gallagher Steps online training platform. Currently, our team is diligently working to ensure that training completion records are accurately updated in our HRIS (ADP) system.

- **Employee Handbook Updates:** The HR Team has made significant progress in updating policies for the 2024-25 Employee Handbook. We have completed a preliminary review and are now awaiting any potential updates from the scholar handbooks that may impact the employee handbook.
    - The current draft has been forwarded to our legal partners at Young, Minney & Corr for their review and feedback. Should any further changes be necessary, an updated draft will be shared with YM&C for their input. We anticipate presenting the finalized draft for approval by our Board of Directors at the May 2024 meeting.

- **Illness and Injury Prevention Program Handbook** updates are currently pending. The HR Team recently attended a workshop on IIPP updates to incorporate new law changes effective July 1, 2024. We are now in the process of implementing these updates into our handbook.

- Our partnership with the **Riverside County Office of Education's Center for Teacher Innovation** continues to progress. Candidates have continued to make progress on their program goals. We look forward to celebrating our candidate's program completion at the May 2024 meeting.

- Staff **Growth and Development Plans** for the 2023-24 school year are underway the next portion of milestone tracking will be the conclusion of Learning Cycle #2 on April 30th, 2024..
    - Upcoming Milestones:
        - April 30, 2024: Learning Cycle #2
        - May 24, 2023: Celebration of Learning

- **SDI Core Strengths** sessions are ongoing at both the department and team levels within the organization. These are team-building sessions built around the SDI, and they are designed to increase communication and provide fresh insights for greater team cohesiveness. Each SDI Team Building session opens with a restorative practices activity, providing a soft launch of the Restorative Justice Model across the organization and laying the foundation for community-building circles to be implemented to further increase communication and connectedness.

- **Restorative Justice Practice and Trauma-Informed Care**: The Restorative Justice team at Compass is collaborating closely with UCSD experts to develop a comprehensive plan for the successful implementation of Community Circles within the Compass community. These circles provide the opportunity for the organization to integrate Trust and Inspire principles with each other and across departments. This initiative involves conducting community-building exercises with leadership and additional coaching sessions for the Compass team of trainers.

- **March In-Service Day**: Our March In-service Day took place on Friday, March 8th. Programming was created by Beth Sneyd, our Interim Director of Staff Support, and Debra LaCroix, Training and Development Manager.
    - A representative from the Restorative Justice Practice and Trauma-Informed Care team from SDSU delivered a Keynote to all-staff as the conclusion of the day.
    - Additional sessions included: Purple Star Program, AI, Deeper Data Dive and Actionables with Freckle Math and ELA, Differentiate Teach and Learning with Nearpod, Managing Stress and Burnout, and Behavior Matrix Review.
    - A satisfaction survey was shared with staff at the close of the Keynote, we look forward to reviewing the results and sharing staff program ratings.

- **Notices of Reasonable Assurance** will be shared with applicable staff before the start of Spring Break, by or before March 29, 2024.

- **2025 Benefit Planning:** Our partnership with the PACE JPA for medical benefits is set to conclude on December 31, 2024. For the 2025 benefit period, our plan is to explore options by engaging in market research for brokers and providers. The Human Resources Manager will collaborate with a staff committee to evaluate our current plan options and address any identified areas of need based on staff experiences and recommendations. The timeline for committee work is currently being finalized, with the goal of initiating the process before the eleven-month staff go on summer break.

Organizational changes have transpired since the last meeting. *Please see the enclosed worksheets titled CCS Additions Report (3-1-2024) and CCS Terminations Report (3-1-2024).*

2023-24 Employee Additions Report (ADP)

1/19/2024 - 3/1/2024

CO CODE	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO

Report Totals: 0

2023-24 Employee Terminations Report (ADP)

1/19/2024 - 3/1/2024

CO CODE	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	McKee, Rachel	000117 - Options Program	160 - Supervising Teacher	08/23/2017	02/02/2024	R - Resigned	2:6	Larson, Linda
Report Totals:	1							