Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Saturday May 17, 2025 at 10:00 AM PDT

Location

Location:
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745
Mont Blanc room

This meeting is available for public viewing as a webinar: https://compasscharters-org.zoom.us/j/81949864888

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:00 AM**
	Opening Items			
	A. Call the Meeting to Order		Thomas Arnett	2 m

		Purpose	Presenter	Time
B.	Record Attendance		Tami Wrigley	2 m

II. Consent Items   10:04 AM

		Purpose	Presenter	Time
A.	Consent Items	Vote	Thomas Arnett	4 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 May 17, 2025 Meeting Agenda
- Approval of the March 8, 2025 Regular Meeting Minutes

		Purpose	Presenter	Time
B.	Approval of March 8, 2025 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m

Approve minutes for Meeting of the Compass Board of Directors on March 8, 2025

III. Public Comment   10:09 AM

		Purpose	Presenter	Time
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/wP1s15iB6xRSAEzP8) and submit it to Tami Wrigley. The Speaker 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

	Purpose	Presenter	Time

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. **Closed Session**			**10:19 AM**
A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code § 54957(b)(1)) Title: Superintendent and CEO			30 m
B. Public Employee Contract (Gov. Code § 54957) Title: Superintendent and CEO			15 m
C. Report out action taken in Closed session	Discuss	Thomas Arnett	5 m
V. **Communications**			**11:09 AM**
A. Board Member Communication	Discuss	Thomas Arnett	10 m

  • Thomas Arnett
  • Therese Christopher
  • Samantha Herrod
  • Dr. Minita Clark
  • Corey Riley
  • Heather Hardy
  • Dr. William Stinde

B. Parent Advisory Council Update	Discuss	Samantha Herrod	5 m
C. Scholar Leadership Council Report	Discuss	Zahra Grihma	5 m
VI. **Board Business**			**11:29 AM**
A. Ethics Webinar	FYI	Tami Wrigley	

This is a reminder to Board members to complete their ethics webinar and certificate by May 30, 2025. Please email Tami if you need the link resent.

		Purpose	Presenter	Time
B.	Virtual Board Meeting Suggestion	Discuss	Thomas Arnett	20 m

Suggestion to have more virtual-only meetings, with 2-3 in-person meetings each school year.

VII.	**Scholar Spotlight**			**11:49 AM**
A.	Scholar Spotlight	FYI	Rebecca Jacobs	1 m

Options Scholar Spotlight

VIII.	**Superintendent's Report**			**11:50 AM**
A.	Superintendent's Report	Discuss	Elizabeth Brenner	25 m
B.	School Pathways Contract	Vote	Elizabeth Brenner	10 m

School Pathways Contract for review and approval

C.	Enrollment Caps for 2025-2026 SY	Vote	Elizabeth Brenner	10 m

IX.	**Public Hearing of the LCAP plan drafts for 2025-2026**			**12:35 PM**
A.	Public Hearing for the 2025-2026 LCAP Plans for San Diego, Los Angeles, and Yolo	Discuss	Elizabeth Brenner	30 m
B.	Public Comment	Discuss	Elizabeth Brenner	4 m

Public comments on the LCAP are welcome and limited to 2 minutes per speaker.

X.	**People Division**			**1:09 PM**
A.	People Division Update	FYI	Sophie Trivino	5 m

Attachments:

- People Division Report
- Additions Report
- Terminations Report

XI.	**Academic Services**			**1:14 PM**
A.	Academic Division Update	FYI	Greg Cohen	5 m

		Purpose	Presenter	Time
	Academic Division Update. Includes RAMP update.			
B.	Day in the Life of an OCLC Scholar	FYI	Linda Larson	5 m
C.	Update to Board Approved Curriculum List	Vote	Greg Cohen	5 m

Minor updates to board approved curriculum list based on:

- Changes to publisher offerings
- Merging of some publishers
- Compass Options curriculum updates

		Purpose	Presenter	Time
D.	Update to Policy #16 Concurrent Enrollment	Vote	Greg Cohen	5 m
E.	Policy #22 Work and Entertainment Policy	Vote	Greg Cohen	5 m
F.	Policy #29 Mathematics Placement Policy	Vote	Greg Cohen	5 m
G.	Adoption of Dyslexia Screener	Vote	Greg Cohen	5 m

XII. Operations Division — 1:49 PM

		Purpose	Presenter	Time
A.	Division Update	FYI	Danielle Gamez	5 m
B.	Review and Approval of the February & March 2025 Financial Statements	Vote	Danielle Gamez	5 m

XIII. Closing Items — 1:59 PM

		Purpose	Presenter	Time
A.	Upcoming Meetings	FYI	Elizabeth Brenner	1 m

Saturday, June 21, 2025
Board of Directors Meeting: 10:00 a.m. - 2:00 p.m.

		Purpose	Presenter	Time
B.	Adjourn Meeting	Vote	Thomas Arnett	1 m

Coversheet

Approval of March 8, 2025 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of March 8, 2025 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Meeting of the Compass Board of Directors on March 8, 2025

Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time
Saturday March 8, 2025 at 10:00 AM

Location
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745
Meeting held in the Mont Blanc Room

1965 Del Ciervo Pl., Camarillo, Ca, 93012

This meeting is available for public viewing as a webinar: https://compasscharters-org.zoom.us/j/81949864888

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Directors Present
C. Riley (remote), H. Hardy, M. Clark, S. Herrod, T. Arnett, T. Christopher, W. Stinde

Directors Absent

None

Directors who left before the meeting adjourned
W. Stinde

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 Mar 8, 2025 at 10:17 AM.

B. Record Attendance

II. Consent Items

A. Consent Items

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

Roll Call

T. Christopher	Aye
M. Clark	Aye
H. Hardy	Aye
W. Stinde	Aye
C. Riley	Aye
S. Herrod	Aye
T. Arnett	Aye

B. Approval of January 25, 2025 Regular Meeting Minutes

W. Stinde made a motion to approve the minutes from Meeting of the Compass Board of Directors on 01-25-25.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Riley	Aye

Roll Call

T. Arnett	Aye
H. Hardy	Aye
S. Herrod	Aye
M. Clark	Aye
T. Christopher	Aye
W. Stinde	Aye

III. Public Comment

A. Public Comment

There was no public comment.

IV. Closed Session

A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Superintendent and CEO

The Board moved into Closed Session at 10:21 a.m.

B. Report out of Action taken in Closed session

The Closed Session ended at 11:18 a.m., and the Board entered a break at 11:18 a.m.

The Board reconvened at 11:28 a.m. There was nothing to report from Closed Session.

V. Board Governance

A. Open Treasurer Position

W. Stinde made a motion to accept Minita Clark as the Board Treasurer.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
T. Christopher	Aye
W. Stinde	Aye
T. Arnett	Aye
M. Clark	Aye
C. Riley	Aye
H. Hardy	Aye

VI. Communications

A. Board Member Communication

There were no Board Member communications.

B.

Parent Advisory Council Update

There was no report to make regarding the Parent Advisory Council.

C. Scholar Leadership Council Report

There was no discussion regarding the Scholar Leadership Council Report.

VII. Scholar Spotlight

A. Scholar Spotlight

The Scholar Spotlight was shared.

VIII. Superintendent's Report

A. Superintendent's Report

Elizabeth Brenner presented the Superintendent's report. Topics presented and discussed were the Annual Survey feedback, CCSA recognition, upcoming Charter renewals, and State testing data.

B. Annual Report

The Annual Report was shared.

IX. Academic Services

A. Academic Division Update

Greg Cohen presented the Academic Division Update.

B. Day in the Life of an Online Scholar

Day in the Life of an Online Scholar was shared.

C. Compass Independent Study Administrative Regulations 25-26

There were no questions regarding changes in the 25-26 Independent Study Administrative Regulations.

D. Board Policy #13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

S. Herrod made a motion to approve Board Policy #13 Section 13 – Curriculum - Independent Studey Board Policies.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
C. Riley	Aye
T. Christopher	Aye
T. Arnett	Aye
M. Clark	Aye
W. Stinde	Aye
H. Hardy	Aye

E. 25-26 Master Agreement and Acknowledgement of Responsibilities

T. Christopher made a motion to approve the 25-26 Master Agreement and Acknowledgement of Responsibilities.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Stinde	Aye
H. Hardy	Aye
M. Clark	Aye
T. Christopher	Aye
C. Riley	Aye
S. Herrod	Aye
T. Arnett	Aye

F. 2025-26 Scholar Handbook

M. Clark made a motion to approve the 2025-26 Scholar Handbook.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Arnett	Aye
W. Stinde	Aye
T. Christopher	Aye
S. Herrod	Aye
M. Clark	Aye
C. Riley	Aye
H. Hardy	Aye

G. Board Policy #23: Suicide Prevention

T. Christopher made a motion to approve the Board Policy #23: Suicide Prevention.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Christopher	Aye
W. Stinde	Abstain

Roll Call

T. Arnett	Aye
C. Riley	Aye
H. Hardy	Aye
S. Herrod	Aye
M. Clark	Aye

W. Stinde left at 12:43 PM.

H. Accelerated Education Contract Approval

M. Clark made a motion to approve the Accelerated Education contract.
T. Arnett seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
M. Clark	Aye
T. Arnett	Aye
C. Riley	Aye
H. Hardy	Aye
W. Stinde	Absent
T. Christopher	Aye

The Board entered a break at 12:44 p.m. and reconvened at 12:59 p.m.

I. STAR MOY Report

Greg presented the STAR MOY Report and Board members discussed the report.

J. 2025 Annual Survey Highlights

Greg Cohen presented highlights from the Compass Annual survey. Board members discussed results related to increased State testing demands and parent and staff expectations and satisfaction.

X. Operations Division

A. Division Update

Lisa Fishman presented the Operations Division Update.

B. Review and Approval of the January 2025 Financial Statements

M. Clark made a motion to approve the January 2025 Financial Statements.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Arnett	Aye
T. Christopher	Aye

Roll Call

W. Stinde   Absent

H. Hardy   Aye

M. Clark   Aye

C. Riley   Aye

S. Herrod   Aye

C. CCS FY25 Second Interim Overview

Lisa Fishman and Kristin Nowak presented the FY25 Second Interim overview.

D. Review and Approve FY25 Second Interim Budget - CCS Los Angeles

H. Hardy made a motion to approve FY25 Second Interim Budget - CCS Los Angeles.

S. Herrod seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Arnett   Aye

M. Clark   Aye

W. Stinde   Absent

S. Herrod   Aye

T. Christopher   Aye

H. Hardy   Aye

C. Riley   Aye

E. Reveiw and Approval FY25 Second Interim Budget - CCS San Diego

T. Arnett made a motion to approve FY25 Second Interim Budget - CCS San Diego.

T. Christopher seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Arnett   Aye

W. Stinde   Absent

H. Hardy   Aye

C. Riley   Aye

S. Herrod   Aye

M. Clark   Aye

T. Christopher   Aye

F. Review and Approval FY25 Second Interim Budget - CCS Yolo

T. Christopher made a motion to approve FY25 Second Interim Budget - CCS Yolo.

S. Herrod seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Christopher   Aye

H. Hardy   Aye

Roll Call

S. Herrod	Aye
W. Stinde	Absent
C. Riley	Aye
M. Clark	Aye
T. Arnett	Aye

XI. People Division

A. People Division Update

Sophie Trivino presented the People Division update.
Samantha Herrod mentioned that Ms. Woodley, a teacher with Compass for 10 years, recently retired.

XII. Closing Items

A. Upcoming Meetings

The net meeting is Saturday, May 17, 2025 from 10:00 a.m. to 2:00 p.m.

B. Adjourn Meeting

T. Arnett made a motion to adjourn the meeting.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

H. Hardy	Aye
C. Riley	Aye
T. Arnett	Aye
M. Clark	Aye
W. Stinde	Absent
T. Christopher	Aye
S. Herrod	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:46 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Parent Advisory Council Update

Section: V. Communications
Item: B. Parent Advisory Council Update
Purpose: Discuss
Submitted by:
Related Material: Parent Advisory Council Report - March Meeting .pdf
                      Parent Advisory Council Report - May Meeting .pdf

March Parent Advisory Council Meeting - March 21, 2025

Prepared for May 17, 2025 Board Meeting

Meeting Recording Link

AI Summary:

Scholarship timeline update @ 0:01 The group discussed the upcoming Firebird scholarship timeline, noting that the application process and voting will need to be moved up by one week to accommodate the board meeting schedule. They agreed to provide the full agenda to parents ahead of time to allow for more review and feedback.

Ordering process improvements @ 3:19 The group reviewed feedback on the school supply ordering process, including plans to allow parents to order supplies without a cap on prices and to have a pre-order process in the summer to ensure families have materials before the start of the school year.

Increasing parent engagement @ 13:13 The group discussed ways to improve parent engagement and involvement, including sending out a survey to all parents to better understand barriers to participation, creating videos featuring current parent advisory members, and exploring different meeting times and formats to increase attendance.

LCAP goal review @ 15:37 Elizabeth provided an overview of the school's Local Control Accountability Plan (LCAP) goals, including increasing student achievement, parent engagement, college/career readiness, and support for at-promise students. The group discussed parent feedback on these goals and areas for improvement.

Recap and next steps @ 32:29 The group acknowledged the declining attendance at recent parent advisory meetings and agreed to reach out to all members to understand barriers and confirm ongoing participation, especially for the upcoming scholarship review process.

May Parent Advisory Council Meeting - May 9, 2025

Prepared for May 17, 2025 Board Meeting

AI Summary:

Rising Firebird Scholarship Voting: The council had a robust and thoughtful discussion around the Rising Firebird Scholarship selection. Parents expressed difficulty in choosing between candidates based on academic performance versus those who had overcome significant personal obstacles. They appreciated the applicants' detailed responses that reflected resilience in the face of challenges such as family hardship, health issues, and language barriers. One parent suggested exploring alternative ways to recognize need-based applicants.

Parent suggestion box summary: The Suggestion Box summary was made available for review, with no discussion needed as most entries included actionable solutions that were already implemented. Suggestions included improving the process for ordering, using Google Classroom for assigning and tracking Learning Coach (LC) duties, and increasing the number of Park Day events.

2025-2026 School Year Planning: The meeting continued with an end-of-year reflection that included feedback on communication and meeting accessibility. A parent noted that Parent Square posts lacked detailed information, which may affect turnout. Liz and others proposed enhancing Parent Square calendar entries by including meeting agendas, summaries of typical discussion topics (e.g., field trips, academic updates, testing concerns), a link to the webpage, and contact information for Tami. Another parent highlighted how meetings often serve as opportunities for the Superintendent to share data and gather parent input.

Testing concerns: Elizabeth provided an important update on Assembly Bill 1493, which will prohibit the use of STAR scores in charter renewal decisions beginning January 2026. Instead, renewal decisions will rely on placement within state performance tiers. She emphasized the urgent risk to the Yolo school, which currently falls into the lowest tier due to low student participation in state testing. Although most students who do test perform at or above the state average, non-participation significantly lowers overall scores, putting the charter at risk of non-renewal. Elizabeth expressed concern over the number of families opting out, warning that losing a charter could lead to service cuts for all scholars. She noted some optimism, as the LA school has moved into the middle tier, and shared plans to send another plea to families highlighting the critical importance of testing participation.

Meeting Wrap-up: The group agrees to set a goal of 10-15 active PAC members for next year and decides to increase the number of meetings from 5 to 8, scheduling them monthly from September to May, excluding December due to holidays and Winter Break. The next meeting is tentatively scheduled for September 18th. The meeting concluded with Elizabeth expressing gratitude for the committee's work, especially highlighting the contributions of attending parents.

Coversheet

Scholar Leadership Council Report

Section: V. Communications
Item: C. Scholar Leadership Council Report
Purpose: Discuss
Submitted by:
Related Material: Scholar Leadership Council Report - March 2025.pdf
                       Scholar Leadership Council Report - April 2025.pdf

March Scholar Leadership Council Report
Prepared for May 17, 2025 Board Meeting

Scholar Leadership Council Meeting - March 11, 2025

Summary paragraph by Scholar Leadership Council Secretary, Tallulah Woolsey

After Zahra began the meeting and Tallulah took attendance, Chief Academic Officer Mr. Cohen went through some of the Annual Scholar and Parent Survey results. Scholar and parent participation has increased since last year but was still below the 60% response participation target. Most of the suggested improvements from scholars were associated with more social interaction, less homework, and simplified technology. The council discussed the idea of creating scholar-led virtual study groups through Google Classroom and Zoom as a suggestion for more social engagement. Mr. Cohen and the council agreed to brainstorm and work on developing this idea further and possibly create a proposal. There was also a discussion about the challenges with consistent attendance and engagement from all leadership skills. Tallulah noted that SLC attendance has averaged around 55-60%, as opposed to the 80% goal. The council agreed to continue monitoring attendance and engagement, and potentially remove inactive members to maintain an engaged group. Zahra announced the next Scholar Leadership Council meeting to be on April 8th.

Meeting Recording [Link](#)

AI Summary:

Annual survey results overview @ 8:36 - Greg Cohen, the Chief Academic Officer, presented an overview of the annual survey results for Compass Charters scholars. Over 400 scholars participated in the survey, up from last year but still below the 60% target participation rate. Scholars, parents, and staff all rated academic achievement as a high priority, with college preparedness also seen as very important by scholars. Scholars reported liking aspects of Compass such as flexibility, self-paced learning, supportive teachers, and college/career readiness. Scholars suggested improvements like more social interaction, less homework, and simplified technology. Live sync session participation has increased slightly, and scholars generally find the sessions helpful for their academics and connection with peers.

Proposal for scholar-led virtual study sessions @ 21:29 - The council discussed the idea of creating scholar-led virtual study sessions or discussion groups, potentially organized by grade level. Scholars expressed desire for more social interaction and engagement opportunities. The sessions could be

facilitated by a staff member for liability reasons, but led and driven by scholars. They could be structured similarly to existing clubs, with announcements and sign-ups through Google Classroom. The council agreed to further develop this proposal and test it out, gathering feedback from scholars.

Attendance and engagement concerns @ 39:13 - The council discussed challenges with consistent attendance and engagement from all members of the leadership council. Attendance has averaged around 55-60% rather than the 80% goal. Ms. Wrigley reaches out to members who miss 2-3 meetings, but some remain on the roster without participating. The council agreed to continue monitoring attendance and engagement, and potentially remove inactive members to maintain an engaged group.

Next meeting @ 42:11 - The next Scholar Leadership Council meeting is scheduled for April 8th at 2pm.

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850 Hampshire Road, Suite R │ Thousand Oaks, CA 91361   www.compasscharters.org

April Scholar Leadership Council Report
Prepared for May 17, 2025 Board Meeting

Scholar Leadership Council Meeting - April 8, 2025

Summary paragraph by Scholar Leadership Council Secretary, Tallulah Woolsey

Ms. Wrigley started the meeting with a few interactive icebreaker questions before Zahra arrived to officially begin the meeting and Tallulah took attendance. The council discussed their experiences using Google Classroom to interact and whether it was an effective and accessible platform for scholar communication. They experimented with test activities and posts to receive more feedback on how the usability worked for the group. They also proposed expanding Google Classroom testing to other clubs outside of the Leadership Council to get broader feedback and more perspectives. The meeting neared the end very quickly, so the group discussed scheduling an additional leadership meeting before spring break to discuss other innovative ideas with more perspectives. They also decided to use their May meeting to collaborate on a flyer for recruiting new SLC members in the fall. They agreed to send out a poll on what date to hold an additional meeting, and ended the meeting.

Meeting Recording Link

AI Summary:

Google Classroom usage and feedback @ 0:00 The group discussed their experiences using Google Classroom for the Scholar Leadership Council. They noted that while some members were actively engaging, others were not as responsive to posts and announcements. The group explored potential reasons, such as emails getting buried or members forgetting to check the platform. They decided to do a test activity to get more feedback on the usability and accessibility of Google Classroom for the group.

Expanding Google Classroom testing @ 6:04 The group proposed expanding the Google Classroom testing to include members from other clubs, rather than just the Scholar Leadership Council. This would help get a broader set of feedback and perspectives on the platform. They discussed logistics like creating a poll or survey to invite participation from the wider group.

Recap and next steps @ 19:53 As the meeting was nearing the end, the group discussed scheduling an additional meeting before spring break to follow up on the Google Classroom testing and also discuss the proposal for scholar study groups. They agreed to send out a poll to the group to find the best time for

this meeting. The group also planned to use the next full meeting in May to collaborate on a recruitment flyer for next year's Scholar Leadership Council.

[Google Classroom](#)

Coversheet

Scholar Spotlight

Section: VII. Scholar Spotlight
Item: A. Scholar Spotlight
Purpose: FYI
Submitted by:
Related Material: Mudumba Family Spotlight 2025 Slides.pdf
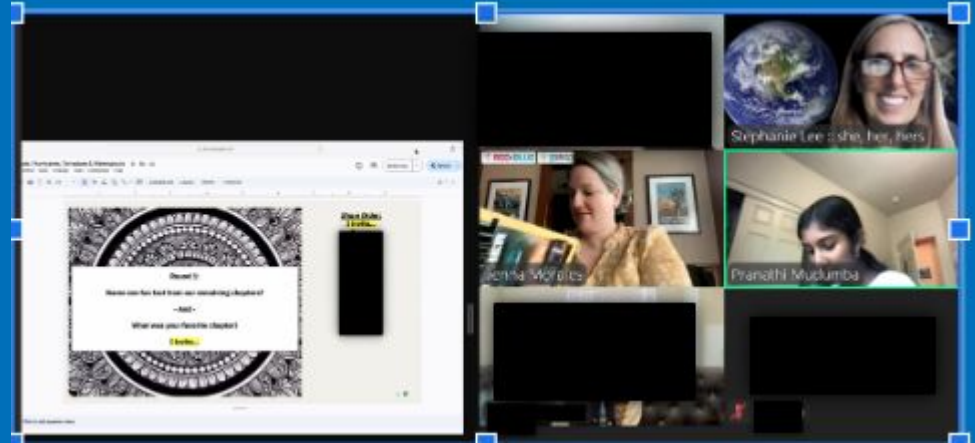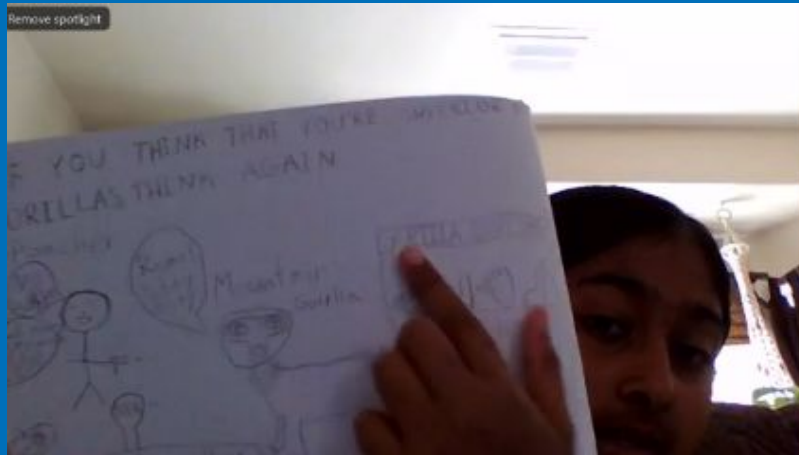
Meet the Mudumba Family!

The Mudumba Family
CCS-Yolo

Samya 3rd and Pranathi 7th

Zoom Class and our

project on gorillas!

Music and Dance

Click here to listen!

Wonderful Water, Optimistic Onions, and Yucky Yellow-Spotted Lizards

A desert is full of things that can promote and demote life. Cacti are filled with water, covered in fruit, and surrounded by spines that birds can make nests on. However, the hot sun can dehydrate animals and lead them to their death. In Louis Sachar's fictional novel *Holes*, Camp Green Lake is not green and has no lake, so it's a good example of this kind of desert. It is the remains of a lake that had plenty of water a century ago, but that's all dried up now. The only creatures that are able to live there are rattlesnakes, scorpions, yellow-spotted lizards, and a few, very thirsty, imprisoned boys. Stanley Yelnats is one of those imprisoned boys, and he is able to notice some things about Green Lake that he hasn't seen while living in a much more civilized place. One of the biggest things Stanley observes when he stays at Camp Green Lake is the matter of life and death, and he sees that water and the onions are symbols of life and nourishment, while the yellow-spotted lizards are symbols of death and hopelessness.

Essay on symbolism in *Holes.*

Pranathi is an absolutely fantastic writer who has truly developed her craft over the last few years!

Authentic and in depth learning in science and social studies!

Hello!

Each week in our PreAlgebra class we have time where students work together applying the new concepts they have learned. I recently shared how important it is to work together, and how students should collaborate to ensure everyone in their group is following along.

I wanted to take a moment to commend Pranathi on her group work! She has really emerged as a leader; instigating discussion, sharing ideas and possible starting points, and helping her fellow classmates. Not only is this a wonderful skill on its own, but this type of leadership also builds higher-order thinking skills helping Pranathi to build an even deeper understanding of the topics.

It is a joy to have her in class and I was quite floored when I was able to be a "fly on the wall" during recent breakout rooms to see the amazing mathematical thinking and problem solving happening under her lead.

Thank you so much for having Pranathi in our classes! Please reach out anytime.

Kind regards,

Laura Fishman
Academic Success Specialist

AoPS Online   AoPS Academy Virtual Campus   AoPS Beast ACADEMY

Leaders across the board!

Hands on projects!

Cell model

Hands on projects!

Landforms project

Dragon art from Samya!
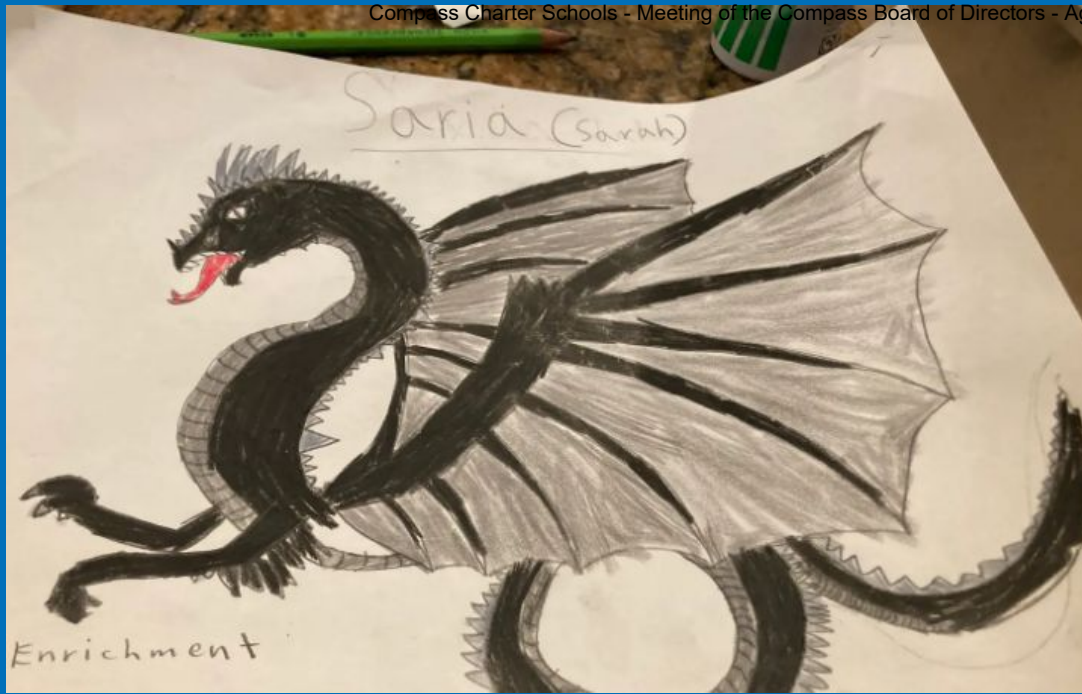
Scholars are thriving at Compass through our unique whole child and personalized approach!

Coversheet

Superintendent's Report

Section: VIII. Superintendent's Report
Item: A. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material: Superintendent's Report BOD May 2025.pdf

Superintendent's Report

to the

Board of Directors

May 17, 2025

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

Our **vision** is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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 Dreamwork."

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

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

Superintendent's Goals

Superintendent's Goal 1

WIG 1

100% of staff will report improved school culture

This goal will be met through continued professional learning as a leadership team around the 4 Essential Roles of Leadership (4ERLS). The roles are Inspire Trust, Create Vision, Execute Strategy, and Coach Potential. This work builds on the Trust and Inspire work that was done last year. Success will be measured by results on the Leadership 360 and the annual staff survey that includes questions specifically about trust.

Superintendent's Goal 1

Tasks

Add a Task

✅ Execute Strategy Professional Learning 📅 Mar 10, 2025

✅ Administer the annual survey and evaluate the trust questions. 📅 Feb 28, 2025

✅ Continue Coaching Skills development based on 360 results 📅 Jan 13, 2025

✅ Lead all management staff in completing the Leadership 360 Evaluation 📅 Nov 15, 2024

✅ Develop Coaching skills for all leaders 📅 Nov 04, 2024

✅ Introduction to the 4ERLS 📅 Sep 09, 2024

✅ Roll Out the 4 Essentials Roles of Leadership to all management staff 📅 Aug 06, 2024

Goal 1- Reflections

Survey Results and feedback

The leadership team continues to utilize survey data to guide improvements throughout the organization. It is clear that we need to continue to work on building trust and holding staff accountable. This is the work that we focused on this year.

Top 4 Areas For Improvement

Foster Transparent and Inclusive Decision-Making ● Involve staff in discussions that affect them ● Communicate decisions clearly ● Consider and act on employee feedback, including from surveys	**Empower and Support Staff Through Trust and Recognition** ● Grant teachers professional autonomy ● Recognize and appreciate staff contributions regularly
Strengthen Communication and Collaboration Across Teams ● Facilitate regular interdepartmental meetings ● Promote structured opportunities for cross-department relationship building	**Ensure a Safe, Respectful, and Fair Work Environment** ● Create safe, confidential feedback channels ● Resolve conflicts fairly and address unprofessional behavior ● Improve transparency in payroll and compensation practices
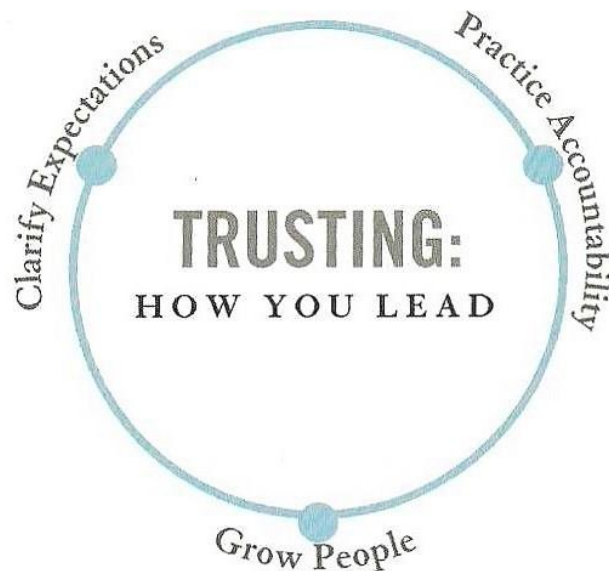
Goal 1-Reflections

Survey Results and feedback

Goal: No payroll errors for 2025-26 SY. Transition to a new payroll system.

Goal: Improve communication around change to include clear goals, action steps, timeline, and opportunities for feedback.

Leadership development

The Leadership team will continue to focus on improving staff culture through building trust by building on the Trust & Inspire and the 4 Essential Roles of Leadership (4ERLS) work through the Speed of Trust program. Professional Learning will be led by Debra LaCroix and will incorporate the SDI and Restorative Circles work.

2025-26 Draft goal 1

WIG 1

100% of staff will report improved school culture

The Superintendent will lead continued professional learning for the leadership team building on the 4 Essential Roles of Leadership (4ERLS) and Trust & Inspire through the Speed of Trust. Success will be measured by the annual staff survey that includes questions specifically about trust.

2025-26 Draft goal 2

WIG 2

100% of staff will report improved school culture

The Superintendent will implement a universal process for change that clearly identifies the change that needs to be made with benchmarks and timelines that include staff input and regular progress reporting. Updates will be provided at monthly Town Hall meetings.

Superintendent's Goal 2

Strategic Priority

Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.

The superintendent will lead key projects that improve the efficiency, transparency, and compliance of systems to ensure that the school operates effectively. Each new system will improve access to information that will also contribute to an increase in trust throughout the organization.

Goal 2 Reflections

Tasks

Add a Task

✅ Lead the implementation of improved attendance documentation systems that meet audit requirements. 📅 May 17, 2025

✅ Lead the implementation of the Abre data system 📅 May 17, 2025

✅ Lead the implementation of the Clarity Strategic Planning Platform for LCAP and WASC plans. 📄 📅 May 09, 2025

Goal 2: Reflections-Clarity

- This year, the Directors used Clarity to document all activity on our LCAP actions.
- We worked with Clarity to improve the fiscal portion of the platform and we continue to meet with them regularly to develop a connection with our fiscal platform that will automatically update.
- We are continuing to use ParsecGo to track progress in each metric and are working with Clarity to automate these updates.

Goal 2: Reflections- Abre

- We rolled out the Abre system to staff last month with mixed reaction.
- We have encountered roadblocks in connecting multiple platforms that are prohibiting us from moving forward.
- We will identify what is possible and if we can achieve our goals before the end of the school year and discuss next steps.

Goal 2: Reflections-Attendance

- The attendance team and academic leadership team have been working with School Pathways, our Student Information System, to streamline the attendance process and ensure compliance with the law.
- Staff are now able to upload work samples in a format that stores them in the scholar's permanent file. This meets the requirements for attendance reporting and record storage.
- For next year, we will be moving forward with staff utilizing more functionality within the SIS to reduce their workload and maintain compliance.

2025-26 Draft goal 3

Strategic Priority

Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.

The superintendent will seek out new opportunities for charter authorization to support growth and continue to provide personalized learning to its current and prospective families.

Goal 3- Advocacy

Strategic Priority

Become a recognized leader in personalized virtual learning within California and across the US.

Serve as a member of the APlus Advisory Committee to support protections for non-classroom based charter schools. Serve as a board member on the Reaching At-Promise Students (RAPSA) board to connect with policymakers at the state and local level around providing alternative educational models for at-promise scholars. Connect with local, state, and federal legislators to tell the story of schools like Compass and to advocate for change in current law and influence pending legislation. Participate in CCSA and CSDC advocacy meetings.

Goal 3: Reflection

Tasks

Add a Task

- ✅ Attend quarterly RAPSA Board Meetings 📅 May 17, 2025
- ✅ Attend Quarterly APlus Advisory Council Meetings 📅 May 17, 2025
- ✅ Attend bi-monthly Small School District Association (SSDA) meetings. 📅 May 17, 2025
- ✅ Develop an Advocacy plan that drives messaging and identifies opportunities to advocate for personalized learning. 📅 Jan 25, 2025
- ✅ Visit at least two new legislators who might support NCB schools as they enter office to provide information about how schools like Compass provide education options for all scholars. 📅 May 17, 2025
- ✅ Attend the RAPSA Conference 📅 Nov 06, 2024
- ✅ Attend the APlus Annual Advisory Committee meeting 📅 Oct 22, 2024
- ✅ Attend the CSDC Conference 📅 Nov 18, 2024
- ✅ Attend the APlus Advisory Committee Meeting 📅 Sep 04, 2024

Goal 3: Reflection

Goal 3: Reflection

- Continued participation in meetings and conferences with CCSA, CSDC, SSDA, and APlus regarding pending legislation.
- Continued participation with RAPSA to ensure that we are meeting the needs of our At-Promise scholars.

2025-26 Draft Goal 4

Strategic Priority

Become a recognized leader in personalized virtual learning within California and across the US.

Mentor and support Compass staff in attending conferences and participating in opportunities that promote a shared understanding of how charter schools operate and how they contribute to the support of the charter school movement.

Updates- Santa Ana Charter

Our first hearing at the OCDE Board meeting was on April 2, 2025.

The leadership team met with OCDE staff on April 29th for a clarification meeting.

The OCDE staff will provide a report by May 20th.

The vote to approve or deny will be on June 2nd, 2025.

Coversheet

School Pathways Contract

Section: VIII. Superintendent's Report
Item: B. School Pathways Contract
Purpose: Vote
Submitted by: Elizabeth Brenner
Related Material:
School Pathways Quote with Compass Charter Schools (7.1.2025-6.30.2026) signed.pdf

BACKGROUND:

School Pathways is the software Compass uses as its Student Information System (SIS). Staff reviewed this contract and made adjustments based on the determined needs of the school for next year.

RECOMMENDATION:

Recommend approval of this contract.

School Pathways Quote Form with Compass Charter Schools (7/1/2025-6/30/2026)

Company name	Company name
School Pathways LLC	Compass Charter Schools
Company address	Company address
PO Box 432, Portola, CA 96122	850 Hampshire Road, Suite R, Thousand Oaks CA 91361
Company ID no.	
FEIN #84-3824527	

Customer Name: Compass Charter Schools	Enrollment: 2300
Customer Contact Name: Elizabeth Brenner	Customer Contact Title: Superintendent and CEO
Contact Email: ebrenner@compasscharters.org	Number of Schools: 3
Customer Contact Phone: (855)937-4227	Contract Term: 12 months
Proposal Issue Date: 2025-04-18	Start Date: 2025-07-01
Proposal Expiration Date: 2025-06-30	End Date: 2026-06-30

Deal ID: 35319191433

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price ($)	Fee ($)
SIS Oversight Annual Subscription	1	District	$4754.10	$4754.10
SIS (Student Information System) Annual Subscription	2300	Student	$7.81	$17963.00
PLS Annual Subscription	2300	Student	$36.82	$84686.00
RegOnline Annual Subscription	2300	Student	$1.90	$4370.00

SPArchiving Annual Subscription	2300	Student	$6.14	$14122.00
Abre Export Bridge Annual Subscription (District Oversight Level)	1	District	$578.76	$578.76
Agilix BUZZ Integration Annual Subscription (see attached Addendum)	570	Student	$14.38	$8196.60
BUZZ Connect Integration Annual Subscription	570	Student	$5.32	$3032.40
Clever Export Bridge Annual Subscription (District Oversight Level, prorated 1/6/2026-6/30/2026)	1	District	$718.00	$344.25
OPS Export Bridge Annual Subscription	3	School	$708.94	$2126.82
SEDS Import Bridge Annual Subscription	3	School	$708.94	$2126.82
SEIS Export Bridge Annual Subscription	3	School	$708.94	$2126.82

Total Annual Fees:	$144427.57
Total One-Time Fees:	$0.00
Total Quote:	$144427.57

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Signatures

On behalf of	On behalf of

Compass Charter Schools	School Pathways LLC
Representative title	Representative title
Superintendent and CEO	CEO
Company representative	Company representative
Elizabeth Brenner	Oliver Wreford
Email	Email
ebrenner@compasscharters.org	oliver@schoolpathways.com
[signature]	*[signature]*
Signature	Signature
4/18/2025	04/23/2025
Date	Date

Compass Charter Schools	School Pathways LLC
Representative title	Representative title
Superintendent and CEO	CEO
Company representative	Company representative

EXHIBIT B
Privacy Policy

Your Privacy
Agilix is committed to maintaining your personal privacy. We agree to make every reasonable effort to prevent disclosure of personal information we gather about you on our web sites to any unauthorized third parties. We may disclose information to law enforcement officials or representatives with appropriate court orders, or when we deem that there is a reasonable suspicion that you have been involved in theft, damage to property, threats of harm to yourself or others, or other illegal activities.

What We Gather From You
Agilix stores data about you that you yourself enter into our websites. We may also store information about the system you use to access the websites, including any information the web browser or network interconnection services reasonably disclose to us. The personal information we store generally includes your name, username, one or more email addresses, and information about your password. We also store other non-personal information, which may be entered by you, or which may be computed based on some combination of previously-stored information.

Parties to Whom We Disclose Your Information
Certain Agilix employees are authorized to access your personal information in order to maintain and improve the services we've been contracted to provide. Agilix will not sell the personal information of users, except as part of a sale of the business or a business unit, transfer of the services holding that information, or bankruptcy or other legal proceeding. We do not use cookies to store your personal information.

Removal of Information
You have the right to remove any of your personal information from our websites at any time. If you have any questions about specific personal information, please contact us by email at support@agilix.com.

Updates
We update our privacy policy from time to time.

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EXHIBIT C

END USER LICENSE AGREEMENT
BUZZ ONLINE TERMS OF USE

IMPORTANT! If you are not of legal age to form a binding contract (in many places, this is 18 years old), then you must get your parent or guardian to read these terms and agree to them for you, before you use Buzz or provide any information to us. Please review this agreement with your parent or guardian so that you both understand how Buzz works and what restrictions apply to your use of our websites and services. Remember, always get an adult's permission before going online.

1. STATEMENT OF RIGHTS AND RESPONSIBILITIES. The Buzz Terms of Use ("Terms") constitute a legal agreement that governs Agilix Labs, Inc.'s relationship with users and others who interact with Buzz. By using or accessing Buzz, You agree to the following Terms. If You do not agree to all of the provisions of these Terms, do not access or otherwise use Buzz.

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By "Us," "We" and "Our" we mean Agilix Labs, Inc, and/or its affiliates.

By "You" we mean the user of Buzz.

By "Platform" we mean a set of APIs and services that enable applications, developers, operators or services to retrieve data from Buzz and provide data to us relating to Buzz users.

By "Content" we mean the content and information you post on Buzz, including information about you and the actions you take.

By "Post" we mean post on Buzz or otherwise make available on the Platform.

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If you are a school, district, or teacher, you represent and warrant that you are solely responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing Buzz. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You must keep all consents on file and provide them to us if we request them. You can find more information on COPPA at http://www.business.ftc.gov/documents/Complying-with-COPPA-Frequently-Asked-Questions. If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use Buzz as part of your curriculum, and for purposes of COPPA compliance, you represent and

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warrant that you are entering into these Terms on behalf of your school and/or district.

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When you delete IP content, it is deleted in a manner similar to emptying the recycle bin on a computer. However, You understand that removed content may persist in backup copies for a reasonable period of time (but will not be available to others).
We appreciate feedback or other suggestions to help us improve Buzz. While you are not required to offer feedback or suggestions, You understand that if you do then We may use your feedback and suggestions without any obligation to compensate you for it (just as you have no obligation to offer it).

8. SAFETY. We do our best to keep Buzz safe, but we cannot guarantee it. We need your help in order to do that, which includes the following commitments:

- You will not send or otherwise post unauthorized commercial communications to users (such as spam).
- You will not collect users' information, or otherwise access Buzz, using automated means (such as harvesting bots, robots, spiders, or scrapers) without our permission.
- You will not upload viruses or other malicious code.
- You will not solicit login information or access an account belonging to someone else.
- You will not bully, intimidate, or harass any user.
- You will not post content that is hateful, threatening, pornographic, or that contains nudity or graphic or gratuitous violence.
- You will not use Buzz to do anything unlawful, misleading, malicious, or discriminatory.
- You will not facilitate or encourage any violations of these Terms.

9. REGISTRATION AND ACCOUNT SECURITY. Buzz users provide their real names and information, and we need your help to keep it that way. Here are some commitments You make to Us relating to registering and maintaining the security of your account:

- You will not provide any false personal information on Buzz, or create an account for anyone other than yourself without permission.
- You will keep your contact information accurate and up-to-date.

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- You will not share your password, let anyone else access your account, or do anything else that might jeopardize the security of your account.
- You will not transfer your account to anyone for any reason.

10. PROTECTING OTHER PEOPLE'S RIGHTS. We respect other people's rights, and expect You to do the same:

- You will not Post Content or take any action on Buzz that infringes someone else's rights or otherwise violates the law.

  DOMAINS AND SUBDOMAINS. Buzz includes a feature that allows administrators to create subdomains in Buzz. Should that feature be available to You, You agree that You will not create, nor permit to be created, any Buzz subdomains based on the copyrighted or trademarked works of anyone else. We reserve the right to remove any subdomains created by You in Buzz that infringe on the copyrights, trademarks, or other intellectual property rights of others.

  You agree that any subdomains You create will include Your Buzz domain name. For example, if Your domain name in Buzz were abccompany (abccompany.agilixbuzz.com), and you wanted to create a subdomain for training, the subdomain You create would be like abccompanytraining (abccompanytraining.Agilixbuzz.com), or trainingabccompany (trainingabccompany.Agilixbuzz.com) or the like, but NOT training (training.Agilixbuzz.com).

  We reserve the right to remove any subdomains that violate these terms.

- We can remove any Content you Post on Buzz if we believe that it violates these Terms.
- If You repeatedly infringe other people's intellectual property rights, We will disable your account when appropriate.
- You will not use Our copyrights or trademarks without Our written permission.
- You will not Post anyone's identification documents or sensitive financial information on Buzz.

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11. THIRD-PARTY PRODUCTS AND SERVICES ON BUZZ. We offer educational products and services that are directly aligned with your immediate educational needs. We will use reasonably available data to best align available products and services to your needs but cannot guarantee that the alignment will be perfect. We never provide identifiable information to any third party other than as described in our Privacy Policy or as required by legal action or by law.

12. AMENDMENTS. We can change these Terms at any time. At our discretion, We may provide a notice online at www.Agilixbuzz.com, or by email, or by any other commercially reasonable means whenever we make changes to the Terms.

13. TERMINATION. If You violate the letter or spirit of these Terms, or otherwise create possible legal exposure for Us, We can stop providing all or part of Buzz to You. We will generally try to notify You, but have no obligation to do so. You may also delete your account at any time.

14. GOVERNING LAW. These Terms shall be governed by and construed under the laws of the State of Utah, excluding that body of law related to choice of laws, and of the United States of America. Nothing in these Terms shall prevent Us from complying with the law.

15. DISPUTES. You will resolve any claim, cause of action or dispute ("claim") you have with Us arising out of or relating to these Terms or Agilix Labs, Inc. in a state or federal court located in Utah. The laws of the State of Utah will govern these Terms, as well as any claim that might arise between You and Us, without regard to conflict of law provisions. You agree to submit to the personal jurisdiction of the courts located in

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18. OTHER.

You will not transfer any of your rights or obligations under these Terms to anyone else without Our consent.

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All of our rights and obligations under these Terms are freely assignable by Us in connection with a merger, acquisition, or sale of assets, or by operation of law or otherwise.

19. WAIVER. No failure or delay by Us in exercising any right, power or remedy under these Terms shall operate as a waiver of any such right, power or remedy, unless expressly indicated by Us in a signed writing.

20. ENTIRE AGREEMENT. These Terms constitute the entire agreement between You and Us regarding the acceptable use of Buzz and accompanying rights and obligations. The headings of the sections and subsections of these Terms are for convenience of reference only and shall not be of any effect in construing the meanings of any provision hereof. If any provision of these Terms (or part thereof) is determined by a court of competent jurisdiction to be void, invalid or otherwise unenforceable, such provision (or part thereof) shall be deemed deleted from these Terms, while the remaining provisions of these Terms shall continue in full force and effect.

BY ACCESSING AND USING BUZZ, YOU ARE PROVIDING A SYMBOL OF YOUR LEGAL SIGNATURE AND ACKNOWLEDGING AND ACCEPTING ALL OF THE PROVISIONS OF THESE TERMS. YOU REPRESENT AND WARRANT THAT YOU ARE OF LEGAL AGE TO FORM A BINDING CONTRACT (OR IF NOT, YOU HAVE RECEIVED YOUR PARENT'S OR GUARDIAN'S PERMISSION TO USE BUZZ AND GOTTEN YOUR PARENT OR GUARDIAN TO AGREE TO THESE TERMS ON YOUR BEHALF). IF YOU ARE AGREEING TO THESE TERMS ON BEHALF OF AN ORGANIZATION OR ENTITY (FOR EXAMPLE, IF YOU ARE AN ADMINISTRATOR AGREEING TO THESE TERMS ON BEHALF OF YOUR DISTRICT),

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YOU REPRESENT AND WARRANT THAT YOU ARE AUTHORIZED TO AGREE TO THESE TERMS ON THAT ORGANIZATION OR ENTITY'S BEHALF AND BIND THEM TO THESE TERMS.

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Coversheet

Enrollment Caps for 2025-2026 SY

Section: VIII. Superintendent's Report
Item: C. Enrollment Caps for 2025-2026 SY
Purpose: Vote
Submitted by:
Related Material: 2025-26-Enrollment-Capacity-Resolution.pdf

Resolution of the Board of Directors   Compass Charter Schools Page 1 of 2

RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS
Board Resolution 2025 - 01
Enrollment Capacity and Procedures for the 2025 - 26 School Year

The Board of Directors ("Board") of Compass Charter Schools ("Compass"), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the "Charter Schools"); and

WHEREAS, the Charter Schools comply with all applicable legal requirements pertaining to the admission and enrollment of scholars;

WHEREAS, consistent with Education Code 47605(e)(2), the Charter Schools admit all scholars who wish to attend, subject only to capacity; and

WHEREAS, upon consideration of the number of supervising teachers interested in and eligible for hire in the 2025-26 school year and the Charter Schools' ability to maintain an average daily attendance ("ADA") to full time equivalent ("FTE") teacher ratio of 25:1 as required by Education Code Section 51745.6(d), the Board herein establishes an enrollment capacity for each of the Charter School's programs for the 2025 - 26 school year.

NOW, THEREFORE, BE IT RESOLVED, that the enrollment capacity for the 2025-26 school year for the Charter Schools shall be as follows:

	Compass Charter Schools Options Program	Compass Charter Schools Online Program	Compass Charter Schools OCLC
Capacity	1758	592	185

BE IT FURTHER RESOLVED, that the open enrollment period for the 2025 -26 school year shall began on March 1, 2025 , with a lottery(ies) to be held monthly beginning in October, if enrollment exceeds capacity.

Resolution of the Board of Directors   Compass Charter Schools Page 2 of 2

BE IT FURTHER RESOLVED, that the Superintendent & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 17th day of May, 2025.

By: _____

Elizabeth Brenner, Superintendent & CEO

Coversheet

Public Hearing for the 2025-2026 LCAP Plans for San Diego, Los Angeles, and Yolo

Section: IX. Public Hearing of the LCAP plan drafts for 2025-2026
Item: A. Public Hearing for the 2025-2026 LCAP Plans for San Diego, Los Angeles, and Yolo
Purpose: Discuss
Submitted by: Elizabeth Brenner
Related Material:
2025_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_Los_Angeles_20250513 (1).pdf
2025_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_Yolo.pdf
2025_Local_Control_and_Accountability_Plan_Compass_Charter_Schools_San_Diego.pdf
SD Annual Review LCAP May 2025.pptx

BACKGROUND:

EC 52062 (b) (1) A governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the local control and accountability plan or annual update to the local control and accountability plan will be available for public inspection.

RECOMMENDATION:

The attached plans are available on the Compass website for public inspection.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are authorized by the Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles and its adjacent counties and wish to pursue high-quality and rigorous instructional programs via virtual learning.
Our academic programs are designed with our scholars in mind and provide our families with choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. We continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.
At Compass, scholars are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize their learning. We partner with our families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) commits to supporting a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for each scholar.

In compliance with AB 130 and AB 167, scholars in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction. During this instruction these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides

flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars. In addition to academic support, each scholar is provided with curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased each year, but the school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars showed an increase in ELA and Math in all grade levels except ELA grades 3-8 which saw a slight decline, but they are still not achieving at the same rate as the overall population. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 84% resulted in a LOSS penalty that negatively impacted the school's ranking. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 93% participation rate on the Renaissance STAR assessments. 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%.

The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Although the school was not assigned a color due to low numbers, 63.2% of our EL scholars are making progress towards language proficiency. We will continue to provide support for our El scholars. EL 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 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Compass Charter School of LA has been identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments and Chronic absenteeism. This subgroup consisted of 34 scholars for the CAASPP measures. For ELA, the DFS was -104.3 with a decline of -11.1 which resulted in a red rating. The school incurred a LOSS penalty for 7 scholars. Without this penalty, the scholars who tested had a DFS of -45 which was an increase of 48.2. Of the 7 who did not take the test, 3 did not test because their parents utilized the option to opt out of testing as allowed by the state. For Math, the DFS was -166 with a decline of -24.1. The school incurred a LOSS penalty for 7 scholars who did not take the assessment. Of the 7 who did not take the test, 3 did not test because their parents utilized the option to opt out of testing as allowed by the state. Without this penalty, the scholars who tested had a DFS of -118.8 which was an increase of 23.1. During the 2024 CAASPP assessment window, in order to support our African American scholars in improving their performance on the CAASPP assessments, the school will work with families who did not take the assessment to encourage their participation this year with a goal of 95% participation.

An analysis of the scores without the LOSS penalty shows that our African American scholars in middle school grades 6-8 had a DFS lower than all scholars in Math by 45.2 points and 25.9 points lower in ELA. African American scholars in elementary school grades 3-5 had a DFS lower than all scholars in Math by 46.1 points and 23.1 points lower in ELA. There were only 3 grade 11 scholars who took the assessment, and they outperformed the overall scores, so the focus will be on elementary and middle school scholars. The school will use the Renaissance Place Math and Reading assessments, along with CAASPP results, to create individual learning plans for scholars who are performing below grade level in accordance with the school's MTSS policy. The school will track African American scholars as a group to further identify achievement gaps that may need to be addressed with specific strategies.

African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. The school will provide targeted engagement strategies to work with each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey 4 Essential Roles of Leadership sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software

2025-26 Local Control and Accountability Plan for Compass Charter Schools Los Angeles

Educational Partner(s)	Process for Engagement
	systems. The final portion asked their opinion about the four goals of the LCAP plan. Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The conference also provides meeting time between Board members and management teams.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 425 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 437 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey 4ERLS sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey
Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	100%		100%	
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient		Sufficient	
1.3	Facilities in "Good" Repair as Measured by	Exemplary	Exemplary		Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facility Inspection Tool (FIT)					
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	5 in all subjects		5 in all subjects	
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 38% SBAC ELA (11) 63% SED SBAC ELA (3-8) 33% SBAC ELA (11) 58% African American SBAC ELA (3-8) 32% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 19% SBAC ELA (11) 50%	Schoolwide SBAC ELA (3-8) 44% SBAC ELA (11) 64% SED SBAC ELA (3-8) 42% SBAC ELA (11) 54% African American SBAC ELA (3-8) 43% SBAC ELA (11) 83% SpEd SBAC ELA (3-8) 25% SBAC ELA (11) 33%		Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% African American SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	Schoolwide SBAC ELA (3-8) +6% SBAC ELA (11) +1% SED SBAC ELA (3-8) +9% SBAC ELA (11) -4% African American SBAC ELA (3-8) +11% SBAC ELA (11) +16% SpEd SBAC ELA (3-8) +6% SBAC ELA (11) -17%
1.6	CAASPP Math	Schoolwide	Schoolwide		Schoolwide	Schoolwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	SBAC Math (3-8) 28% SBAC Math (11) 28% SED SBAC Math (3-8) 21% SBAC Math (11) 25% African American SBAC Math (3-8) 16% SBAC Math (11) 33% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%	SBAC Math (3-8) 31% SBAC Math (11) 25% SED SBAC Math (3-8) 30% SBAC Math (11) 11% African American SBAC Math (3-8) 25% SBAC Math (11) 17% SpEd SBAC Math (3-8) 17% SBAC Math (11) 0%		SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% African American SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	SBAC Math (3-8) +3% SBAC Math (11) -3% SED SBAC Math (3-8) +9% SBAC Math (11) -14% African American SBAC Math (3-8) +9% SBAC Math (11) -16% SpEd SBAC Math (3-8) -1% SBAC Math (11) 0%
1.7	CAASPP Participation rate	ELA 84% Math 84%	ELA 90% Math 89%		ELA 95% Math 95%	ELA +6% Math +5%
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	63% making progress	37% making progress		60% making progress	-26%
1.9	EL Reclassification Rate	23%	28%		50%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAST	Schoolwide CAST 32% SED CAST 21%	Schoolwide CAST 40% SED CAST 40%		Schoolwide CAST 40% SED CAST 40%	Schoolwide CAST -2% SED CAST +13%
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 50% "At/Above Grade-level" Grade 11 62% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 75% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 53% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 60% Demonstrated growth Grade 11 68% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services. EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources.
Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps.
The school also implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services.
Substantive Differences Between Planned and Actual Implementation:
Observation Scope: Although the use of integrated ELD strategies was planned and observed by ICs, only about one-third of staff were observed due to capacity limits. To address this, the EL team suggested expanding observation responsibilities to include coordinators using a standardized template.

Asynchronous Support Expansion: A new mid-year addition included optional asynchronous support (recorded lessons, NearPod activities) for "On Watch" scholars in Spring 2024–25, which was not originally part of the implementation plan.

Enhanced Intervention Tracking: Initial plans did not specify the level of follow-up now being conducted for scholars attending sessions but still in need of additional support—this deeper analysis is a newly added step based on ongoing data review.

Challenges:
Limited observation capacity among ICs restricted the ability to fully monitor ELD integration schoolwide, potentially leading to gaps in feedback and strategy refinement.

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement.

Successes:
Academic gains were notable among 504 scholars, with a 14% increase in grade-level proficiency for both Math and Reading compared to the prior year.

32% of intervention scholars tested out of needing support by mid-year, showing effective impact of interventions.

Strong coordination between EL and Assessment teams led to the creation of useful, teacher-friendly ELD resources, which were actively used in live tutoring sessions.

The MTSS Bulletin and Skills Bootcamp demonstrated proactive engagement and outreach to scholars and families, promoting academic growth and a growth mindset culture.

Strategic efforts to increase state assessment participation, particularly among African American families, showed a strong equity-focused initiative to improve CAASPP outcomes and mitigate potential funding penalties.

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.

The amount budgeted for staffing in goal 1.1 exceeded the original planned amount due to an increase in staff to accommodate a lower caseload of 25 for each teacher.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented to support EL, SED, Homeless, and Foster Youth scholars have proven largely effective in advancing progress toward the goal of increasing equitable access to high-quality instruction and academic support.

Assigning each scholar a supervising teacher with a caseload cap of 28 and ensuring access to personalized learning plans and standards-aligned materials has provided a strong foundation for individualized support. This structure has been especially impactful for scholars with specialized needs, including ELs and 504-designated students. For instance, academic growth among 504 scholars has been significant, with a 14% increase in both ELA and Math proficiency rates from the beginning to the middle of the school year, indicating the effectiveness of tailored instructional support.

The integration of targeted language acquisition strategies through platforms like Lexia and NearPod EL, combined with a professional learning plan focused on ELD integration, has contributed to increased instructional coherence. Instructional Coaches' documentation of integrated ELD strategies—although currently limited to a subset of staff—has provided valuable insight into the most effective practices, helping to inform ongoing teacher development. The addition of asynchronous supports for "On Watch" scholars in Spring 2024–25 further enhances access to intervention resources and reflects an adaptive response to evolving student needs.

Tutoring initiatives, including the Skills Bootcamp and live session support, have also shown early success. For example, 32% of scholars receiving intervention support have tested out of the need for continued services—an increase from the beginning of the year. The high participation rate (1,051 sessions in LP2) is further evidence of the program's reach and impact. Moreover, the collaboration between instructional leaders, tutors, and the EL and Assessment Coordinators has ensured that interventions are data-driven and aligned to scholars' specific learning needs.

However, some challenges remain. The limited reach of formal observations has made it difficult to ensure consistent implementation of integrated ELD strategies schoolwide. Expanding observation responsibilities to include coordinators would help address this gap. Additionally, ongoing efforts are needed to increase participation in state assessments, particularly among African American scholars, to improve CAASPP outcomes and maintain program funding.

The CAASPP participation rate for Scholars with special needs increased from 77% to 80% which continues to be low. The Special Education Department will continue to work with families to remove barriers to participation to reduce the LOSS penalty. Scholars who qualify to take the CAA will be provided with the resources necessary to participate.

In summary, the majority of actions have been effective in improving academic outcomes, increasing engagement with support services, and building capacity among staff to meet the needs of unduplicated scholars. Continued refinement and expansion of these actions will further strengthen progress toward achieving the goal.

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

Several adjustments and enhancements were made to the original goal to better meet the needs of EL, SED, Homeless, and Foster Youth scholars as implementation progressed. These changes reflect a responsive and data-informed approach to improving outcomes for unduplicated student groups:

1. Expansion of Support Modalities:

Original Plan Focused on live, synchronous support through tutoring and instructional interventions.
Change: Added asynchronous support options beginning Spring 2024–25 for "On Watch" scholars, including recorded lessons and NearPod activities. This expanded access to intervention resources beyond scheduled live sessions.

2. Observation and Coaching Adjustments:

Original Plan: Instructional Coaches (ICs) were responsible for monitoring the implementation of integrated ELD strategies.
Change: It became evident that ICs could only observe about one-third of the staff annually. As a result, the school identified the need to **develop a standardized observation tool for coordinators** to increase monitoring and ensure more consistent implementation of integrated ELD across all staff.

3. Intervention Identification and Monitoring Enhancements:

Original Plan: Focused on identifying scholars in need of support based on benchmark data and assigning them to tutoring.
Change: The process evolved to include deeper monitoring of scholars who were attending sessions but still underperforming, allowing for tailored support adjustments. Tutors and RS staff began reviewing attendance alongside performance data to make more nuanced instructional decisions.

4. Improved Professional Learning Resources:

Original Plan: General professional development on ELD strategies.
Change: Weekly collaboration between the Assessment and EL Coordinators led to the creation of bite-sized, teacher-friendly resources that were immediately applicable in instruction and tutoring, increasing teacher uptake and effectiveness.

5. Refined Family and Scholar Engagement Strategies:

Original Plan: Standard intervention and assessment participation outreach.
Change: Implementation of a targeted incentive plan focused on increasing state assessment participation rates, with a special emphasis on outreach to African American families to address achievement disparities and protect funding under the CAASPP system.

6. Inclusive Summer Support Expansion:

Original Plan: Summer session eligibility was based on benchmark criteria.
Change: The summer session was opened to all unduplicated scholars in grades K–8, regardless of academic performance, increasing equity in access to additional learning time and contributing toward the LEA's increased services requirement.

7. Lower teacher caseloads
Original plan: 28:1
Change: New caseloads of 25:1 will allow teachers more time to focus on scholas who need additional support.
These changes reflect a more adaptive and equity-focused implementation of the original goal, designed to better support diverse learner needs and improve both academic and engagement outcomes. Would you like this presented in a table or bulleted comparison format?

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$3,445,538.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$462,509.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and Nearpod English Learner Program (Nearpod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$8,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$8,112.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	$100,299.00	Yes
1.6	Personalized Support for African American Scholars	Compass Charter School of LA has been identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments. Each scholar who is performing below grade level will receive a personalized plan to ensure that they have the support needed to increase their proficiency in each subject. Families will work with their teacher to choose the curriculum, tutoring, and resources needed. This sub-group will be monitored to ensure that they are making progress at the same or higher rates than their peers.		No
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	$475.00	No
1.8	Professional Development for	Staff will participate in professional development opportunities that target serving the unique needs of the African American population.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	serving African American scholars			
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$10,687.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$15,653.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146 79% Parent participation: 192 28% Scholar participation:170 17%	Staff participation: 167 90% Parent participation: 426 47% Scholar participation:438 31%		90% staff participation 60% Scholar participation 60% Parent/ LC participation	Staff participation: +11% Parent participation: +19% Scholar participation: +14%
2.2	% of students reporting on the school climate	LA: 74%	99%		80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey that they feel safe at school					
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.6	Attendance Rates	95%	95%		>90%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary: 2024–25 School Year

Compass Charter Schools implemented a broad range of initiatives aligned to LCAP goals to improve technology access, increase stakeholder engagement, and expand academic and mental health supports for scholars—especially for unduplicated student groups (EL, SED, Homeless, Foster Youth). While most planned actions were fully implemented, some refinements and adaptive changes emerged in response to ongoing needs. Below is a synthesis of key implementation areas, substantive differences, challenges, and successes:

Key Actions Implemented

1. Stakeholder Engagement

Distributed the annual LCAP survey in March 2025:

* Parent participation decreased** from 479 (2023–24) to 426.
* Scholar participation increased** from 394 to 438.
* Staff participation increased** from 167 to 185.

* Operated Parent Advisory Council (5 meetings) and Scholar Leadership Council (9 meetings); both provided regular input to the Board.
* Learning Coach Academy held weekly, covering diverse topics with consistently high satisfaction ratings.

2. Technology & Infrastructure

* Chromebook distribution:

* CCS SD: 255 devices (needs 496 more for 1:1 goal)
* CCS LA: 391 devices (needs 608 more for 1:1 goal)
* CCS Yolo: 128 devices (needs 262 more for 1:1 goal)
* Overall, device issues and CAASPP-related tech tickets **decreased by over 25%**.
* **Security Upgrades**:

* Migrated to **Checkpoint** for email security and **ManagedMethods** for web filtering (increased scholar safety and early identification of crisis behaviors).
* All staff and scholars now protected with **multi-factor authentication (MFA)** via Clever.
* Adopted **SysCloud** for data backup and upgraded Google Workspace to **Education Plus**.

3. English Learner Support

* *EL tutoring participation rose to 54%, a 2% gain from the previous year.
* 25% of EM scholars attending 50%+ of tutoring sessions advanced at least one benchmark level.
* Established infrastructure for **ELAC participation tracking** to improve family engagement.

4. Mental Health & Wellness

* Developed a **Mental Health Resource Mapping Guide** with SDCOE.
* Maintained active participation in **CYBHI Consortium** and **COPES suicide prevention initiative**.
* Referred **36 scholars** to mental health services via **Care Solace** (top concerns: anxiety, trauma, depression).
* Used **SAEBRS universal screener** schoolwide for early identification of social-emotional needs.

5. Scholar Engagement & Enrichment

* Engagement opportunities included **field trips**, **community service**, **virtual workshops**, and **scholar-led clubs**.
* Overall satisfaction rate: **98%**; **25% increase in scholar engagement** year-over-year.

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* Continued leadership of the **NAMI On Campus High School Club** for mental health awareness and peer support.

Substantive Differences and Mid-Year Additions

* EL tutoring saw improved attendance and progress, though the data collection and reporting infrastructure is still being refined.
* ManagedMethods filtering and crisis alerting replaced a previously device-limited system, broadening coverage across home environments.
* Asynchronous EL supports and expanded LCA topics were added mid-year in response to family and scholar needs.
* Scholar Leadership Council aimed for 80% attendance, but only reached 50%, indicating a gap in consistent engagement despite growth in membership.

Challenges Encountered

* Decline in parent survey participation despite ongoing outreach.
* Gaps in engagement remain among Homeless (20%) and EL (16%) scholars in enrichment opportunities.
* Full implementation of 1:1 Chromebook access remains a goal, contingent on future budget allocation (\$148K–\$200K per region).
* Some schoolwide participation metrics (e.g., CAASPP for SPED) remain below target; sustained outreach is needed.

Successes Achieved

* Scholar tech access expanded significantly, reducing barriers and support needs during testing.
* Improved EL progress and tutoring attendance rates show academic growth for targeted scholars.
* High satisfaction and engagement with Learning Coach Academy and enrichment offerings.
* Expanded safety infrastructure and improved coordination of mental health interventions.
* Increased staff and scholar participation in LCAP feedback processes.

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.

There were no substantial differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being outcomes. Areas needing further development include parent engagement (especially among EL families), testing participation among SPED scholars, and consistent implementation of scholar voice structures like the leadership council.

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

Description of Changes for the Coming Year Based on Reflections on Prior Practice

As part of the annual review and reflection process, Compass Charter Schools identified several areas where adjustments were needed to better align goals, metrics, and actions with scholar needs and operational realities. The following changes were made for the coming school year (2025–26) based on lessons learned and performance outcomes from 2024–25:

Changes to Actions
Expansion of Observation Protocols for ELD Implementation
Change: Integrated ELD strategies will now be observed not only by Instructional Coaches but also by site Coordinators using a shared observation template.
Why: Current observations covered only 1/3 of staff; expanding the scope ensures broader implementation fidelity and more actionable feedback.

Addition of Asynchronous Supports for "On Watch" Scholars
Change: Optional recorded lessons and NearPod activities will be built into intervention offerings for scholars flagged for academic monitoring.
Why: Midyear data showed positive responses to flexible learning supports, prompting a formal inclusion in the next year's action plan.

New Outreach Strategies to Boost CAASPP Participation (Especially Among SPED Scholars)
Change: The Special Education Department will implement targeted family outreach and accommodation planning to increase state assessment participation.
Why: Participation rates, although improved, remain below desired thresholds and risk triggering LOSS penalties.

Enhanced ELAC Support and Meeting Tracking
Change: A structured tracking system for ELAC meeting frequency and consistency will be implemented.
Why: Ensures compliance and helps build stronger engagement among families of English Learners, an area identified as under-engaged.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$4,690.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$6,343.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$37,520.00	No
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	$5,000.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No

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Action #	Title	Description	Total Funds	Contributing
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	$26,536.00	Yes
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$6,426.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	
3.2	% of students prepared for college	23.2% SED 26.5%	42%		50%	
3.3	HS Graduation Rate	62.1% SED 48.6%	80% SED 76%		>75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	a-g completion	24.1%	32%		50%	
3.5	CTE Pathway Completion	0	0		10%	
3.6	Both CTE & a-g Completion	0	0		10%	
3.7	College credit courses completed	11%	33%		50%	
3.8	%of graduates earning a Golden State Seal Merit Diploma	58%	55%		35%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools made substantial progress in implementing its college and career readiness initiatives during the 2024–25 school year. Efforts were largely aligned with planned actions, with a few adjustments made based on reflection, capacity, and evolving scholar needs. Below is a summary of implementation progress, substantive differences, challenges, and key successes:

Implemented Actions
1. Expansion of Concurrent Enrollment Program

Planned: Increase dual enrollment options for high school scholars.

Implemented: Successfully expanded concurrent enrollment with local community colleges, allowing scholars to earn college credit while in high school.

Inclusion Effort: Program expansion included scholars with IEPs, supporting individualized transition plans and postsecondary success.

Result: Broader access to early college and career technical education pathways across the scholar population.

2. Academic Counseling & Course Sequencing

Planned: Improve graduation tracking and course alignment.

Implemented: Counselors provided targeted academic advising and reviewed graduation progress during enrollment windows. Personalized scheduling supported both academic progression and postsecondary pathways.

Challenge: Some delays and scheduling complexities arose due to lack of official academic records for new enrollees.

3. Course Catalog Redesign & Equity in Access

Planned: Make course offerings more transparent and accessible.

Implemented: Course catalogs were fully revised to include:

Detailed descriptions

A–G and NCAA eligibility

Weighted GPA designations

Graduation requirement alignment

Support Materials: Pathway documents were developed to clarify course progression across subject areas.

Equity Focus: All scholars had access to multiple course levels, including remedial, honors, AP, and credit recovery.

4. Academic Strategy Support (ASU Bite-Sized Resources)

Planned: Provide teachers with ongoing instructional resources.

Implemented: High school teams accessed and reviewed ASU bite-sized resources biweekly.

Success: Effective use in online high school teams, with clear implementation tracked in observations.

Need for Improvement: Implementation consistency across all teams requires stronger coordination and lead teacher involvement.

5. AVID Program Strengthening

Planned: Integrate AVID strategies more deeply into instruction.

Implemented: Monthly AVID Site Team meetings, in-service training sessions, and focused PLC discussions occurred.

Cycle 1 Focus: Writing strategies supported by assessment data were prioritized from October to December.

Staff Collaboration: PLCs focused on integrating AVID practices into Learning Labs.

6. RAMP Designation Efforts

Planned: Align counseling services to the ASCA National Model.

Implemented:

CCS San Diego received RAMP designation (January 2025).

RAMP application submitted for additional sites (October 2024), with designation pending.

Substantive Differences in Implementation
Concurrent Enrollment for SPED Scholars: Initially an exploratory goal, this was formally expanded midyear with direct IEP team collaboration and counselor involvement in transition planning.

Course Scheduling for New Scholars: Delays occurred due to incomplete records at enrollment, requiring additional time and flexibility in course planning.

?? Challenges Experienced
Course Scheduling Gaps: Missing or unofficial transcripts at the time of enrollment complicated timely course placement and sequence verification.

Implementation Consistency of ASU Resources: While effective for some teams, resource use is inconsistent across departments without full engagement from all team leads.

?? Successes Achieved
Broadened access to dual enrollment and AP/honors opportunities for all scholars, including those in Special Education.

Revamped, user-friendly course catalogs that support informed decision-making and equitable access.

Increased implementation of writing strategies through AVID and PLCs, aligned to CAASPP goals.

Strengthened alignment of counseling services through RAMP designation and expanded transition support for scholars with IEPs.

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.

There were no substantive differences between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented during the 2024–25 school year have been largely effective in advancing Compass Charter Schools' goal of increasing college and career readiness for all scholars, including those with specialized needs. Below is an analysis of the effectiveness or ineffectiveness of key initiatives:

Effective Actions
1. Expansion of Concurrent Enrollment (Including SPED Scholars)

Effectiveness: Highly effective

Scholars across all subgroups—general education and special education—gained increased access to early college credit and career technical courses.

Counselor participation in IEP meetings enhanced personalization and alignment with transition goals, showing a strong equity-focused implementation.

2. Revamp of Course Catalogs and Pathways

Effectiveness: Effective

Clear, updated course catalogs improved transparency and academic planning for scholars and families.

The addition of course progression pathways and detailed indicators (e.g., A–G eligibility, GPA weighting) supported more strategic course selection.

Scholars now have more equitable access to all course levels, from remedial to AP.

3. Targeted Academic Advising & Course Sequencing Support

Effectiveness: Effective

Counselors effectively guided scholars through the enrollment process, helping ensure that students were placed in courses that supported graduation and postsecondary goals.

Noted Challenge: Scheduling delays occurred due to missing records for new enrollees, which hindered immediate placement in correct course sequences.

4. Implementation of ASU Bite-Sized Instructional Resources

Effectiveness: Moderately effective

Online high school teams consistently used the resources, and observations confirmed impact on instructional quality.

However, inconsistent implementation across departments highlighted the need for more team lead involvement and accountability structures.

5. AVID Program Integration

Effectiveness: Effective

Monthly AVID Site Team meetings, PLCs, and professional development reinforced instructional strategies focused on writing and scholar success skills.

Use of AVID strategies in Learning Labs contributed to increased scholar engagement and academic rigor.

6. RAMP Designation and Counseling Program Development

Effectiveness: Effective

CCS's successful RAMP designation affirmed the school's commitment to comprehensive, data-driven counseling aligned with the ASCA National Model.

Submission of RAMP applications for other sites reflects scalability and momentum in improving schoolwide college and career readiness supports.

Areas Needing Improvement or Monitoring
1. Course Scheduling for New Enrollees

Effectiveness: Partially effective

While counselors were proactive, missing transcripts created gaps in accurate placement.

More robust intake processes or document collection procedures are needed to ensure smooth scheduling upon enrollment.

2. Consistency of Instructional Resource Use (ASU Slides)

Effectiveness: Inconsistent

Teams that used resources effectively showed progress, but implementation fidelity varied.

Full effectiveness will depend on broader adoption and monitoring across all instructional departments.

Overall Summary
Most actions taken during 2024–25 were effective in increasing access, academic preparedness, and personalization of learning pathways. Initiatives such as concurrent enrollment, targeted counseling, AVID integration, and catalog revamps have made clear progress toward the goal of college and career readiness. Ongoing work is needed to improve consistency in instructional strategy implementation and to streamline course scheduling for new enrollees.

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

Following a comprehensive review of implementation outcomes from the 2024–25 school year, Compass Charter Schools has identified key adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. These changes aim to improve program consistency, remove barriers to access, and further align supports to the diverse needs of scholars.

Changes to Planned Actions
1. Strengthening Support for Concurrent Enrollment – Especially for SPED Scholars

Change: Increase counselor participation in IEP meetings across all regions to ensure consistent support for concurrent enrollment planning.

Reason: Success in supporting SPED scholars through transition-aligned dual enrollment prompted plans to standardize this practice schoolwide.

2. Enhanced Collaboration Around Instructional Resource Implementation

Change: Require team leads to facilitate and monitor the use of ASU bite-sized instructional resources during department meetings.

Reason: Implementation was strong in select teams but inconsistent across others. Broader accountability is needed to ensure fidelity and effectiveness.

3. Early Course Planning for New Enrollees

Change: Implement a standardized intake protocol that requires submission of unofficial transcripts or report cards prior to academic advising.

Reason: Incomplete records at enrollment created scheduling delays and hindered course sequencing accuracy.

Changes to Metrics and Target Outcomes
1. New Metric: Course Scheduling Accuracy for New Enrollees

Change: Add a metric to track how many scholars are scheduled into correct sequences within two weeks of enrollment.

Target: 90% placement accuracy within two weeks.

Reason: Addresses challenges faced this year due to missing records and improves responsiveness for incoming scholars.

2. Revised AVID Integration Goals

Change: Refine AVID implementation metrics to include Learning Lab strategy usage, student feedback, and strategy walkthrough observations.

Reason: While AVID was discussed in PLCs and trainings, deeper evidence-based monitoring will help track its classroom impact.

3. RAMP Counseling Program Expansion

Change: Expand goal to seek RAMP designation for all Compass regions by 2027.

Reason: Successful designation in San Diego demonstrated the value of structured, data-driven counseling services.

Additional Improvements for 2025–26
Course Catalog Usability Review

Conduct family focus groups to evaluate clarity and usability of the new course catalogs.

Integrate student voice into future revisions.

Career Technical Education (CTE) Expansion

Explore additional community college partnerships that include CTE certification opportunities.

Align these options with scholars' postsecondary goals captured through academic planning sessions.

Graduation Pathway Monitoring

Strengthen monitoring tools that flag course sequencing errors or off-track graduation progress earlier in the school year.

These refinements demonstrate Compass's commitment to continuous improvement, equity, and future-ready academic planning. The adjustments are directly informed by implementation data and stakeholder feedback and will further enhance scholar preparation for college, career, and life.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	$1,583.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	$9,771.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	$18,406.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

> Priority 5: Pupil Engagement (Engagement)
> Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%	7%		<10%	
4.2	Middle School dropout rate	6.94%	1.4%		<10%	
4.3	Suspension Rate*	0	0		0	
4.4	Expulsion Rate*	0	0		0	
4.5	Chronic Absenteeism Rate*	Overall 6.4% African American 22.2%	Overall 4% African American 12.3%		Overall <5% African American <5%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools implemented several targeted strategies during the 2024–25 school year to expand access to high school summer school, provide credit recovery options, and support at-promise scholars through personalized interventions and system-wide monitoring. While most actions aligned with initial plans, some elements experienced delays or evolved to better meet student needs. Below is a description of the overall implementation, including substantive differences, challenges, and successes:

Implemented Actions
1. Summer School Credit Recovery Program

Planned: Use Accelerate Education LMS for online high school summer school in July 2025.

Implemented: Platform prepared and finalized ahead of program launch. All incoming 9th graders, current high school students, and unduplicated scholars were offered the opportunity to enroll.

Successes:

24% of high school scholars participated.

74% took credit recovery courses; 26% took courses to earn credit in advance.

95% of all participants passed at least one course.

94% credit recovery success rate; 100% success for scholars earning credits ahead.

27% of participants were unduplicated scholars, and 86% of those passed at least one course.

2. Staffing and Planning

Planned: Finalize staffing after interest survey and enrollment projections.

Implemented: Staff interest survey completed; final staffing to be determined in June 2025 based on actual scholar enrollment.

Adjustment: Timeline remains on track; no major deviations.

3. Scholar Retention Monitoring via Abre Data Platform

Planned: Develop a new data platform to improve scholar retention tracking and reporting.

Implemented: Initial stages completed in collaboration with Abre; however, the project is behind schedule and will continue into the 2025–26 school year.

Challenge: Delay in full implementation limited access to real-time dropout and engagement data.

4. Counseling & Intervention Supports for At-Promise Scholars

Planned: Deliver personalized counseling and interventions to support high-needs scholars.

Implemented: Ongoing individual and group counseling, college and career planning, and referral to academic and mental health services.

Success: Counselors actively tracked interventions for at-promise scholars, connecting them to appropriate supports to increase diploma completion readiness.

5. Dropout Prevention and Early Identification

Planned: Leverage cohort monitoring and WIT (Whatever It Takes) team collaboration to reduce dropouts.

Implemented: Despite a reported 13 dropouts (DataQuest), cross-departmental cohort monitoring and flexible learning options were expanded.

Successes:

Increased collaboration via weekly WIT meetings.

Early identification systems triggered timely support referrals.

Challenge: Scholar mobility and socioeconomic barriers continue to pose risks to retention and consistent engagement.

Substantive Differences and Adjustments
Delayed Data Infrastructure: The Abre platform did not launch as early as expected, requiring ongoing use of interim tracking methods.

Adaptive Counseling Engagement: The counseling team increased involvement with at-promise scholars, expanding beyond traditional support into proactive dropout prevention work.

Key Successes
High course pass rates for all student groups in summer school.

Full course success for scholars taking courses ahead of schedule.

Strong support structures for at-promise scholars and unduplicated groups.

Increased coordination and visibility through WIT meetings and early warning systems.

Challenges
Delays in data system build-out (Abre).

Persistent issues with scholar mobility and external barriers impacting dropout rates.

In summary, Compass Charter Schools successfully implemented most planned actions with notable effectiveness in summer school success rates and scholar intervention supports. The primary area for improvement remains in the timely launch of data systems to support dropout prevention and scholar engagement tracking. Continued focus on flexible pathways and early intervention remains essential for supporting scholar retention and diploma attainment.

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.

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions in Making Progress Toward the Goal: Summer School & Scholar Retention (2024–25)

Compass Charter Schools made measurable progress toward the goal of increasing credit completion, reducing dropout rates, and supporting at-promise scholars through targeted interventions and expanded summer school programming. Below is an evaluation of the effectiveness or ineffectiveness of specific actions implemented during the year:

Effective Actions
1. High School Summer School Program

Effectiveness: Highly Effective

24% of high school scholars participated in summer school—demonstrating strong engagement.

Credit recovery success: 94% of participants passed at least one course.

Acceleration success: 100% of scholars earning credit ahead passed their courses.

Unduplicated scholar success: 86% passed one or more summer courses.

These results reflect a well-implemented and inclusive program that successfully helped students regain or accelerate credit toward graduation.

2. Inclusive Access for Incoming 9th Graders and At-Promise Scholars

Effectiveness: Effective

All incoming 9th graders and unduplicated scholars had the opportunity to participate, expanding early intervention and academic planning support.

The participation of 27% unduplicated scholars signals intentional outreach and access for priority student groups.

3. Counseling Interventions for At-Promise Scholars

Effectiveness: Effective

School counselors and College & Career Readiness Counselors provided consistent, personalized support.

Targeted individual and group counseling helped address academic and social-emotional barriers, supporting scholars' progress toward diploma completion.

4. Cross-Departmental Collaboration and WIT Meetings

Effectiveness: Effective

Weekly WIT (Whatever It Takes) meetings fostered collaborative problem-solving and rapid response to scholar needs.

Early identification efforts improved through monitoring of cohort data, enabling timely support for disengaged scholars.

Partially Effective or In Progress
5. Development of the Abre Data Platform

Effectiveness: Partially Effective (In Progress)

While initial implementation steps began, the platform is behind schedule and did not reach full functionality during the 2024–25 school year.

As a result, scholar retention data had to be monitored through less integrated systems, limiting the ability to fully assess patterns and make real-time adjustments.

Ineffective or Needing Improvement
6. Dropout Rate Reduction Efforts

Effectiveness: Partially Effective

Despite proactive supports, DataQuest reported 13 dropouts, highlighting continued challenges related to socioeconomic hardship, academic disengagement, and scholar mobility.

While the interventions and collaboration are effective in structure, the dropout rate indicates more intensive or earlier intervention may be needed for higher-risk students.

Overall Summary
Most of the actions taken to support summer school participation and scholar retention were effective in producing positive academic outcomes and engaging at-promise populations. The summer school program in particular demonstrated strong credit recovery and completion results across all subgroups. Ongoing refinement of data infrastructure and intensified support for highly mobile or socioeconomically impacted scholars will be critical to advancing progress toward long-term graduation and retention goals.

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

Based on a review of 2024–25 implementation outcomes and effectiveness data, Compass Charter Schools will adjust several aspects of its summer school and scholar retention efforts for the 2025–26 school year. These changes reflect a commitment to continuous improvement, equitable access, and stronger early intervention.

Changes to Planned Actions
1. Earlier Identification and Outreach to At-Promise Scholars

Change: Begin identification and outreach to at-promise scholars in March instead of late spring.

Why: Earlier contact will increase scholar participation in summer school and allow counselors to intervene sooner with academic and social-emotional supports.

How: Counselors will use cohort data, WIT meeting input, and prior course failure reports to flag scholars for early engagement.

2. Expanded Summer School Enrollment Window and Counselor-Initiated Scheduling

Change: Open summer school enrollment earlier and allow counselors to pre-schedule high-risk scholars into credit recovery courses.

Why: To reduce missed opportunities and ensure more seamless placement for scholars most in need of credit recovery.

3. Strengthen Summer School Family Communication Plan

Change: Implement a multi-touchpoint family communication strategy, including email, text, phone calls, and virtual info sessions.

Why: To increase awareness and participation, especially among unduplicated and mobile scholars who may not respond to standard outreach.

Changes to Metrics and Target Outcomes
1. Add Metrics to Monitor At-Promise Scholar Outcomes

New Metrics:

% of at-promise scholars passing 1+ summer school courses

% of dropout-eligible scholars retained into the fall

Why: To better measure the direct impact of interventions on scholar retention and credit completion.

2. Update Abre Platform Implementation Timeline and Use Goals

Change: Extend platform rollout timeline into 2025–26 and set milestones for data integration and user training.

Why: Due to implementation delays, clear checkpoints will ensure progress and functionality in scholar monitoring.

New or Enhanced Target Outcomes
Target: Increase summer school participation among unduplicated scholars by 5 percentage points (from 27% to 32%).

Target: Reduce dropout count by at least 25% year-over-year (from 13 to 9 or fewer).

Target: Ensure that 100% of at-promise scholars identified in spring are offered at least two points of personalized intervention prior to summer.
Program Improvements
Summer School Orientation: Introduce a brief onboarding module in Accelerate Education to support scholar success in navigating the LMS.

Post-Summer Follow-Up: Implement a re-engagement plan for scholars who did not complete summer courses, including early fall credit recovery placement.

These changes are driven by both data and reflection, aiming to increase the impact of summer programming, reduce dropout rates, and more effectively serve scholars who face barriers to graduation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.2	Reduce Chronic absenteeism for African American Scholars	The school is in differentiated assistance because African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. This rate is significantly higher than the overall rate of 6.4%. The school will provide targeted engagement strategies to work with each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance. Attendance will also be tracked in the Abre data system to alert staff early on if a scholar is having attendance issues.		No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$16,479.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as	$27,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		housing, food, transportation, childcare, medical and mental health services..		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,354,250	$26,003

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.232%	0.000%	$0.00	12.232%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 57% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 22% of unduplicated pupils require urgent intervention, 16% require intervention and 12% are on watch in ELA. 25% of unduplicated pupils require urgent intervention, 13% require intervention and 11% are on watch in Math. **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families graduate at a rate of 48.6% **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD Materials **Need:** 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED students SBAC Math (3-8) 21%, SBAC Math (11) 25%, SBAC ELA (3-8) 33%, SBAC ELA (11) 58% EL Reclassification rate is 23%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	**Action:** ELAC **Need:** The parents of emergent multilingual scholars need a voice in the school's process for providing services. **Scope:** Limited to Unduplicated Student Group(s)	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	**Action:** Course Scheduling **Need:** 26.5% of SED students are prepared for college, the graduation rate for SED students is 48.6% **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation.	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Compass Charter Schools of Yolo (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by the Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST).

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) provides more hands-on guidance for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options and measuring academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who assigns and evaluates the work completed in a standards-based curriculum. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs.

The enrollment on Census day, 2023 was 671 scholars across grades TK through 12. Compass serves 39.3% Socioeconomically Disadvantaged scholars and 14.5% Scholars with Disabilities.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-

long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math have fluctuated over the years. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars are performing lower than their peers. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 77% resulted in a significant LOSS penalty that negatively impacted the school's ranking. Although efforts were concentrated in 2024 to increase participation, many parents utilize their right to opt out of state testing. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 93% participation rate on the Renaissance STAR assessments. 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 in ELA decrease from the 2022-2023 school years from 71% to 63% in grades 3-8. This was the opposite in grade 11 scholars whose growth increased from 60% to 75%. Growth levels in Math decreased slightly from the 2022-2023 school years from 63% to 61% of elementary scholars meeting or exceeding growth levels and an increase from 53% to 54% of grade 11 scholars meeting or exceeding growth levels.

Scholar engagement remains high as evidenced by a 2% chronic absenteeism rate and the cohort dropout rate has decreased to 11%.

The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

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Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey 4 Essential Roles of Leadership sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software

Educational Partner(s)	Process for Engagement
	systems. The final portion asked their opinion about the four goals of the LCAP plan. Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The conference also provides meeting time between Board members and management teams.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 425 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 437 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey 4ERLS sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey
Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	100%		100%	
1.2	% of students who have access to standards-aligned instructional material	100%	100%		100%	
1.3	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	5 in all subjects		5 in all subjects	
1.4	CAASPP ELA	Schoolwide	Schoolwide		Schoolwide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	SBAC ELA (3-8) 52% SBAC ELA (11) 48% SED SBAC ELA (3-8) 34% SBAC ELA (11) 30% SpEd SBAC ELA (3-8) 33% SBAC ELA (11) 0%	SBAC ELA (3-8) 51% SBAC ELA (11) 58% SED SBAC ELA (3-8) 41% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 20%		SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	
1.5	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 32% SED SBAC Math (3-8) 18% SBAC Math (11) 11% SpEd SBAC Math (3-8) 27% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 36% SBAC Math (11) 21% SED SBAC Math (3-8) 23% SBAC Math (11) 0% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%		Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Participation rate	ELA 77% Math 77%	ELA 86% Math 86%		ELA 95% Math 95%	
1.7	CAST	Schoolwide CAST 38% SED CAST 21%	Schoolwide CAST 40% SED CAST 31%		Schoolwide CAST 40% SED CAST 40%	
1.8	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% "At/Above Grade-level" Grade 11 68% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.9	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 63% Demonstrated growth Grade 11 75% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.10	Percent of scholars at/ above grade level Spring STAR Math	Grades 3-8 37% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments Grades 3-8 and Grade 11	Grade 11 32% "At/Above Grade-level"			Grade 11 60% "At/Above Grade-level"	
1.11	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 54% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services. EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources.
Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps.
The school also implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services.

Substantive Differences Between Planned and Actual Implementation:

Observation Scope: Although the use of integrated ELD strategies was planned and observed by ICs, only about one-third of staff were observed due to capacity limits. To address this, the EL team suggested expanding observation responsibilities to include coordinators using a standardized template.

Asynchronous Support Expansion: A new mid-year addition included optional asynchronous support (recorded lessons, NearPod activities) for "On Watch" scholars in Spring 2024–25, which was not originally part of the implementation plan.

Enhanced Intervention Tracking: Initial plans did not specify the level of follow-up now being conducted for scholars attending sessions but still in need of additional support—this deeper analysis is a newly added step based on ongoing data review.

Challenges:

Limited observation capacity among ICs restricted the ability to fully monitor ELD integration schoolwide, potentially leading to gaps in feedback and strategy refinement.

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement.

Successes:

Academic gains were notable among 504 scholars, with a 14% increase in grade-level proficiency for both Math and Reading compared to the prior year.

32% of intervention scholars tested out of needing support by mid-year, showing effective impact of interventions.

Strong coordination between EL and Assessment teams led to the creation of useful, teacher-friendly ELD resources, which were actively used in live tutoring sessions.

The MTSS Bulletin and Skills Bootcamp demonstrated proactive engagement and outreach to scholars and families, promoting academic growth and a growth mindset culture.

Strategic efforts to increase state assessment participation, particularly among African American families, showed a strong equity-focused initiative to improve CAASPP outcomes and mitigate potential funding penalties.

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.

The amount budgeted for staffing in goal 1.1 exceeded the original planned amount due to an increase in staff to accommodate a lower caseload of 25 for each teacher.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented to support EL, SED, Homeless, and Foster Youth scholars have proven largely effective in advancing progress toward the goal of increasing equitable access to high-quality instruction and academic support.

Assigning each scholar a supervising teacher with a caseload cap of 28 and ensuring access to personalized learning plans and standards-aligned materials has provided a strong foundation for individualized support. This structure has been especially impactful for scholars with specialized needs, including ELs and 504-designated students. For instance, academic growth among 504 scholars has been significant, with a 14% increase in both ELA and Math proficiency rates from the beginning to the middle of the school year, indicating the effectiveness of tailored instructional support.

The integration of targeted language acquisition strategies through platforms like Lexia and NearPod EL, combined with a professional learning plan focused on ELD integration, has contributed to increased instructional coherence. Instructional Coaches' documentation of integrated ELD strategies—although currently limited to a subset of staff—has provided valuable insight into the most effective practices, helping to inform ongoing teacher development. The addition of asynchronous supports for "On Watch" scholars in Spring 2024–25 further enhances access to intervention resources and reflects an adaptive response to evolving student needs.

Tutoring initiatives, including the Skills Bootcamp and live session support, have also shown early success. For example, 32% of scholars receiving intervention support have tested out of the need for continued services—an increase from the beginning of the year. The high participation rate (1,051 sessions in LP2) is further evidence of the program's reach and impact. Moreover, the collaboration between instructional leaders, tutors, and the EL and Assessment Coordinators has ensured that interventions are data-driven and aligned to scholars' specific learning needs.

However, some challenges remain. The limited reach of formal observations has made it difficult to ensure consistent implementation of integrated ELD strategies schoolwide. Expanding observation responsibilities to include coordinators would help address this gap. Additionally, ongoing efforts are needed to increase participation in state assessments, particularly among African American scholars, to improve CAASPP outcomes and maintain program funding.

The CAASPP participation rate for Scholars with special needs increased from 77% to 80% which continues to be low. The Special Education Department will continue to work with families to remove barriers to participation to reduce the LOSS penalty. Scholars who qualify to take the CAA will be provided with the resources necessary to participate.

In summary, the majority of actions have been effective in improving academic outcomes, increasing engagement with support services, and building capacity among staff to meet the needs of unduplicated scholars. Continued refinement and expansion of these actions will further strengthen progress toward achieving the goal.

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

Several adjustments and enhancements were made to the original goal to better meet the needs of EL, SED, Homeless, and Foster Youth scholars as implementation progressed. These changes reflect a responsive and data-informed approach to improving outcomes for unduplicated student groups:

1. Expansion of Support Modalities:

Original Plan Focused on live, synchronous support through tutoring and instructional interventions.
Change: Added asynchronous support options beginning Spring 2024–25 for "On Watch" scholars, including recorded lessons and NearPod activities. This expanded access to intervention resources beyond scheduled live sessions.

2. Observation and Coaching Adjustments:

Original Plan: Instructional Coaches (ICs) were responsible for monitoring the implementation of integrated ELD strategies.
Change: It became evident that ICs could only observe about one-third of the staff annually. As a result, the school identified the need to **develop a standardized observation tool for coordinators** to increase monitoring and ensure more consistent implementation of integrated ELD across all staff.

3. Intervention Identification and Monitoring Enhancements:

Original Plan: Focused on identifying scholars in need of support based on benchmark data and assigning them to tutoring.
Change: The process evolved to include deeper monitoring of scholars who were attending sessions but still underperforming, allowing for tailored support adjustments. Tutors and RS staff began reviewing attendance alongside performance data to make more nuanced instructional decisions.

4. Improved Professional Learning Resources:

Original Plan: General professional development on ELD strategies.

Change: Weekly collaboration between the Assessment and EL Coordinators led to the creation of bite-sized, teacher-friendly resources that were immediately applicable in instruction and tutoring, increasing teacher uptake and effectiveness.

5. Refined Family and Scholar Engagement Strategies:

Original Plan: Standard intervention and assessment participation outreach.
Change: Implementation of a targeted incentive plan focused on increasing state assessment participation rates, with a special emphasis on outreach to African American families to address achievement disparities and protect funding under the CAASPP system.

6. Inclusive Summer Support Expansion:

Original Plan: Summer session eligibility was based on benchmark criteria.
Change: The summer session was opened to all unduplicated scholars in grades K–8, regardless of academic performance, increasing equity in access to additional learning time and contributing toward the LEA's increased services requirement.

7. Lower teacher caseloads
Original plan: 28:1
Change: New caseloads of 25:1 will allow teachers more time to focus on scholas who need additional support.
These changes reflect a more adaptive and equity-focused implementation of the original goal, designed to better support diverse learner needs and improve both academic and engagement outcomes. Would you like this presented in a table or bulleted comparison format?

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$761,778.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$166,266.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$2,999.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$1,000.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	$21,365.00	Yes
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties in order to increase scores on the CAASPP ELA and Math assessments.	$475.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$3,842.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$3.34	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146= 68% Parent participation: 123 of 464 = 27% Scholar participation:74 of 740 (10%)	Staff participation: 167 90% Parent participation: 426 47% Scholar participation:438 31%		90% staff participation 60% Scholar participation 60% Parent/ LC participation	
2.2	% of students reporting on the school climate survey that they feel safe at school	73%	99%		80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.6	Attendance Rates	99%	95%		>90%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary: 2024–25 School Year

Compass Charter Schools implemented a broad range of initiatives aligned to LCAP goals to improve technology access, increase stakeholder engagement, and expand academic and mental health supports for scholars—especially for unduplicated student groups (EL, SED, Homeless, Foster Youth). While most planned actions were fully implemented, some refinements and adaptive changes emerged in response to ongoing needs. Below is a synthesis of key implementation areas, substantive differences, challenges, and successes:

Key Actions Implemented

1. Stakeholder Engagement

Distributed the annual LCAP survey in March 2025:

* Parent participation decreased** from 479 (2023–24) to 426.
* Scholar participation increased** from 394 to 438.
* Staff participation increased** from 167 to 185.

* Operated Parent Advisory Council (5 meetings) and Scholar Leadership Council (9 meetings); both provided regular input to the Board.

* Learning Coach Academy held weekly, covering diverse topics with consistently high satisfaction ratings.

2. Technology & Infrastructure

* Chromebook distribution:

* CCS SD: 255 devices (needs 496 more for 1:1 goal)
* CCS LA: 391 devices (needs 608 more for 1:1 goal)
* CCS Yolo: 128 devices (needs 262 more for 1:1 goal)
* Overall, device issues and CAASPP-related tech tickets **decreased by over 25%**.
* **Security Upgrades**:

* Migrated to **Checkpoint** for email security and **ManagedMethods** for web filtering (increased scholar safety and early identification of crisis behaviors).
* All staff and scholars now protected with **multi-factor authentication (MFA)** via Clever.
* Adopted **SysCloud** for data backup and upgraded Google Workspace to **Education Plus**.

3. English Learner Support

* *EL tutoring participation rose to 54%, a 2% gain from the previous year.
* 25% of EM scholars attending 50%+ of tutoring sessions advanced at least one benchmark level.
* Established infrastructure for **ELAC participation tracking** to improve family engagement.

4. Mental Health & Wellness

* Developed a **Mental Health Resource Mapping Guide** with SDCOE.
* Maintained active participation in **CYBHI Consortium** and **COPES suicide prevention initiative**.
* Referred **36 scholars** to mental health services via **Care Solace** (top concerns: anxiety, trauma, depression).
* Used **SAEBRS universal screener** schoolwide for early identification of social-emotional needs.

5. Scholar Engagement & Enrichment

* Engagement opportunities included **field trips**, **community service**, **virtual workshops**, and **scholar-led clubs**.
* Overall satisfaction rate: **98%**; **25% increase in scholar engagement** year-over-year.
* Continued leadership of the **NAMI On Campus High School Club** for mental health awareness and peer support.

Substantive Differences and Mid-Year Additions

* EL tutoring saw improved attendance and progress, though the data collection and reporting infrastructure is still being refined.
* ManagedMethods filtering and crisis alerting replaced a previously device-limited system, broadening coverage across home environments.
* Asynchronous EL supports and expanded LCA topics were added mid-year in response to family and scholar needs.
* Scholar Leadership Council aimed for 80% attendance, but only reached 50%, indicating a gap in consistent engagement despite growth in membership.

Challenges Encountered

* Decline in parent survey participation despite ongoing outreach.
* Gaps in engagement remain among Homeless (20%) and EL (16%) scholars in enrichment opportunities.
* Full implementation of 1:1 Chromebook access remains a goal, contingent on future budget allocation (\$148K–\$200K per region).
* Some schoolwide participation metrics (e.g., CAASPP for SPED) remain below target; sustained outreach is needed.

Successes Achieved

* Scholar tech access expanded significantly, reducing barriers and support needs during testing.
* Improved EL progress and tutoring attendance rates show academic growth for targeted scholars.
* High satisfaction and engagement with Learning Coach Academy and enrichment offerings.
* Expanded safety infrastructure and improved coordination of mental health interventions.
* Increased staff and scholar participation in LCAP feedback processes.

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.

There were no substantial differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being

outcomes. Areas needing further development include parent engagement (especially among EL families), testing participation among SPED scholars, and consistent implementation of scholar voice structures like the leadership council.

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

Description of Changes for the Coming Year Based on Reflections on Prior Practice

As part of the annual review and reflection process, Compass Charter Schools identified several areas where adjustments were needed to better align goals, metrics, and actions with scholar needs and operational realities. The following changes were made for the coming school year (2025–26) based on lessons learned and performance outcomes from 2024–25:

Changes to Actions
Expansion of Observation Protocols for ELD Implementation
Change: Integrated ELD strategies will now be observed not only by Instructional Coaches but also by site Coordinators using a shared observation template.
Why: Current observations covered only 1/3 of staff; expanding the scope ensures broader implementation fidelity and more actionable feedback.

Addition of Asynchronous Supports for "On Watch" Scholars
Change: Optional recorded lessons and NearPod activities will be built into intervention offerings for scholars flagged for academic monitoring.
Why: Midyear data showed positive responses to flexible learning supports, prompting a formal inclusion in the next year's action plan.

New Outreach Strategies to Boost CAASPP Participation (Especially Among SPED Scholars)
Change: The Special Education Department will implement targeted family outreach and accommodation planning to increase state assessment participation.
Why: Participation rates, although improved, remain below desired thresholds and risk triggering LOSS penalties.

Enhanced ELAC Support and Meeting Tracking
Change: A structured tracking system for ELAC meeting frequency and consistency will be implemented.
Why: Ensures compliance and helps build stronger engagement among families of English Learners, an area identified as under-engaged.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$1,686.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$3,175.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$13,486.00	No
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to	$5,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.		
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$1,371.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	
3.2	% of students prepared for college	25%	18%		50%	
3.3	HS Graduation Rate	86%	76%		>75%	
3.4	a-g completion	6%	15%		50%	
3.5	CTE Pathway Completion	0	0		10%	
3.6	Both CTE & a-g Completion	0	0		10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	College credit courses completed	27%	24%		50%	
3.8	% of graduates earning a Golden State Seal Merit Diploma	42%	45%		35%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools made substantial progress in implementing its college and career readiness initiatives during the 2024–25 school year. Efforts were largely aligned with planned actions, with a few adjustments made based on reflection, capacity, and evolving scholar needs. Below is a summary of implementation progress, substantive differences, challenges, and key successes:

Implemented Actions
1. Expansion of Concurrent Enrollment Program

Planned: Increase dual enrollment options for high school scholars.

Implemented: Successfully expanded concurrent enrollment with local community colleges, allowing scholars to earn college credit while in high school.

Inclusion Effort: Program expansion included scholars with IEPs, supporting individualized transition plans and postsecondary success.

Result: Broader access to early college and career technical education pathways across the scholar population.

2. Academic Counseling & Course Sequencing

Planned: Improve graduation tracking and course alignment.

Implemented: Counselors provided targeted academic advising and reviewed graduation progress during enrollment windows. Personalized scheduling supported both academic progression and postsecondary pathways.

Challenge: Some delays and scheduling complexities arose due to lack of official academic records for new enrollees.

3. Course Catalog Redesign & Equity in Access

Planned: Make course offerings more transparent and accessible.

Implemented: Course catalogs were fully revised to include:

Detailed descriptions

A–G and NCAA eligibility

Weighted GPA designations

Graduation requirement alignment

Support Materials: Pathway documents were developed to clarify course progression across subject areas.

Equity Focus: All scholars had access to multiple course levels, including remedial, honors, AP, and credit recovery.

4. Academic Strategy Support (ASU Bite-Sized Resources)

Planned: Provide teachers with ongoing instructional resources.

Implemented: High school teams accessed and reviewed ASU bite-sized resources biweekly.

Success: Effective use in online high school teams, with clear implementation tracked in observations.

Need for Improvement: Implementation consistency across all teams requires stronger coordination and lead teacher involvement.

5. AVID Program Strengthening

Planned: Integrate AVID strategies more deeply into instruction.

Implemented: Monthly AVID Site Team meetings, in-service training sessions, and focused PLC discussions occurred.

Cycle 1 Focus: Writing strategies supported by assessment data were prioritized from October to December.

Staff Collaboration: PLCs focused on integrating AVID practices into Learning Labs.

6. RAMP Designation Efforts

Planned: Align counseling services to the ASCA National Model.

Implemented:

CCS San Diego received RAMP designation (January 2025).

RAMP application submitted for additional sites (October 2024), with designation pending.

Substantive Differences in Implementation
Concurrent Enrollment for SPED Scholars: Initially an exploratory goal, this was formally expanded midyear with direct IEP team collaboration and counselor involvement in transition planning.

Course Scheduling for New Scholars: Delays occurred due to incomplete records at enrollment, requiring additional time and flexibility in course planning.

?? Challenges Experienced
Course Scheduling Gaps: Missing or unofficial transcripts at the time of enrollment complicated timely course placement and sequence verification.

Implementation Consistency of ASU Resources: While effective for some teams, resource use is inconsistent across departments without full engagement from all team leads.

?? Successes Achieved
Broadened access to dual enrollment and AP/honors opportunities for all scholars, including those in Special Education.

Revamped, user-friendly course catalogs that support informed decision-making and equitable access.

Increased implementation of writing strategies through AVID and PLCs, aligned to CAASPP goals.

Strengthened alignment of counseling services through RAMP designation and expanded transition support for scholars with IEPs.

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.

There were no substantive differences between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented during the 2024–25 school year have been largely effective in advancing Compass Charter Schools' goal of increasing college and career readiness for all scholars, including those with specialized needs. Below is an analysis of the effectiveness or ineffectiveness of key initiatives:

Effective Actions
1. Expansion of Concurrent Enrollment (Including SPED Scholars)

Effectiveness: Highly effective

Scholars across all subgroups—general education and special education—gained increased access to early college credit and career technical courses.

Counselor participation in IEP meetings enhanced personalization and alignment with transition goals, showing a strong equity-focused implementation.

2. Revamp of Course Catalogs and Pathways

Effectiveness: Effective

Clear, updated course catalogs improved transparency and academic planning for scholars and families.

The addition of course progression pathways and detailed indicators (e.g., A–G eligibility, GPA weighting) supported more strategic course selection.

Scholars now have more equitable access to all course levels, from remedial to AP.

3. Targeted Academic Advising & Course Sequencing Support

Effectiveness: Effective

Counselors effectively guided scholars through the enrollment process, helping ensure that students were placed in courses that supported graduation and postsecondary goals.

Noted Challenge: Scheduling delays occurred due to missing records for new enrollees, which hindered immediate placement in correct course sequences.

4. Implementation of ASU Bite-Sized Instructional Resources

Effectiveness: Moderately effective

Online high school teams consistently used the resources, and observations confirmed impact on instructional quality.

However, inconsistent implementation across departments highlighted the need for more team lead involvement and accountability structures.

5. AVID Program Integration

Effectiveness: Effective

Monthly AVID Site Team meetings, PLCs, and professional development reinforced instructional strategies focused on writing and scholar success skills.

Use of AVID strategies in Learning Labs contributed to increased scholar engagement and academic rigor.

6. RAMP Designation and Counseling Program Development

Effectiveness: Effective

CCS's successful RAMP designation affirmed the school's commitment to comprehensive, data-driven counseling aligned with the ASCA National Model.

Submission of RAMP applications for other sites reflects scalability and momentum in improving schoolwide college and career readiness supports.

Areas Needing Improvement or Monitoring
1. Course Scheduling for New Enrollees

Effectiveness: Partially effective

While counselors were proactive, missing transcripts created gaps in accurate placement.

More robust intake processes or document collection procedures are needed to ensure smooth scheduling upon enrollment.

2. Consistency of Instructional Resource Use (ASU Slides)

Effectiveness: Inconsistent

Teams that used resources effectively showed progress, but implementation fidelity varied.

Full effectiveness will depend on broader adoption and monitoring across all instructional departments.

Overall Summary
Most actions taken during 2024–25 were effective in increasing access, academic preparedness, and personalization of learning pathways. Initiatives such as concurrent enrollment, targeted counseling, AVID integration, and catalog revamps have made clear progress toward the goal of college and career readiness. Ongoing work is needed to improve consistency in instructional strategy implementation and to streamline course scheduling for new enrollees.

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

Following a comprehensive review of implementation outcomes from the 2024–25 school year, Compass Charter Schools has identified key adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. These changes aim to improve program consistency, remove barriers to access, and further align supports to the diverse needs of scholars.

Changes to Planned Actions
1. Strengthening Support for Concurrent Enrollment – Especially for SPED Scholars

Change: Increase counselor participation in IEP meetings across all regions to ensure consistent support for concurrent enrollment planning.

Reason: Success in supporting SPED scholars through transition-aligned dual enrollment prompted plans to standardize this practice schoolwide.

2. Enhanced Collaboration Around Instructional Resource Implementation

Change: Require team leads to facilitate and monitor the use of ASU bite-sized instructional resources during department meetings.

Reason: Implementation was strong in select teams but inconsistent across others. Broader accountability is needed to ensure fidelity and effectiveness.

3. Early Course Planning for New Enrollees

Change: Implement a standardized intake protocol that requires submission of unofficial transcripts or report cards prior to academic advising.

Reason: Incomplete records at enrollment created scheduling delays and hindered course sequencing accuracy.

Changes to Metrics and Target Outcomes
1. New Metric: Course Scheduling Accuracy for New Enrollees

Change: Add a metric to track how many scholars are scheduled into correct sequences within two weeks of enrollment.

Target: 90% placement accuracy within two weeks.

Reason: Addresses challenges faced this year due to missing records and improves responsiveness for incoming scholars.

2. Revised AVID Integration Goals

Change: Refine AVID implementation metrics to include Learning Lab strategy usage, student feedback, and strategy walkthrough observations.

Reason: While AVID was discussed in PLCs and trainings, deeper evidence-based monitoring will help track its classroom impact.

3. RAMP Counseling Program Expansion

Change: Expand goal to seek RAMP designation for all Compass regions by 2027.

Reason: Successful designation in San Diego demonstrated the value of structured, data-driven counseling services.

Additional Improvements for 2025–26
Course Catalog Usability Review

Conduct family focus groups to evaluate clarity and usability of the new course catalogs.

Integrate student voice into future revisions.

Career Technical Education (CTE) Expansion

Explore additional community college partnerships that include CTE certification opportunities.

Align these options with scholars' postsecondary goals captured through academic planning sessions.

Graduation Pathway Monitoring

Strengthen monitoring tools that flag course sequencing errors or off-track graduation progress earlier in the school year.

These refinements demonstrate Compass's commitment to continuous improvement, equity, and future-ready academic planning. The adjustments are directly informed by implementation data and stakeholder feedback and will further enhance scholar preparation for college, career, and life.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	$560.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	$3,513.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	$20,669.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	10%	10%		<10%	
4.2	Middle School dropout rate	10%	1.49%		<10%	
4.3	Suspension Rate*	0	0		0	
4.4	Expulsion Rate*	0	0		0	
4.5	Chronic Absenteeism Rate*	Overall 2%	1.2		Overall <5%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools implemented several targeted strategies during the 2024–25 school year to expand access to high school summer school, provide credit recovery options, and support at-promise scholars through personalized interventions and system-wide monitoring. While most actions aligned with initial plans, some elements experienced delays or evolved to better meet student needs. Below is a description of the overall implementation, including substantive differences, challenges, and successes:

Implemented Actions
1. Summer School Credit Recovery Program

Planned: Use Accelerate Education LMS for online high school summer school in July 2025.

Implemented: Platform prepared and finalized ahead of program launch. All incoming 9th graders, current high school students, and unduplicated scholars were offered the opportunity to enroll.

Successes:

24% of high school scholars participated.

74% took credit recovery courses; 26% took courses to earn credit in advance.

95% of all participants passed at least one course.

94% credit recovery success rate; 100% success for scholars earning credits ahead.

27% of participants were unduplicated scholars, and 86% of those passed at least one course.

2. Staffing and Planning

Planned: Finalize staffing after interest survey and enrollment projections.

Implemented: Staff interest survey completed; final staffing to be determined in June 2025 based on actual scholar enrollment.

Adjustment: Timeline remains on track; no major deviations.

3. Scholar Retention Monitoring via Abre Data Platform

Planned: Develop a new data platform to improve scholar retention tracking and reporting.

Implemented: Initial stages completed in collaboration with Abre; however, the project is behind schedule and will continue into the 2025–26 school year.

Challenge: Delay in full implementation limited access to real-time dropout and engagement data.

4. Counseling & Intervention Supports for At-Promise Scholars

Planned: Deliver personalized counseling and interventions to support high-needs scholars.

Implemented: Ongoing individual and group counseling, college and career planning, and referral to academic and mental health services.

Success: Counselors actively tracked interventions for at-promise scholars, connecting them to appropriate supports to increase diploma completion readiness.

5. Dropout Prevention and Early Identification

Planned: Leverage cohort monitoring and WIT (Whatever It Takes) team collaboration to reduce dropouts.

Implemented: Despite a reported 13 dropouts (DataQuest), cross-departmental cohort monitoring and flexible learning options were expanded.

Successes:

Increased collaboration via weekly WIT meetings.

Early identification systems triggered timely support referrals.

Challenge: Scholar mobility and socioeconomic barriers continue to pose risks to retention and consistent engagement.

Substantive Differences and Adjustments
Delayed Data Infrastructure: The Abre platform did not launch as early as expected, requiring ongoing use of interim tracking methods.

Adaptive Counseling Engagement: The counseling team increased involvement with at-promise scholars, expanding beyond traditional support into proactive dropout prevention work.

Key Successes
High course pass rates for all student groups in summer school.

Full course success for scholars taking courses ahead of schedule.

Strong support structures for at-promise scholars and unduplicated groups.

Increased coordination and visibility through WIT meetings and early warning systems.

Challenges
Delays in data system build-out (Abre).

Persistent issues with scholar mobility and external barriers impacting dropout rates.

In summary, Compass Charter Schools successfully implemented most planned actions with notable effectiveness in summer school success rates and scholar intervention supports. The primary area for improvement remains in the timely launch of data systems to support dropout prevention and scholar engagement tracking. Continued focus on flexible pathways and early intervention remains essential for supporting scholar retention and diploma attainment.

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.

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions in Making Progress Toward the Goal: Summer School & Scholar Retention (2024–25)

Compass Charter Schools made measurable progress toward the goal of increasing credit completion, reducing dropout rates, and supporting at-promise scholars through targeted interventions and expanded summer school programming. Below is an evaluation of the effectiveness or ineffectiveness of specific actions implemented during the year:

Effective Actions
1. High School Summer School Program

Effectiveness: Highly Effective

24% of high school scholars participated in summer school—demonstrating strong engagement.

Credit recovery success: 94% of participants passed at least one course.

Acceleration success: 100% of scholars earning credit ahead passed their courses.

Unduplicated scholar success: 86% passed one or more summer courses.

These results reflect a well-implemented and inclusive program that successfully helped students regain or accelerate credit toward graduation.

2. Inclusive Access for Incoming 9th Graders and At-Promise Scholars

Effectiveness: Effective

All incoming 9th graders and unduplicated scholars had the opportunity to participate, expanding early intervention and academic planning support.

The participation of 27% unduplicated scholars signals intentional outreach and access for priority student groups.

3. Counseling Interventions for At-Promise Scholars

Effectiveness: Effective

School counselors and College & Career Readiness Counselors provided consistent, personalized support.

Targeted individual and group counseling helped address academic and social-emotional barriers, supporting scholars' progress toward diploma completion.

4. Cross-Departmental Collaboration and WIT Meetings

Effectiveness: Effective

Weekly WIT (Whatever It Takes) meetings fostered collaborative problem-solving and rapid response to scholar needs.

Early identification efforts improved through monitoring of cohort data, enabling timely support for disengaged scholars.

Partially Effective or In Progress
5. Development of the Abre Data Platform

Effectiveness: Partially Effective (In Progress)

While initial implementation steps began, the platform is behind schedule and did not reach full functionality during the 2024–25 school year.

As a result, scholar retention data had to be monitored through less integrated systems, limiting the ability to fully assess patterns and make real-time adjustments.

Ineffective or Needing Improvement
6. Dropout Rate Reduction Efforts

Effectiveness: Partially Effective

Despite proactive supports, DataQuest reported 13 dropouts, highlighting continued challenges related to socioeconomic hardship, academic disengagement, and scholar mobility.

While the interventions and collaboration are effective in structure, the dropout rate indicates more intensive or earlier intervention may be needed for higher-risk students.

Overall Summary
Most of the actions taken to support summer school participation and scholar retention were effective in producing positive academic outcomes and engaging at-promise populations. The summer school program in particular demonstrated strong credit recovery and completion results across all subgroups. Ongoing refinement of data infrastructure and intensified support for highly mobile or socioeconomically impacted scholars will be critical to advancing progress toward long-term graduation and retention goals.

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

Based on a review of 2024–25 implementation outcomes and effectiveness data, Compass Charter Schools will adjust several aspects of its summer school and scholar retention efforts for the 2025–26 school year. These changes reflect a commitment to continuous improvement, equitable access, and stronger early intervention.

Changes to Planned Actions
1. Earlier Identification and Outreach to At-Promise Scholars

Change: Begin identification and outreach to at-promise scholars in March instead of late spring.

Why: Earlier contact will increase scholar participation in summer school and allow counselors to intervene sooner with academic and social-emotional supports.

How: Counselors will use cohort data, WIT meeting input, and prior course failure reports to flag scholars for early engagement.

2. Expanded Summer School Enrollment Window and Counselor-Initiated Scheduling

Change: Open summer school enrollment earlier and allow counselors to pre-schedule high-risk scholars into credit recovery courses.

Why: To reduce missed opportunities and ensure more seamless placement for scholars most in need of credit recovery.

3. Strengthen Summer School Family Communication Plan

Change: Implement a multi-touchpoint family communication strategy, including email, text, phone calls, and virtual info sessions.

Why: To increase awareness and participation, especially among unduplicated and mobile scholars who may not respond to standard outreach.

Changes to Metrics and Target Outcomes
1. Add Metrics to Monitor At-Promise Scholar Outcomes

New Metrics:

% of at-promise scholars passing 1+ summer school courses

% of dropout-eligible scholars retained into the fall

Why: To better measure the direct impact of interventions on scholar retention and credit completion.

2. Update Abre Platform Implementation Timeline and Use Goals

Change: Extend platform rollout timeline into 2025–26 and set milestones for data integration and user training.

Why: Due to implementation delays, clear checkpoints will ensure progress and functionality in scholar monitoring.

New or Enhanced Target Outcomes
Target: Increase summer school participation among unduplicated scholars by 5 percentage points (from 27% to 32%).

Target: Reduce dropout count by at least 25% year-over-year (from 13 to 9 or fewer).

Target: Ensure that 100% of at-promise scholars identified in spring are offered at least two points of personalized intervention prior to summer.
Program Improvements
Summer School Orientation: Introduce a brief onboarding module in Accelerate Education to support scholar success in navigating the LMS.

Post-Summer Follow-Up: Implement a re-engagement plan for scholars who did not complete summer courses, including early fall credit recovery placement.

These changes are driven by both data and reflection, aiming to increase the impact of summer programming, reduce dropout rates, and more effectively serve scholars who face barriers to graduation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$5,924.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements. Expense is captured in Action 4.1		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$4,728.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$315,853	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.798%	0.000%	$0.00	7.798%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 39.6% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 13.3% of unduplicated pupils require urgent intervention, 6.6% require intervention and 13.3% are on watch in ELA. 16.6% of unduplicated pupils require urgent intervention, 8% require intervention and 15% are on watch in Math **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families benefit from AVID services. **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD Materials **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED scholars: SBAC ELA (3-8) 34% SBAC ELA (11) 30% SED scholars: SBAC Math (3-8) 18%, SBAC Math (11) 11%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** Course Scheduling **Need:** Continued support to ensure that SED students are prepared for college and maintain a high graduation rate **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation. **Scope:** Limited to Unduplicated Student Group(s)	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

2025-26 Local Control and Accountability Plan for Compass Charter School of Yolo

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Compass Charter Schools of San Diego (Compass) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. Compass provides 21st century blended and virtual learning programs authorized by Mountain Empire USD for scholars (students) in grades TK-12 who reside in San Diego county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST).

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) provides more hands-on guidance for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options, order requests, and measuring academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who assigns and evaluates the work completed in a standards-based curriculum. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs.

The enrollment on Census day, 2023 was 819 scholars across grades TK through 12. Similar to the authorizing district, as of Census Day 2023 Compass serves 51.4% Socioeconomically Disadvantaged, 15.3% homeless, 0.4% foster youth, 11.6% English Learners, 12.9% Students with Disabilities.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased each year. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars showed an increase in ELA and Math in all grade levels except ELA grade 11 which saw a slight decline, but they are still not achieving at the same rate as the overall population. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 89% resulted in a LOSS penalty that negatively impacted the school's ranking. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 95% participation rate on the Renaissance STAR assessments. 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 in ELA increase from the 2022-2023 school years with over 65% of elementary scholars meeting or exceeding growth levels and over 61% of grade 11 scholars meeting or exceeding growth levels. Growth levels in Math also increased from the 2022-2023 school years with over 62% of elementary scholars meeting or exceeding growth levels and over 54% 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 23%.

The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Our emergent multilingual scholars excelled in 2023 with 64% of our EL scholars making progress towards language proficiency. We will continue to provide support for our EL scholars. EL 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 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Compass Charter Schools of San Diego

Support for Identified Schools

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

Needs Assessment
Compass Charter Schools of San Diego (Compass) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020, due to a low graduation rate of 46.7%. Compass completes annual comprehensive needs assessments, including the specific examination of graduation rates.

Through this needs assessment, Compass realizes that low graduation rates can be attributed to various factors including scholars entering the school credit deficient, showing signs of mental health barriers, and experiencing multiple school enrollments during the four-year cohort. Addressing these challenges requires a well trained staff implementing a comprehensive approach that combines partner engagement, academic support, mental health resources, access to education resources and targeted interventions. This school improvement plan aims to provide a roadmap for tackling these issues and improving graduation rates

Further, during the 2022-2023 school year, the school completed the WASC self-study process. In response to feedback from the visiting team, the school has also added the goal of exceeding the 70% graduation rate in 2022-2023 on the CA Dashboard and achieving a 90% graduation rate by 2028.

Through these assessments, Compass determined that to address the low graduation rate, a school-wide Wildly Important Goal (WIG) would be implemented: to ensure that 100% of eligible scholars graduate by the end of each school year. This goal focuses on scholar engagement and has shown gradual progress, with graduation rates reaching 63.8% in 2022, 61% in 2023 and 65.5% in 2024. Each department within Compass has developed and refined their own aligned WIGs to guide their goals and data collection efforts. This structured approach helps to identify and prioritize the needs of scholars, especially those who enter the school with credit deficiencies, mental health barriers, or multiple school enrollments during their four-year cohort.

Evidence-Based Strategies:
From the self-assessments and WASC fidings, the Compass departments have collaboratively planned and have begun implementing evidence based interventions to address our low graduation rates to address the various challenges that scholars face. This includes implementing academic support and resources, mental health resources, and targeted interventions, to be executed by a well trained staff. Compass utilizes lead and lag measures to track the progress of our WIG, and meets bimonthly to share applicable data, discuss, and maintain a compelling scoreboard.

This data-driven approach informs the development of strategies and interventions, which are further refined through feedback from education partners including the Parent Advisory Council (PAC) and the Scholar Leadership Council (SLC). The school continues building on partnership work started with Learner Centered Collaborative, Core Strengths, Covey and other organizations to provide professional development and coaching to all leadership and staff to support the development and implementation of goals addressing our reason for CSI eligibility. These efforts should contribute to an increased graduation rate. The school also is increasing resources that focus on mental health by partnering with more community organizations and mental health professionals to offer services and training, fostering a culture of well-being and resilience, which will also positively impact our graduation rate.

Resource Inequities
Addressing inequities is central to Compass's strategy for improving graduation rates. The school recognizes the need to support scholars who face additional barriers, such as those from marginalized communities or those experiencing mental health challenges. To tackle these disparities, Compass implements a Multi-Tiered System of Supports (MTSS) framework that includes school counseling support, tutoring programs, comprehensive data tracking, and personalized learning plans based on diagnostic assessments. Additionally, Compass will partner with a mental health care coordination team to bridge the gap to available providers and navigate the mental health care system. These approaches help identify students at risk of not graduating and provide targeted support through tier 2 and tier 3 interventions.

Compass continues to refine a Positive Behavior Interventions and Support (PBIS) model that rewards scholar engagement and improvement, contributing to academic achievement and school-wide recognition. Through active partnerships with families and regular parent workshops, Compass ensures that all scholars have the support they need to succeed and graduate on time.

Lastly, to help ensure resource equity, Compass is launching a new Chromebook initiative, with the ultimate goal of every scholar having a functional and responsive Chromebook to access content, resources and staff support. Starting in SY 24-25, IT has been assigning a new chromebook (or similar device) to all new scholars upon enrollment, and currently is continuing to work towards the goal of getting similar devices in the hands of all scholars. Currently about 28% of scholars have a chromebook, and the goal is to achieve 100% in 25-26 SY. Scholars without a Compass issued chromebook still can access resources, curriculum and staff, as another 48% have an alternative device issued by Compass, and the remaining 24% are using a working personal device.

Monitoring and Evaluating Effectiveness

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

Compass Charter Schools of San Diego (Compass) will monitor and evaluate the implementation of the Comprehensive Support and Improvement (CSI) plan to support scholars and school-wide improvement, aiming to achieve a graduation rate of 73%. This goal will eliminate Compass from being identified as a CSI school for low graduation rates.

The school will leverage its partnership work with the capacity building organizations mentioned above and with internal personalized growth plans, to help evaluate our instructional leadership efficacy and performance.

To ensure inclusive monitoring, Compass will hold various Leadership Team meetings to review collected data, including comprehensive annual surveys and monthly Town Halls for updates and Q&A sessions with the Superintendent. Academic progress will be regularly reviewed, with students identified as on-watch or needing intervention based on assessment scores and curriculum progress. Additionally, monthly leadership council meetings led by scholars, learning coaches (parents), and staff will be conducted to examine data, propose initiatives, and receive feedback. Staff will have access to a Graduation Cohort report, detailing the progress of scholars towards graduation. Compass will continue integrating new data systems, such as Abre and Parsec to identify organizational and individual scholar strengths and weaknesses, informing school strategy and interventions. Scholars who leave Compass before graduating will receive support in transitioning to another educational environment, ensuring they continue their education. The refined Multi-Tiered System of Supports (MTSS) framework, supported by the AVID mindset and a comprehensive school counseling program, will invite scholars needing Tier 2 or Tier 3 support to tutoring sessions for addressing skill gaps in math and reading. Diagnostic assessments and observations by instructional staff and learning coaches will determine eligibility for these supports. Progress will be monitored regularly, with the effectiveness determined by course progress and improvements on assessments.

As a result of these interventions, the graduation rate for all scholars increased to 63.8% in 2022, 61% in 2023, and 65.5% in 2024. Socioeconomically disadvantaged scholars graduated at a rate of 71% in 2022, 51% in 2023, and 60.5% in 2024. These efforts have previously led to increased graduation rates, and with continued implementation, Compass aims to reach and sustain the 73% graduation rate goal. Ultimately, in terms of satisfying the CSI plan goals, when the CDE dashboard shows Compass with a graduation rate equal to, or greater than, 68%, we will know our plan and its execution has been successful.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey 4 Essential Roles of Leadership sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software

Educational Partner(s)	Process for Engagement
	systems. The final portion asked their opinion about the four goals of the LCAP plan. Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The conference also provides meeting time between Board members and management teams.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 425 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 437 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey 4ERLS sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey
Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	100%		100%	
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient		Sufficient	
1.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Good	Good		Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	5 in all subjects		5 in all subjects	
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 48% SBAC ELA (11) 53% SED SBAC ELA (3-8) 36% SBAC ELA (11) 57% SpEd SBAC ELA (3-8) 44% SBAC ELA (11) 40% EL SBAC ELA (ALL GRADES) 10% Homeless SBAC ELA (3-8) 17% SBAC ELA (11) 67%	Schoolwide SBAC ELA (3-8) 46% SBAC ELA (11) 52% SED SBAC ELA (3-8) 41% SBAC ELA (11) 43% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 0% EL SBAC ELA (ALL GRADES) 12% Homeless SBAC ELA (3-8) 38% SBAC ELA (11) 38%		Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60% EL SBAC ELA (3-8) 60% SBAC ELA (11) 60% Homeless SBAC ELA (3-8) 60% SBAC ELA (11) 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 27% SBAC Math (11) 13% SED SBAC Math (3-8) 17% SBAC Math (11) 19% SpEd SBAC Math (3-8) 30% SBAC Math (11) 0% EL SBAC Math (all grades) 5% Homeless SBAC Math (3-8) 6% SBAC Math (11) 22%	Schoolwide SBAC Math (3-8) 31% SBAC Math (11) 19% SED SBAC Math (3-8) 25% SBAC Math (11) 19% SpEd SBAC Math (3-8) 29% SBAC Math (11) 0% EL SBAC Math (all grades) 3% Homeless SBAC Math (3-8) 21% SBAC Math (11) 17%		Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50% EL SBAC Math (all grades) 50% Homeless SBAC Math (3-8) 50% SBAC Math (11) 50%	
1.7	CAASPP Participation rate	ELA 89% Math 89%	ELA 91% Math 91%		ELA 95% Math 95%	
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	64% making progress	31% making progress		60% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	EL Reclassification Rate	23%	14%		50%	
1.10	CAST	Schoolwide CAST 30% SED CAST 19%	Schoolwide CAST 34% SED CAST 34%		Schoolwide CAST 40% SED CAST 40%	
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 58% "At/Above Grade-level" Grade 11 56% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 65% Demonstrated growth Grade 11 61% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 34% "At/Above Grade-level" Grade 11 12% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 62% Demonstrated growth Grade 11 54% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services. EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources.
Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps.
The school also implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services.
Substantive Differences Between Planned and Actual Implementation:
Observation Scope: Although the use of integrated ELD strategies was planned and observed by ICs, only about one-third of staff were observed due to capacity limits. To address this, the EL team suggested expanding observation responsibilities to include coordinators using a standardized template.

Asynchronous Support Expansion: A new mid-year addition included optional asynchronous support (recorded lessons, NearPod activities) for "On Watch" scholars in Spring 2024–25, which was not originally part of the implementation plan.

Enhanced Intervention Tracking: Initial plans did not specify the level of follow-up now being conducted for scholars attending sessions but still in need of additional support—this deeper analysis is a newly added step based on ongoing data review.

Challenges:
Limited observation capacity among ICs restricted the ability to fully monitor ELD integration schoolwide, potentially leading to gaps in feedback and strategy refinement.

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement.

Successes:
Academic gains were notable among 504 scholars, with a 14% increase in grade-level proficiency for both Math and Reading compared to the prior year.

32% of intervention scholars tested out of needing support by mid-year, showing effective impact of interventions.

Strong coordination between EL and Assessment teams led to the creation of useful, teacher-friendly ELD resources, which were actively used in live tutoring sessions.

The MTSS Bulletin and Skills Bootcamp demonstrated proactive engagement and outreach to scholars and families, promoting academic growth and a growth mindset culture.

Strategic efforts to increase state assessment participation, particularly among African American families, showed a strong equity-focused initiative to improve CAASPP outcomes and mitigate potential funding penalties.

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.

The amount budgeted for staffing in goal 1.1 exceeded the original planned amount due to an increase in staff to accommodate a lower caseload of 25 for each teacher.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented to support EL, SED, Homeless, and Foster Youth scholars have proven largely effective in advancing progress toward the goal of increasing equitable access to high-quality instruction and academic support.

Assigning each scholar a supervising teacher with a caseload cap of 28 and ensuring access to personalized learning plans and standards-aligned materials has provided a strong foundation for individualized support. This structure has been especially impactful for scholars with specialized needs, including ELs and 504-designated students. For instance, academic growth among 504 scholars has been significant, with a 14% increase in both ELA and Math proficiency rates from the beginning to the middle of the school year, indicating the effectiveness of tailored instructional support.

The integration of targeted language acquisition strategies through platforms like Lexia and NearPod EL, combined with a professional learning plan focused on ELD integration, has contributed to increased instructional coherence. Instructional Coaches' documentation of integrated ELD strategies—although currently limited to a subset of staff—has provided valuable insight into the most effective practices, helping to inform ongoing teacher development. The addition of asynchronous supports for "On Watch" scholars in Spring 2024–25 further enhances access to intervention resources and reflects an adaptive response to evolving student needs.

Tutoring initiatives, including the Skills Bootcamp and live session support, have also shown early success. For example, 32% of scholars receiving intervention support have tested out of the need for continued services—an increase from the beginning of the year. The high participation rate (1,051 sessions in LP2) is further evidence of the program's reach and impact. Moreover, the collaboration between instructional leaders, tutors, and the EL and Assessment Coordinators has ensured that interventions are data-driven and aligned to scholars' specific learning needs.

However, some challenges remain. The limited reach of formal observations has made it difficult to ensure consistent implementation of integrated ELD strategies schoolwide. Expanding observation responsibilities to include coordinators would help address this gap. Additionally, ongoing efforts are needed to increase participation in state assessments, particularly among African American scholars, to improve CAASPP outcomes and maintain program funding.

The CAASPP participation rate for Scholars with special needs increased from 77% to 80% which continues to be low. The Special Education Department will continue to work with families to remove barriers to participation to reduce the LOSS penalty. Scholars who qualify to take the CAA will be provided with the resources necessary to participate.

In summary, the majority of actions have been effective in improving academic outcomes, increasing engagement with support services, and building capacity among staff to meet the needs of unduplicated scholars. Continued refinement and expansion of these actions will further strengthen progress toward achieving the goal.

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

Several adjustments and enhancements were made to the original goal to better meet the needs of EL, SED, Homeless, and Foster Youth scholars as implementation progressed. These changes reflect a responsive and data-informed approach to improving outcomes for unduplicated student groups:

1. Expansion of Support Modalities:

Original Plan Focused on live, synchronous support through tutoring and instructional interventions.
Change: Added asynchronous support options beginning Spring 2024–25 for "On Watch" scholars, including recorded lessons and NearPod activities. This expanded access to intervention resources beyond scheduled live sessions.

2. Observation and Coaching Adjustments:

Original Plan: Instructional Coaches (ICs) were responsible for monitoring the implementation of integrated ELD strategies.
Change: It became evident that ICs could only observe about one-third of the staff annually. As a result, the school identified the need to **develop a standardized observation tool for coordinators** to increase monitoring and ensure more consistent implementation of integrated ELD across all staff.

3. Intervention Identification and Monitoring Enhancements:

Original Plan: Focused on identifying scholars in need of support based on benchmark data and assigning them to tutoring.
Change: The process evolved to include deeper monitoring of scholars who were attending sessions but still underperforming, allowing for tailored support adjustments. Tutors and RS staff began reviewing attendance alongside performance data to make more nuanced instructional decisions.

4. Improved Professional Learning Resources:

Original Plan: General professional development on ELD strategies.
Change: Weekly collaboration between the Assessment and EL Coordinators led to the creation of bite-sized, teacher-friendly resources that were immediately applicable in instruction and tutoring, increasing teacher uptake and effectiveness.

5. Refined Family and Scholar Engagement Strategies:

Original Plan: Standard intervention and assessment participation outreach.
Change: Implementation of a targeted incentive plan focused on increasing state assessment participation rates, with a special emphasis on outreach to African American families to address achievement disparities and protect funding under the CAASPP system.

6. Inclusive Summer Support Expansion:

Original Plan: Summer session eligibility was based on benchmark criteria.
Change: The summer session was opened to all unduplicated scholars in grades K–8, regardless of academic performance, increasing equity in access to additional learning time and contributing toward the LEA's increased services requirement.

7. Lower teacher caseloads
Original plan: 28:1
Change: New caseloads of 25:1 will allow teachers more time to focus on scholas who need additional support.
These changes reflect a more adaptive and equity-focused implementation of the original goal, designed to better support diverse learner needs and improve both academic and engagement outcomes. Would you like this presented in a table or bulleted comparison format?

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$4,032,158.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$357,384.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$6,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$1,812.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	$67,832.00	No Yes
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	$475.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$8,258.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$12,427.00	Yes

2025-26 Local Control and Accountability Plan for Compass Charter Schools of San Diego

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146 Parent participation: 161 28% Scholar participation:147 (18%)	Staff participation: 167 90% Parent participation: 426 47% Scholar participation:438 31%		90% staff participation 60% Scholar participation 60% Parent/ LC participation	
2.2	% of students reporting on the school climate survey that they feel safe at school	77%	99%		80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4		5 in all areas	
2.6	Attendance Rates	95%	95%		>90%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary: 2024–25 School Year

Compass Charter Schools implemented a broad range of initiatives aligned to LCAP goals to improve technology access, increase stakeholder engagement, and expand academic and mental health supports for scholars—especially for unduplicated student groups (EL, SED, Homeless, Foster Youth). While most planned actions were fully implemented, some refinements and adaptive changes emerged in response to ongoing needs. Below is a synthesis of key implementation areas, substantive differences, challenges, and successes:

Key Actions Implemented

1. Stakeholder Engagement

Distributed the annual LCAP survey in March 2025:

* Parent participation decreased** from 479 (2023–24) to 426.
* Scholar participation increased** from 394 to 438.
* Staff participation increased** from 167 to 185.

* Operated Parent Advisory Council (5 meetings) and Scholar Leadership Council (9 meetings); both provided regular input to the Board.

* Learning Coach Academy held weekly, covering diverse topics with consistently high satisfaction ratings.

2. Technology & Infrastructure

* Chromebook distribution:

* CCS SD: 255 devices (needs 496 more for 1:1 goal)
* CCS LA: 391 devices (needs 608 more for 1:1 goal)
* CCS Yolo: 128 devices (needs 262 more for 1:1 goal)
* Overall, device issues and CAASPP-related tech tickets **decreased by over 25%**.
* **Security Upgrades**:

* Migrated to **Checkpoint** for email security and **ManagedMethods** for web filtering (increased scholar safety and early identification of crisis behaviors).
* All staff and scholars now protected with **multi-factor authentication (MFA)** via Clever.
* Adopted **SysCloud** for data backup and upgraded Google Workspace to **Education Plus**.

3. English Learner Support

* *EL tutoring participation rose to 54%, a 2% gain from the previous year.
* 25% of EM scholars attending 50%+ of tutoring sessions advanced at least one benchmark level.
* Established infrastructure for **ELAC participation tracking** to improve family engagement.

4. Mental Health & Wellness

* Developed a **Mental Health Resource Mapping Guide** with SDCOE.
* Maintained active participation in **CYBHI Consortium** and **COPES suicide prevention initiative**.
* Referred **36 scholars** to mental health services via **Care Solace** (top concerns: anxiety, trauma, depression).
* Used **SAEBRS universal screener** schoolwide for early identification of social-emotional needs.

5. Scholar Engagement & Enrichment

* Engagement opportunities included **field trips**, **community service**, **virtual workshops**, and **scholar-led clubs**.
* Overall satisfaction rate: **98%**; **25% increase in scholar engagement** year-over-year.
* Continued leadership of the **NAMI On Campus High School Club** for mental health awareness and peer support.

Substantive Differences and Mid-Year Additions

* EL tutoring saw improved attendance and progress, though the data collection and reporting infrastructure is still being refined.
* ManagedMethods filtering and crisis alerting replaced a previously device-limited system, broadening coverage across home environments.
* Asynchronous EL supports and expanded LCA topics were added mid-year in response to family and scholar needs.
* Scholar Leadership Council aimed for 80% attendance, but only reached 50%, indicating a gap in consistent engagement despite growth in membership.

Challenges Encountered

* Decline in parent survey participation despite ongoing outreach.
* Gaps in engagement remain among Homeless (20%) and EL (16%) scholars in enrichment opportunities.
* Full implementation of 1:1 Chromebook access remains a goal, contingent on future budget allocation (\$148K–\$200K per region).
* Some schoolwide participation metrics (e.g., CAASPP for SPED) remain below target; sustained outreach is needed.

Successes Achieved

* Scholar tech access expanded significantly, reducing barriers and support needs during testing.
* Improved EL progress and tutoring attendance rates show academic growth for targeted scholars.
* High satisfaction and engagement with Learning Coach Academy and enrichment offerings.
* Expanded safety infrastructure and improved coordination of mental health interventions.
* Increased staff and scholar participation in LCAP feedback processes.

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.

There were no substantial differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being

outcomes. Areas needing further development include parent engagement (especially among EL families), testing participation among SPED scholars, and consistent implementation of scholar voice structures like the leadership council.

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

Description of Changes for the Coming Year Based on Reflections on Prior Practice

As part of the annual review and reflection process, Compass Charter Schools identified several areas where adjustments were needed to better align goals, metrics, and actions with scholar needs and operational realities. The following changes were made for the coming school year (2025–26) based on lessons learned and performance outcomes from 2024–25:

Changes to Actions
Expansion of Observation Protocols for ELD Implementation
Change: Integrated ELD strategies will now be observed not only by Instructional Coaches but also by site Coordinators using a shared observation template.
Why: Current observations covered only 1/3 of staff; expanding the scope ensures broader implementation fidelity and more actionable feedback.

Addition of Asynchronous Supports for "On Watch" Scholars
Change: Optional recorded lessons and NearPod activities will be built into intervention offerings for scholars flagged for academic monitoring.
Why: Midyear data showed positive responses to flexible learning supports, prompting a formal inclusion in the next year's action plan.

New Outreach Strategies to Boost CAASPP Participation (Especially Among SPED Scholars)
Change: The Special Education Department will implement targeted family outreach and accommodation planning to increase state assessment participation.
Why: Participation rates, although improved, remain below desired thresholds and risk triggering LOSS penalties.

Enhanced ELAC Support and Meeting Tracking
Change: A structured tracking system for ELAC meeting frequency and consistency will be implemented.
Why: Ensures compliance and helps build stronger engagement among families of English Learners, an area identified as under-engaged.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$3,624.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$4,013.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$28,992.00	No
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	$5,000.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No

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Action #	Title	Description	Total Funds	Contributing
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	$17,984.00	Yes
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$4,352.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	
3.2	% of students prepared for college	25%	22%		50%	
3.3	HS Graduation Rate	61% SED 69%	66% SED 61%		>75%	
3.4	a-g completion	12%	15%		50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CTE Pathway Completion	0	0		10%	
3.6	Both CTE & a-g Completion	0	0		10%	
3.7	College credit courses completed	12%	18%		50%	
3.8	%of graduates earning a Golden State Seal Merit Diploma	29%	31%		35%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools made substantial progress in implementing its college and career readiness initiatives during the 2024–25 school year. Efforts were largely aligned with planned actions, with a few adjustments made based on reflection, capacity, and evolving scholar needs. Below is a summary of implementation progress, substantive differences, challenges, and key successes:

Implemented Actions
1. Expansion of Concurrent Enrollment Program

Planned: Increase dual enrollment options for high school scholars.

Implemented: Successfully expanded concurrent enrollment with local community colleges, allowing scholars to earn college credit while in high school.

Inclusion Effort: Program expansion included scholars with IEPs, supporting individualized transition plans and postsecondary success.

Result: Broader access to early college and career technical education pathways across the scholar population.

2. Academic Counseling & Course Sequencing

Planned: Improve graduation tracking and course alignment.

Implemented: Counselors provided targeted academic advising and reviewed graduation progress during enrollment windows. Personalized scheduling supported both academic progression and postsecondary pathways.

Challenge: Some delays and scheduling complexities arose due to lack of official academic records for new enrollees.

3. Course Catalog Redesign & Equity in Access

Planned: Make course offerings more transparent and accessible.

Implemented: Course catalogs were fully revised to include:

Detailed descriptions

A–G and NCAA eligibility

Weighted GPA designations

Graduation requirement alignment

Support Materials: Pathway documents were developed to clarify course progression across subject areas.

Equity Focus: All scholars had access to multiple course levels, including remedial, honors, AP, and credit recovery.

4. Academic Strategy Support (ASU Bite-Sized Resources)

Planned: Provide teachers with ongoing instructional resources.

Implemented: High school teams accessed and reviewed ASU bite-sized resources biweekly.

Success: Effective use in online high school teams, with clear implementation tracked in observations.

Need for Improvement: Implementation consistency across all teams requires stronger coordination and lead teacher involvement.

5. AVID Program Strengthening

Planned: Integrate AVID strategies more deeply into instruction.

Implemented: Monthly AVID Site Team meetings, in-service training sessions, and focused PLC discussions occurred.

Cycle 1 Focus: Writing strategies supported by assessment data were prioritized from October to December.

Staff Collaboration: PLCs focused on integrating AVID practices into Learning Labs.

6. RAMP Designation Efforts

Planned: Align counseling services to the ASCA National Model.

Implemented:

CCS San Diego received RAMP designation (January 2025).

RAMP application submitted for additional sites (October 2024), with designation pending.

Substantive Differences in Implementation
Concurrent Enrollment for SPED Scholars: Initially an exploratory goal, this was formally expanded midyear with direct IEP team collaboration and counselor involvement in transition planning.

Course Scheduling for New Scholars: Delays occurred due to incomplete records at enrollment, requiring additional time and flexibility in course planning.

?? Challenges Experienced
Course Scheduling Gaps: Missing or unofficial transcripts at the time of enrollment complicated timely course placement and sequence verification.

Implementation Consistency of ASU Resources: While effective for some teams, resource use is inconsistent across departments without full engagement from all team leads.

?? Successes Achieved
Broadened access to dual enrollment and AP/honors opportunities for all scholars, including those in Special Education.

Revamped, user-friendly course catalogs that support informed decision-making and equitable access.

Increased implementation of writing strategies through AVID and PLCs, aligned to CAASPP goals.

Strengthened alignment of counseling services through RAMP designation and expanded transition support for scholars with IEPs.

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.

There were no substantive differences between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented during the 2024–25 school year have been largely effective in advancing Compass Charter Schools' goal of increasing college and career readiness for all scholars, including those with specialized needs. Below is an analysis of the effectiveness or ineffectiveness of key initiatives:

Effective Actions
1. Expansion of Concurrent Enrollment (Including SPED Scholars)

Effectiveness: Highly effective

Scholars across all subgroups—general education and special education—gained increased access to early college credit and career technical courses.

Counselor participation in IEP meetings enhanced personalization and alignment with transition goals, showing a strong equity-focused implementation.

2. Revamp of Course Catalogs and Pathways

Effectiveness: Effective

Clear, updated course catalogs improved transparency and academic planning for scholars and families.

The addition of course progression pathways and detailed indicators (e.g., A–G eligibility, GPA weighting) supported more strategic course selection.

Scholars now have more equitable access to all course levels, from remedial to AP.

3. Targeted Academic Advising & Course Sequencing Support

Effectiveness: Effective

Counselors effectively guided scholars through the enrollment process, helping ensure that students were placed in courses that supported graduation and postsecondary goals.

Noted Challenge: Scheduling delays occurred due to missing records for new enrollees, which hindered immediate placement in correct course sequences.

4. Implementation of ASU Bite-Sized Instructional Resources

Effectiveness: Moderately effective

Online high school teams consistently used the resources, and observations confirmed impact on instructional quality.

However, inconsistent implementation across departments highlighted the need for more team lead involvement and accountability structures.

5. AVID Program Integration

Effectiveness: Effective

Monthly AVID Site Team meetings, PLCs, and professional development reinforced instructional strategies focused on writing and scholar success skills.

Use of AVID strategies in Learning Labs contributed to increased scholar engagement and academic rigor.

6. RAMP Designation and Counseling Program Development

Effectiveness: Effective

CCS's successful RAMP designation affirmed the school's commitment to comprehensive, data-driven counseling aligned with the ASCA National Model.

Submission of RAMP applications for other sites reflects scalability and momentum in improving schoolwide college and career readiness supports.

Areas Needing Improvement or Monitoring
1. Course Scheduling for New Enrollees

Effectiveness: Partially effective

While counselors were proactive, missing transcripts created gaps in accurate placement.

More robust intake processes or document collection procedures are needed to ensure smooth scheduling upon enrollment.

2. Consistency of Instructional Resource Use (ASU Slides)

Effectiveness: Inconsistent

Teams that used resources effectively showed progress, but implementation fidelity varied.

Full effectiveness will depend on broader adoption and monitoring across all instructional departments.

Overall Summary
Most actions taken during 2024–25 were effective in increasing access, academic preparedness, and personalization of learning pathways. Initiatives such as concurrent enrollment, targeted counseling, AVID integration, and catalog revamps have made clear progress toward the goal of college and career readiness. Ongoing work is needed to improve consistency in instructional strategy implementation and to streamline course scheduling for new enrollees.

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

Following a comprehensive review of implementation outcomes from the 2024–25 school year, Compass Charter Schools has identified key adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. These changes aim to improve program consistency, remove barriers to access, and further align supports to the diverse needs of scholars.

Changes to Planned Actions
1. Strengthening Support for Concurrent Enrollment – Especially for SPED Scholars

Change: Increase counselor participation in IEP meetings across all regions to ensure consistent support for concurrent enrollment planning.

Reason: Success in supporting SPED scholars through transition-aligned dual enrollment prompted plans to standardize this practice schoolwide.

2. Enhanced Collaboration Around Instructional Resource Implementation

Change: Require team leads to facilitate and monitor the use of ASU bite-sized instructional resources during department meetings.

Reason: Implementation was strong in select teams but inconsistent across others. Broader accountability is needed to ensure fidelity and effectiveness.

3. Early Course Planning for New Enrollees

Change: Implement a standardized intake protocol that requires submission of unofficial transcripts or report cards prior to academic advising.

Reason: Incomplete records at enrollment created scheduling delays and hindered course sequencing accuracy.

Changes to Metrics and Target Outcomes
1. New Metric: Course Scheduling Accuracy for New Enrollees

Change: Add a metric to track how many scholars are scheduled into correct sequences within two weeks of enrollment.

Target: 90% placement accuracy within two weeks.

Reason: Addresses challenges faced this year due to missing records and improves responsiveness for incoming scholars.

2. Revised AVID Integration Goals

Change: Refine AVID implementation metrics to include Learning Lab strategy usage, student feedback, and strategy walkthrough observations.

Reason: While AVID was discussed in PLCs and trainings, deeper evidence-based monitoring will help track its classroom impact.

3. RAMP Counseling Program Expansion

Change: Expand goal to seek RAMP designation for all Compass regions by 2027.

Reason: Successful designation in San Diego demonstrated the value of structured, data-driven counseling services.

Additional Improvements for 2025–26
Course Catalog Usability Review

Conduct family focus groups to evaluate clarity and usability of the new course catalogs.

Integrate student voice into future revisions.

Career Technical Education (CTE) Expansion

Explore additional community college partnerships that include CTE certification opportunities.

Align these options with scholars' postsecondary goals captured through academic planning sessions.

Graduation Pathway Monitoring

Strengthen monitoring tools that flag course sequencing errors or off-track graduation progress earlier in the school year.

These refinements demonstrate Compass's commitment to continuous improvement, equity, and future-ready academic planning. The adjustments are directly informed by implementation data and stakeholder feedback and will further enhance scholar preparation for college, career, and life.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	$1,223.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	$7,550.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	$22,022.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

> Priority 5: Pupil Engagement (Engagement)
> Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%	24%		<10%	
4.2	Middle School dropout rate	3.9%	1.69%			
4.3	Suspension Rate*	0	0		0	
4.4	Expulsion Rate*	0	0		0	
4.5	Chronic Absenteeism Rate*	Overall 3.3%	.4%		Overall <5%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Compass Charter Schools implemented several targeted strategies during the 2024–25 school year to expand access to high school summer school, provide credit recovery options, and support at-promise scholars through personalized interventions and system-wide monitoring. While most actions aligned with initial plans, some elements experienced delays or evolved to better meet student needs. Below is a description of the overall implementation, including substantive differences, challenges, and successes:

Implemented Actions
1. Summer School Credit Recovery Program

Planned: Use Accelerate Education LMS for online high school summer school in July 2025.

Implemented: Platform prepared and finalized ahead of program launch. All incoming 9th graders, current high school students, and unduplicated scholars were offered the opportunity to enroll.

Successes:

24% of high school scholars participated.

74% took credit recovery courses; 26% took courses to earn credit in advance.

95% of all participants passed at least one course.

94% credit recovery success rate; 100% success for scholars earning credits ahead.

27% of participants were unduplicated scholars, and 86% of those passed at least one course.

2. Staffing and Planning

Planned: Finalize staffing after interest survey and enrollment projections.

Implemented: Staff interest survey completed; final staffing to be determined in June 2025 based on actual scholar enrollment.

Adjustment: Timeline remains on track; no major deviations.

3. Scholar Retention Monitoring via Abre Data Platform

Planned: Develop a new data platform to improve scholar retention tracking and reporting.

Implemented: Initial stages completed in collaboration with Abre; however, the project is behind schedule and will continue into the 2025–26 school year.

Challenge: Delay in full implementation limited access to real-time dropout and engagement data.

4. Counseling & Intervention Supports for At-Promise Scholars

Planned: Deliver personalized counseling and interventions to support high-needs scholars.

Implemented: Ongoing individual and group counseling, college and career planning, and referral to academic and mental health services.

Success: Counselors actively tracked interventions for at-promise scholars, connecting them to appropriate supports to increase diploma completion readiness.

5. Dropout Prevention and Early Identification

Planned: Leverage cohort monitoring and WIT (Whatever It Takes) team collaboration to reduce dropouts.

Implemented: Despite a reported 13 dropouts (DataQuest), cross-departmental cohort monitoring and flexible learning options were expanded.

Successes:

Increased collaboration via weekly WIT meetings.

Early identification systems triggered timely support referrals.

Challenge: Scholar mobility and socioeconomic barriers continue to pose risks to retention and consistent engagement.

Substantive Differences and Adjustments
Delayed Data Infrastructure: The Abre platform did not launch as early as expected, requiring ongoing use of interim tracking methods.

Adaptive Counseling Engagement: The counseling team increased involvement with at-promise scholars, expanding beyond traditional support into proactive dropout prevention work.

Key Successes
High course pass rates for all student groups in summer school.

Full course success for scholars taking courses ahead of schedule.

Strong support structures for at-promise scholars and unduplicated groups.

Increased coordination and visibility through WIT meetings and early warning systems.

Challenges
Delays in data system build-out (Abre).

Persistent issues with scholar mobility and external barriers impacting dropout rates.

In summary, Compass Charter Schools successfully implemented most planned actions with notable effectiveness in summer school success rates and scholar intervention supports. The primary area for improvement remains in the timely launch of data systems to support dropout prevention and scholar engagement tracking. Continued focus on flexible pathways and early intervention remains essential for supporting scholar retention and diploma attainment.

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.

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions in Making Progress Toward the Goal: Summer School & Scholar Retention (2024–25)

Compass Charter Schools made measurable progress toward the goal of increasing credit completion, reducing dropout rates, and supporting at-promise scholars through targeted interventions and expanded summer school programming. Below is an evaluation of the effectiveness or ineffectiveness of specific actions implemented during the year:

Effective Actions
1. High School Summer School Program

Effectiveness: Highly Effective

24% of high school scholars participated in summer school—demonstrating strong engagement.

Credit recovery success: 94% of participants passed at least one course.

Acceleration success: 100% of scholars earning credit ahead passed their courses.

Unduplicated scholar success: 86% passed one or more summer courses.

These results reflect a well-implemented and inclusive program that successfully helped students regain or accelerate credit toward graduation.

2. Inclusive Access for Incoming 9th Graders and At-Promise Scholars

Effectiveness: Effective

All incoming 9th graders and unduplicated scholars had the opportunity to participate, expanding early intervention and academic planning support.

The participation of 27% unduplicated scholars signals intentional outreach and access for priority student groups.

3. Counseling Interventions for At-Promise Scholars

Effectiveness: Effective

School counselors and College & Career Readiness Counselors provided consistent, personalized support.

Targeted individual and group counseling helped address academic and social-emotional barriers, supporting scholars' progress toward diploma completion.

4. Cross-Departmental Collaboration and WIT Meetings

Effectiveness: Effective

Weekly WIT (Whatever It Takes) meetings fostered collaborative problem-solving and rapid response to scholar needs.

Early identification efforts improved through monitoring of cohort data, enabling timely support for disengaged scholars.

Partially Effective or In Progress
5. Development of the Abre Data Platform

Effectiveness: Partially Effective (In Progress)

While initial implementation steps began, the platform is behind schedule and did not reach full functionality during the 2024–25 school year.

As a result, scholar retention data had to be monitored through less integrated systems, limiting the ability to fully assess patterns and make real-time adjustments.

Ineffective or Needing Improvement
6. Dropout Rate Reduction Efforts

Effectiveness: Partially Effective

Despite proactive supports, DataQuest reported 13 dropouts, highlighting continued challenges related to socioeconomic hardship, academic disengagement, and scholar mobility.

While the interventions and collaboration are effective in structure, the dropout rate indicates more intensive or earlier intervention may be needed for higher-risk students.

Overall Summary
Most of the actions taken to support summer school participation and scholar retention were effective in producing positive academic outcomes and engaging at-promise populations. The summer school program in particular demonstrated strong credit recovery and completion results across all subgroups. Ongoing refinement of data infrastructure and intensified support for highly mobile or socioeconomically impacted scholars will be critical to advancing progress toward long-term graduation and retention goals.

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

Based on a review of 2024–25 implementation outcomes and effectiveness data, Compass Charter Schools will adjust several aspects of its summer school and scholar retention efforts for the 2025–26 school year. These changes reflect a commitment to continuous improvement, equitable access, and stronger early intervention.

Changes to Planned Actions
1. Earlier Identification and Outreach to At-Promise Scholars

Change: Begin identification and outreach to at-promise scholars in March instead of late spring.

Why: Earlier contact will increase scholar participation in summer school and allow counselors to intervene sooner with academic and social-emotional supports.

How: Counselors will use cohort data, WIT meeting input, and prior course failure reports to flag scholars for early engagement.

2. Expanded Summer School Enrollment Window and Counselor-Initiated Scheduling

Change: Open summer school enrollment earlier and allow counselors to pre-schedule high-risk scholars into credit recovery courses.

Why: To reduce missed opportunities and ensure more seamless placement for scholars most in need of credit recovery.

3. Strengthen Summer School Family Communication Plan

Change: Implement a multi-touchpoint family communication strategy, including email, text, phone calls, and virtual info sessions.

Why: To increase awareness and participation, especially among unduplicated and mobile scholars who may not respond to standard outreach.

Changes to Metrics and Target Outcomes
1. Add Metrics to Monitor At-Promise Scholar Outcomes

New Metrics:

% of at-promise scholars passing 1+ summer school courses

% of dropout-eligible scholars retained into the fall

Why: To better measure the direct impact of interventions on scholar retention and credit completion.

2. Update Abre Platform Implementation Timeline and Use Goals

Change: Extend platform rollout timeline into 2025–26 and set milestones for data integration and user training.

Why: Due to implementation delays, clear checkpoints will ensure progress and functionality in scholar monitoring.

New or Enhanced Target Outcomes
Target: Increase summer school participation among unduplicated scholars by 5 percentage points (from 27% to 32%).

Target: Reduce dropout count by at least 25% year-over-year (from 13 to 9 or fewer).

Target: Ensure that 100% of at-promise scholars identified in spring are offered at least two points of personalized intervention prior to summer.
Program Improvements
Summer School Orientation: Introduce a brief onboarding module in Accelerate Education to support scholar success in navigating the LMS.

Post-Summer Follow-Up: Implement a re-engagement plan for scholars who did not complete summer courses, including early fall credit recovery placement.

These changes are driven by both data and reflection, aiming to increase the impact of summer programming, reduce dropout rates, and more effectively serve scholars who face barriers to graduation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.2	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$12,734.00	No
4.3	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.4	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$18,818.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$917,457	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.830%	0.000%	$0.00	9.830%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Credentialed teachers **Need:** 57% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12, 1.13, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 27% of unduplicated pupils require urgent intervention, 12% require intervention and 12% are on watch in ELA. 22% of unduplicated pupils require urgent intervention, 19% require intervention and 14% are on watch in Math **Scope:** 　Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** 　Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families graduate at a rate of 48.6% **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7
4.4	**Action:** Support for Homeless Scholars **Need:** **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD Materials **Need:** 64% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** 64% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED students SBAC Math (3-8) 17%; SBAC Math (11) 19% EL students SBAC Math (all grades) 5%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SED students SBAC ELA (3-8) 36%; SBAC ELA (11) 57% EL students SBAC ELA (ALL GRADES) 10% **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** ELAC **Need:** The parents of emergent multilingual scholars need a voice in the school's process for providing services. **Scope:** Limited to Unduplicated Student Group(s)	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	**Action:** Course Scheduling **Need:** 25% of SED students are prepared for college, the graduation rate for SED students is 69% **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.4	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation.	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

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> o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness; and

- ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o   School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o   As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o   LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

2025-26 Local Control and Accountability Plan for Compass Charter Schools of San Diego

Page 98 of 99

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Annual LCAP Review | May 17, 2025
San Diego, Los Angeles, and Yolo

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

Our **vision** is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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 Dreamwork."

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

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

LCAP Timeline

January 25

Mid-Year Update

A review of the LCAP data to date for the 2024-2025 plan

May 17

New Plan Draft

Public Hearing Draft plan for 2025-2026

June 21

Approval

Approval of 2025-2026 plan.

LCAP

Goals, Metrics, and Actions

Compass Goals
2024-2028 LCAP

Goal #	Goal Description	State Priority
1	Increase scholar academic achievement in core academic subjects.	1.2,4,7
2	Increase scholar and parent engagement and involvement.	3,5,6
3	Increase college and career readiness for scholars.	4,5,7,8
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	5,6

Goal 1 Metrics

Increase scholar academic achievement in core academic subjects		
Metrics		
State	**State**	**Local**
CAASPP ELA	Scholars have access to standard-aligned instructional material	Star ELA Assessment at grade level
CAASPP Math	Full implementation of state standards	Star Math Assessment at grade level
CA Science Test (CAST)	Facilities in good repair	Star ELA Assessment Growth
ELPAC	Teachers appropriately assigned	Star Math Assessment Growth

Goal 1 Summary of Actions

Credentialed teachers for all scholars

Access to core curriculum that meets state standards

Standards-based ELD materials for all EL scholars

Professional development for staff serving EL scholars

Targeted interventions for identified special populations

Multi-tiered System of Support Interventions (tutoring, additional supports)

Increased participation on state assessments

Professional development for staff to support special populations

Access to standard aligned curriculum for scholars with special needs

Summer School interventions

Implementation Summary

Description of Overall Implementation, Substantive Differences, and Relevant Challenges and Successes

Implementation Summary

This year, our school successfully implemented key supports for English Learners (EL), socioeconomically disadvantaged (SED), homeless, and foster youth scholars. Each scholar was assigned a qualified supervising teacher with a personalized learning plan and access to standards-aligned materials.

EL scholars received targeted instruction through programs like Lexia and NearPod EL, and teachers were supported with professional development on integrating ELD strategies into core instruction.

Implementation Summary

Tutoring, live sessions, and Skills Bootcamps helped address academic gaps, with 32% of intervention scholars testing out of support and strong gains among 504 scholars—74% meeting grade level in math and 80% in reading.

Observation of ELD strategies has been effective but will be expanded next year to reach more staff. New asynchronous options for "On Watch" scholars were added midyear to further support learning.

Implementation Summary

We also launched efforts to boost participation in state testing, and expanded summer learning opportunities to all K–8 unduplicated scholars. Overall, our efforts reflect a strong commitment to equity, personalized support, and academic growth.

An explanation of material differences between Budgeted Expenditures of Improved Services and Estimated Actual Percentages of Improved Services

Budgeted Expenditures

The amount budgeted for staffing in goal 1.1 exceeded the original planned amount due to an increase in staff to accommodate a lower caseload of 25 for each teacher.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of Effectiveness

Successes and Early Outcomes

- **504 Scholars:** 14% increase in grade-level proficiency in both ELA and Math (BOY to MOY).

- **EL Instruction:** Strong integration of ELD strategies observed and documented.

- **Intervention Impact:** 32% of scholars in intervention tested out of needing continued services.

- **High Engagement:** 1,051 tutoring sessions attended in Learning Period 2.

- **Participation Gains:** CAASPP participation among students with special needs increased.

Analysis of Effectiveness

Challenges Identified

- Limited observation coverage—only a subset of staff currently observed for ELD strategy use.

- CAASPP participation remains low for some student groups, especially African American scholars and scholars with special needs.

- Additional efforts needed to ensure equitable implementation across all classrooms.

Changes Made to the Original Goal

Changes Made to the Original Goal

1. **Expansion of Support Modalities**:

   - *Change*: Added **asynchronous support options** beginning Spring 2024–25 for "On Watch" scholars, including recorded lessons and NearPod activities. This expanded access to intervention resources beyond scheduled live sessions.

Changes Made to the Original Goal

2. **Observation and Coaching Adjustments**:

   ○ *Change*: It became evident that ICs could only observe about one-third of the staff annually. As a result, the school identified the need to **develop a standardized observation tool for coordinators** to increase monitoring and ensure more consistent implementation of integrated ELD across all staff.

Changes Made to the Original Goal

3. **Intervention Identification and Monitoring Enhancements**:

    ○   *Change*: The process evolved to include **deeper monitoring of scholars who were attending sessions but still underperforming**, allowing for tailored support adjustments. Tutors and RS staff began reviewing attendance alongside performance data to make more nuanced instructional decisions.

Changes Made to the Original Goal

4. **Improved Professional Learning Resources**:

- ○ *Change*: Weekly collaboration between the Assessment and EL Coordinators led to the creation of **bite-sized, teacher-friendly resources** that were immediately applicable in instruction and tutoring, increasing teacher uptake and effectiveness.

Changes Made to the Original Goal

5.   **Refined Family and Scholar Engagement Strategies**:

   o   *Change*: Implementation of a **targeted incentive plan** focused on increasing **state assessment participation rates**, with a special emphasis on outreach to **African American families** to address achievement disparities and avoid a LOSS penalty under the CAASPP system.

Changes Made to the Original Goal

6. **Inclusive Summer Support Expansion**:

   ○ *Change*: Summer session eligibility was based on benchmark criteria.
   The summer session was **opened to all unduplicated scholars in grades K–8**, regardless of academic performance, increasing equity in access to additional learning time and contributing toward the LEA's increased services requirement.

Goal 2 Metrics

Increase scholar and parent engagement/Involvement.	
Metrics	
State	**Local**
Attendance Rates	Annual Survey Participation
	School Climate Survey
	Building relationships between school staff and families
	Building partnerships for student outcomes
	Seeking input for decision making

Goal 2 Summary of Actions

Annual Survey

Technology Access for SED scholars

Safe Online Environment

English Learner Advisory Committee

Learning Coach Academy

Scholar Engagement Activities

Mental Health Supports

Parent and Scholar input

Implementation Summary

Description of Overall Implementation, Substantive Differences, and Relevant Challenges and Successes

Implementation Summary

Compass Charter Schools implemented a broad range of initiatives aligned to LCAP goals to improve technology access, increase stakeholder engagement, and expand academic and mental health supports for scholars—especially for unduplicated student groups (EL, SED, Homeless, Foster Youth). While most planned actions were fully implemented, some refinements and adaptive changes emerged in response to ongoing needs.

An explanation of material differences between Budgeted Expenditures of Improved Services and Estimated Actual Percentages of Improved Services

Budgeted Expenditures

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of Effectiveness

Compass Charter Schools implemented a range of actions aimed at increasing equitable access to high-quality instruction, supports, and engagement opportunities for all scholars—especially unduplicated student groups (EL, SED, Homeless, Foster Youth). The following slides contain an analysis of the **effectiveness or ineffectiveness** of these actions in contributing toward this goal.

Analysis of Effectiveness

Technology Provision & Support

Effectiveness: High

- Distribution of over 770 Chromebooks prioritized scholars in special education, testing, and new enrollees.

- Resulted in a **25%+ decrease in tech support tickets**, improving testing conditions and instructional access.

- Full 1:1 device access is still a work in progress but the foundation is strong.

Analysis of Effectiveness

English Learner Supports

Effectiveness: Moderate to High

- EL tutoring participation rose to **54%**, and **25% of regular attendees improved at least one benchmark level**, showing academic growth.

- Asynchronous support expanded access mid-year.

- Engagement with ELACs remains a growth area to fully involve families in decision-making.

Analysis of Effectiveness

Stakeholder Engagement

Effectiveness: Moderate

- Scholar and staff participation in surveys increased, showing improved engagement.

- Parent participation declined slightly, highlighting a need for renewed outreach.

- Learning Coach Academy maintained high satisfaction and relevance through timely, varied content.

Analysis of Effectiveness

Mental Health & Wellness

Effectiveness: High

- Collaborations with Care Solace, COPES, and CYBHI strengthened systems of care.

- **36 scholars referred for mental health services**, with anxiety, trauma, and depression being top concerns.

- Early intervention tools like SAEBRS and new filtering systems helped identify and address crises proactively.

Analysis of Effectiveness

Scholar Enrichment & Belonging

Effectiveness: High

- **25% increase in scholar engagement** across clubs, trips, and service opportunities.

- **98% satisfaction rate** with enrichment offerings confirms strong alignment with scholar interests.

- Programs like NAMI On Campus supported social-emotional growth and peer leadership.

Analysis of Effectiveness

Overall Assessment

The **majority of actions were effective or showed clear progress** in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being outcomes. Areas needing further development include parent engagement (especially among EL families), testing participation among SPED scholars, and consistent implementation of scholar voice structures like the leadership council.

Changes Made to the Original Goal

Changes Made to the Original Goal

As part of the annual review and reflection process, Compass Charter Schools identified several areas where adjustments were needed to better align goals, metrics, and actions with scholar needs and operational realities. The following changes were made for the coming school year (2025–26) based on lessons learned and performance outcomes from 2024–25.

Changes Made to the Original Goal

Changes to Actions

- **Expansion of Observation Protocols for ELD Implementation**
  Change: Integrated ELD strategies will now be observed not only by Instructional Coaches but also by site Coordinators using a shared observation template. Current observations covered only 1/3 of staff; expanding the scope ensures broader implementation fidelity and more actionable feedback.

- **Addition of Asynchronous Supports for "On Watch" Scholars**
  Change: Optional recorded lessons and NearPod activities will be built into intervention offerings for scholars flagged for academic monitoring. Midyear data showed positive responses to flexible learning supports, prompting a formal inclusion in the next year's action plan.

Changes Made to the Original Goal

- **New Outreach Strategies to Boost CAASPP Participation (Especially Among SPED Scholars)**
  Change: The Special Education Department will implement targeted family outreach and accommodation planning to increase state assessment participation. Participation rates, although improved, remain below desired thresholds and risk triggering LOSS penalties.

- **Enhanced ELAC Support and Meeting Tracking**
  Change: A structured tracking system for ELAC meeting frequency and consistency will be implemented. Ensures compliance and helps build stronger engagement among families of English Learners, an area identified as under-engaged.

Changes Made to the Original Goal

Changes to Metrics or Targets

- **Refined Engagement Tracking for Unduplicated Scholars**
  Change: Engagement metrics will now focus on participation in multiple categories (e.g., field trips, clubs, academic workshops), with improved subgroup tracking. While overall engagement rose 25%, participation among certain subgroups (e.g., EL at 16%, Homeless at 20%) remains disproportionately low.

- **Revised Scholar Leadership Council Attendance Goal**
  Change: Maintain target of 80% attendance by 2028, but interim benchmarks and supports (e.g., scheduling flexibility, attendance incentives) will be added. Current year attendance averaged 50%, suggesting the need for scaffolding to reach the long-term target.

- **Updated Chromebook Target Counts and Budget Estimates**
  Change: Chromebook needs and costs calculated based on updated enrollment projections for SD, LA, and Yolo regions. Progress toward 1:1 access was strong, but full achievement requires an additional ~1,366 Chromebooks systemwide; budget estimates adjusted accordingly.

Changes Made to the Original Goal

Curricular and Instructional Refinements

- **Formalization of Learning Coach Academy (LCA) as a Core Parent Engagement Strategy**
  Change: LCA will now be integrated into annual family engagement planning with formal evaluation metrics (e.g., session attendance, topic feedback). High satisfaction and consistent participation demonstrated its value in building instructional partnership with families.

- **Refined ELD Tutor Support Based on Progress Data**
  Change: EL tutors will use performance data (e.g., benchmark growth) to guide scholar grouping and prioritize sessions for Urgent Intervention scholars. 10% more scholars moved up a benchmark level due to tutoring, validating the need for more data-driven session design.

Changes Made to the Original Goal

These refinements reflect Compass Charter Schools' continued commitment to using data and stakeholder feedback to drive improvements and ensure that all scholars—especially those in unduplicated groups—receive effective, equitable support.

Goal 3 Metrics

Increase college and career readiness for scholars.	
State Metrics	
HS Graduation Rate	Graduates a-g Course Completion
College credit courses completed	Scholars "Prepared" for College/Career
Access to a broad course of study	CTE Pathway completion
Both CTE and a-g completion	Graduates earning the Golden State Seal Merit Diploma

Goal 3 Summary of Actions

Course Offerings

RAMP Certification

AVID Program

Program for scholars with special needs

Access to A-G approved courses

Dual Enrollment Opportunities

Course scheduling

Implementation Summary

Description of Overall Implementation, Substantive Differences, and Relevant Challenges and Successes

Implementation Summary

Compass Charter Schools made substantial progress in implementing its college and career readiness initiatives during the 2024–25 school year. Efforts were largely aligned with planned actions, with a few adjustments made based on reflection, capacity, and evolving scholar needs.

An explanation of material differences between Budgeted Expenditures of Improved Services and Estimated Actual Percentages of Improved Services

Budgeted Expenditures

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of Effectiveness

The actions taken in 2024–25 were largely effective in advancing college and career readiness. Scholars benefited from increased access to dual enrollment, more personalized academic guidance, and expanded instructional and counseling supports.

Analysis of Effectiveness

Highlights of Effective Actions:

- **Dual Enrollment Expansion** significantly improved early college access, including for scholars with IEPs.

- **Course Catalog Redesign** enhanced clarity, helping families make informed decisions aligned to graduation and postsecondary goals.

- **Academic Counseling Improvements** helped most scholars stay on track, despite some delays for new enrollees.

- **AVID Integration & ASU Resources** supported skill-building in writing and instruction, with measurable implementation in high school teams.

- **RAMP Designation** strengthened the alignment of counseling practices to national best practices.

Analysis of Effectiveness

Areas Needing Strengthening:

- More consistent use of ASU resources across departments.

- Improved processes for obtaining academic records during enrollment to avoid scheduling delays.

Changes Made to the Original Goal

Changes Made to the Original Goal

Responsive Adjustments Made During Implementation:

- **Expanded Focus on SPED Inclusion:**
  Originally, concurrent enrollment expansion focused on general education scholars. Midyear, the program was formally extended to include scholars with IEPs, with IEP teams and counselors actively involved in transition planning.

- **Course Planning Flexibility:**
  The original goal emphasized streamlined course sequencing. In practice, adjustments were made to accommodate new scholars with missing or unofficial transcripts, requiring more flexible and individualized scheduling.

Changes Made to the Original Goal

Emphasis on Equitable Access:
The course catalog redesign went beyond initial plans by explicitly ensuring access to remedial, honors, AP, and credit recovery options for all scholars, reinforcing an equity-centered approach.

Strengthened Counseling Services Through RAMP:
While originally aligned to the ASCA model, the pursuit and achievement of RAMP designation for CCS exceeded the original goal and formalized the quality of counseling supports.

Goal 4 Metrics

Ensure that at-promise scholars are making progress toward earning a high school diploma.	
Metrics	
State	**State**
Suspension Rate	Extended Graduation (5+ years to earn diploma)
Expulsion Rate	HS Dropout rate
Chronic Absenteeism rate	Middle School dropout rate

Goal 4 Summary of Actions

Credit recovery options

Improved data analysis to increase the retention rate

Support for scholars exhibiting chronic absenteeism

Support for the 5 year graduate cohort

Support for scholars experiencing homelessness

Implementation Summary

Description of Overall Implementation, Substantive Differences, and Relevant Challenges and Successes

Implementation Summary

Compass Charter Schools implemented several strategic actions to expand summer school access, provide credit recovery opportunities, and support at-promise scholars. While most initiatives aligned with the original plan, some elements were adapted to better serve scholar needs.

An explanation of material differences between Budgeted Expenditures of Improved Services and Estimated Actual Percentages of Improved Services

Budgeted Expenditures

There is no difference between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of Effectiveness

Summer School Program:

Highly effective – 95% of participants passed at least one course, with a **94% credit recovery success rate** and **100% success for scholars earning credits ahead**. Demonstrates strong academic impact and broad accessibility, including for unduplicated scholars.

Counseling & Interventions for At-Promise Scholars:

 Effective – Personalized counseling and support services were successfully delivered. **Increased counselor engagement** led to better intervention tracking and stronger connections to academic and mental health resources.

Analysis of Effectiveness

Dropout Prevention & WIT Team Collaboration:

Moderately effective – Early identification systems and weekly WIT meetings improved coordination and timely supports, though **dropout numbers** highlight ongoing challenges related to scholar mobility and external barriers.

Scholar Retention Monitoring (Abre Platform):

Partially effective – Initial development began, but **delays in full implementation** limited real-time data access, **reducing impact on timely decision-making**.

Staffing & Planning:

On track – Staffing efforts followed planned timelines and adapted to enrollment projections, ensuring program readiness.

Changes Made to the Original Goal

Changes Made to the Original Goal

Expanded Scope of Counseling:
 Counseling efforts grew beyond planned support to include **proactive dropout prevention** and **increased tracking** of interventions for at-promise scholars.

Adjusted Timeline for Data System:
 The planned launch of the **Abre scholar retention platform** was delayed, requiring **continued use of interim tracking methods**.

Flexible Implementation of Summer School:
 While the original plan focused on credit recovery, the program evolved to **also include opportunities for scholars to earn credits ahead**, addressing broader academic needs.

Enhanced Cross-Department Collaboration:
 WIT team coordination and early identification efforts became **more central** to supporting scholar engagement and retention than initially outlined.

Public Comment

Discussion

Coversheet

People Division Update

Section:	X. People Division
Item:	A. People Division Update
Purpose:	FYI
Submitted by:	
Related Material:	People Division Report - May 2025.pdf
	CCS Additions Report - May 2025.pdf
	CCS Terminations Report - May 2025.pdf

People Division Report
May 17, 2025

This report highlights for the Board of Directors, areas the People Division Team has made progress throughout the school year:

Staffing & Recruitment: The Human Resources team remains dedicated to addressing our current staffing needs. Currently, our efforts are concentrated on filling the following vacancies for the current and upcoming school year:

Open Positions:
- Community Relations Coordinator
- Supervising Teacher - Online (Science)
- Supervising Teacher - Options (K-8)
- Speech and Language Pathologist Coordinator
- Speech and Language Pathologist
- Speech and Language Pathologist Assistant
- Director of Operations

Human Resources Information System Update: In preparation for the transition to Paylocity, we are currently reviewing reports and ensuring all data in ADP is accurate and up to date. The new system is expected to enhance the end-user experience while streamlining redundant or inefficient processes. As part of their migration services, Paylocity will also provide staff training to support the Human Resources team and ensure a smooth and effective implementation.

2025-26 School Year Preparations: The HR team is actively preparing for the upcoming school year.

- **Staff Calendars:** Finalizing the staff calendars in collaboration with the cabinet and directors to confirm the start and end dates for ten-, eleven-, and twelve-month staff.
- **Employee Handbook:** Drafting updates for the upcoming year to reflect any policy or procedural changes.
- **Benefits Planning:** We recently met with our benefits brokers to review results from the 2024–25 employee benefits survey, which had 104 staff participants. Overall feedback was positive, with staff highlighting appreciation for plan flexibility, affordability, comprehensive coverage, and accessible provider networks, particularly Kaiser-specific options. At the same time, key concerns emerged around the cost of coverage, deductibles and copays, access to providers, and perceptions of benefit equity and contribution structure. These insights will help guide ongoing discussions with our brokers as we evaluate enhancements to our benefits offerings.

  In addition, we are actively exploring what options may be available through other insurance brokers to ensure we're providing the most competitive and responsive benefits possible.

- **Notices of Reasonable Assurance** were distributed to staff in March.
- **The Annual Intent to Return Survey** will be released to staff later this month (May).
- **2025-26 Salary Memo** templates will be drafted pending approval of the 2025-26 employee salary schedules. The Salary schedules will be presented to the board at the June meeting.

Staff Growth and Development Plans for the 2024-25 school year are coming to a close. The next milestone will be the conclusion of Learning Cycle # 2 at the end of this month.2.

> April 25, 2025: End of Learning Cycle #2
> May 23, 2025: Celebration of Learning

Staff Evaluations: Evaluation forms have now been issued to supervisors, and the evaluation period will remain open through the end of the month. Following the close of the cycle, the division lead will distribute a survey to participants to assess the effectiveness of the current system and gather feedback for potential improvements as we prepare to transition to a new human resources information system.

Riverside County Office of Education: The 2024-25 school year cohort is wrapping up their work and our Education Specialists are on track to complete the program.

Professional Development: At our March In-Service Day, the keynote session was led by our Training and Development Manager, Debra LaCroix, in collaboration with our Director of Staff Support, Kasey Wingate. The session focused on Crucial Conversations and was well attended by staff across the organization.

The training received highly positive feedback, with participants noting the value of practical, actionable tools such as CPR, contrasting, and storytelling reframes. These strategies were described as easy to understand and immediately useful in day-to-day communication.

Debra's use of real-world examples and modeled conversations helped bring the content to life, while breakout sessions offered staff the opportunity to reflect, share perspectives, and deepen their understanding. Many participants remarked on the relevance of the training not only in their professional roles but also in their personal interactions.

A follow-up session was held in April to reinforce and expand on key concepts, and additional training is planned for the coming months. Future sessions will incorporate elements of the Strength Deployment Inventory (SDI) and Restorative Justice practices to further support staff development and strengthen our organizational culture.

Organizational changes have transpired since the last board of directors meeting. *Please see the enclosed worksheets titled CCS Additions Report and CCS Terminations Report.*

2024-25 Employee Additions Report (ADP)
3/1/2025 - 4/30/2025

Company Code	Payroll Name	File Number	Job Title	Hire Date	Rehire Date	Years of Service	Hire Source	Education Level
43S	Beamish, Alissa	000907	Teacher in Residence	01/18/2022	04/01/2025	0 year, 1 month		

Report Total		1						

Count of Employees in Report			1					

2024-25 Employee Terminations
3/1/2025 - 4/30/2025

CO CODE	POSITION ID	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	43S260898 USA	Aguilar, Kimberly	000123 - Operations	112 - Community Relations Coordinator	01/13/2020	03/21/2025	R - Resigned	5:2	Gamez, Danielle
43S	43S251548 USA	Dickens, Kathryn	000117 - Options Program	160 - Supervising Teacher	12/02/2019	04/03/2025	R - Resigned	5:4	Domino, Alixandra
43S	43S049842 USA	Fishman, Lisa	000103 - Administration	105 - Chief Operations Officer	07/01/2015	04/04/2025	R - Resigned	9:9	Brenner, Elizabeth

Report Totals:	Count Of Employees In Report:3

Coversheet

Academic Division Update

Section: XI. Academic Services
Item: A. Academic Division Update
Purpose: FYI
Submitted by:
Related Material: Academic Division Board Report 2025_05_17.pdf

Academic Services Division | Board Report | May 17, 2025

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

Our **vision** is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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 Dreamwork."

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

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

CAO Highlights

- ❏ **Planning Compass Annual Conference**

  Time for Teams to Connect| Culture Building | Training

- ❏ **Working to offer speech therapy internally**

  Shift from contractors will improve services & reduce costs

- ❏ **WIT Meeting Success**

  130 Staff have participated - more data at next board mtg

  Ideating: What might we change to improve collaboration & services
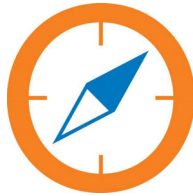
Academic Support

- ❏ EMS Updates
  - ❏ Gina Lopez (EL Tutor) and Christy Saez (ELS Coordinator) attended CABE in March
  - ❏ EMS team will pilot Cengage and Vista Learning ELD curricula in Fall 2025, following curriculum research
  - ❏ Have held 4 successful ELAC meetings for our LA and SD Charters
- ❏ Scholar Success
  - ❏ There are currently **422** scholars being supported by our Intervention Tutors and Resources Specialists across both ELA and Math.
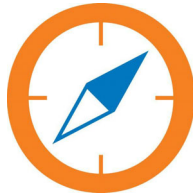
Counseling

Class of 2025 Decision Day Results

- ❏ Community College 46.6%
- ❏ TBD 13.6%
- ❏ Career Tech Education 11.9%
- ❏ Gap Year 8.5%
- ❏ University 6.8%
- ❏ Other 5.9%
- ❏ Workforce 4.2%
- ❏ Military 2.5%

Copper Mountain College
Bakersfield College UC Irvine
Sonoma State University
Santiago Canyon College
Los Angeles Pierce College
Santa Ana College
Porterville College **Cypress College** Workforce Innovation and Opportunity Act (WIOA)
Coastline College
Cal State University of Dominguez Hills Mendocino College Cabrillo College
University of Redlands
Army
Saddleback College Cerritos College **Moorpark College**
Pierce College
Navy Air Force Orange Coast College Northwest Lineman College
Southwestern College
San Diego Mesa College
Ventura College **American River College**
Utah Valley College East Los Angeles College University of California Riverside Diablo Valley College
Pasadena City College **Grossmont College** Imperial Valley College
Pennsylvania State University Mt. San Antonio College
Santa Monica College
**Solano Community College**
College of The Desert

Engagement

❏ **Baseline Data** for 24-25 School Year as of 5/8/25 for Engagement Registrations of Special Populations
  ❏ 26% of **SED** Scholars Registered for 1 or more Engagement Offerings
  ❏ 17% of **EL** Scholars Registered for 1 or more Engagement Offerings
  ❏ 57% of **Foster** Scholars Registered for 1 or more Engagement Offerings
  ❏ 20% of **MKV** Scholars Registered for 1 or more Engagement Offerings
  ❏ On average, a few percentage points up since January but consistent.
❏ Scholar Celebrations for May & June 2025
  ❏ In-Person: 12th Grade Graduation & 8th Grade Promotion
  ❏ Virtual: Kindergarten Celebration, 5th Grade Culmination, Virtual Award Ceremonies (Elementary Online, Elementary Options, Middle School/High School Online, and Middle School/High School Options)
❏ Satisfaction Rates & Refinement

  ❏ Engagement event satisfaction rates continue to be consistently high, and the department is remains steadfast in reviewing data and looking at ways to increase participation
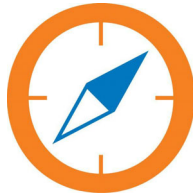
Online learning

- ❏ To increase writing scores, the Online Learning Program is piloting a strategy within the Accelerate Education customization features to focus on scholar writing
  - ❏ A middle school and a high school English teacher are piloting using the Accelerate Education setting that requires scholars to earn a minimum score in order to move forward in the class.
  - ❏ This setting is applied to 1 assignment per module.
  - ❏ The teachers are reporting not only an increase in scholar writing scores but an increase in assignment completion, engagement, and communication between the scholar and the teacher.
  - ❏ The goal is to implement this across grades 6-12 for the 2025-26 school year in English and social studies courses.
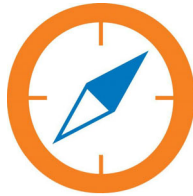
Options learning

❏ High School Program Launch and Outreach

 ❏ High School Night presentation held to introduce restructured program for grades 9–12. There were 52 participants at the live, recorded, meeting. The new model emphasizes aligning teacher expertise with scholar needs, strengthening academic support and engagement for high school learners.

❏ Early Explorers Program Review and Planning

 ❏ A presentation for parents and supervising teachers to highlight the progress of the Early Explorers program (TK–K) will be May 2st. The session will review performance data and key initiatives from the past year to inform next steps and strengthen support systems. The EE program is currently serving 195 scholars with growth plans for 280 next year,

❏ Instructional Leadership Team Parent Modules

 ❏ The Instructional Leadership Team (ILT) reviewed scope and sequences across grade levels and developed educational modules to:

  ❏   support parents with academic planning

  ❏ ensure compliance with work assignment and evaluation expectations.

  ❏ Parent training is being prepared for launch at the start of the school year.
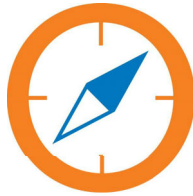
Special Education

❏ 395 scholars with an IEP as 5/06/2025
Highest number in recent memory.

❏ Education Specialists & Special education Leadership team administering in person CAA assessment through the first week of June.

❏ Good response to speech pathologist (SLP) team postings and hopes to have a Compass SLP team for 2025-2026 school year.
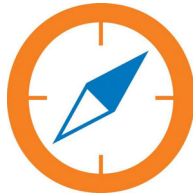
Staff Support

- ❏ Professional Learning
  - ❏ 25-26 Conference Planning
    - ❏ A Committee has been formed to plan for an effective all-staff conference in August. Team feedback has been received and the goal of the conference is to build relationships, build trust cross-departmentally, and to work on our Trust and Inspire Initiative. We will be using Restorative Practice principles, and leading all-staff sessions on SDI, one of our main professional learning pillars.
  - ❏ Crucial Conversations, Part 2
    - ❏ An all-staff professional learning session was held on April 9th. Staff feedback indicated that they want more of this, and they appreciated the mock crucial conversation dialogue that was role played by Debra LaCroix and Kasey Wingate. The session received strong feedback, with over 50 staff members completing the survey and rating it "very good" or an average of 4.1/5 for effectiveness.

Staff Support

- ❏ CAASPP Participation as of 5/8:
    - ❏ CCS of Los Angeles - 88.36%
        - ❏ Opt outs: 3.48%
    - ❏ CCS of San Diego - 92.72%
        - ❏ Opt outs: 3.22%
    - ❏ CCS of Yolo - 86.42%
        - ❏ Opt outs: 7.11%
- ❏ ELPAC Participation as of 5/8:
    - ❏ Listening, Reading and Writing: 91%
    - ❏ Speaking: 94%
    - ❏ Since ELPAC is a federal requirement, we must reach 100% participation
- ❏ The Staff Support Team is hosting 2 weeks of makeup sessions, including 3 night sessions to accommodate working families, to increase participation
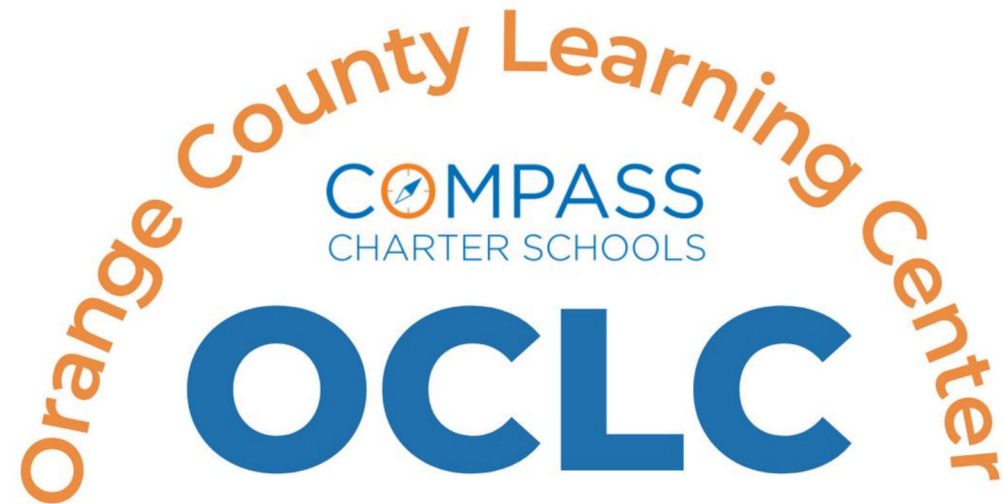
Coversheet

Day in the Life of an OCLC Scholar

Section: XI. Academic Services
Item: B. Day in the Life of an OCLC Scholar
Purpose: FYI
Submitted by:
Related Material: 24_25 OCLC Presentation_ Day in the Life.pdf

AGENDA

Program Overview

Special Events

**Testing & Assessments**

Orange County Learning Center

600 N Main Street

Santa Ana, CA

OCLC HYBRID PROGRAM

- Tuesdays & Thursdays in-person instruction focus on History and Science with classroom teachers (who are also the scholars' STs)
- Monday/Wednesday/Friday -Scholars work on Language Arts/Math with Credentialed Supervising Teacher and Learning Coach support
- Enrichment classes provided on campus examples: Guitar, Art, Hip Hop, Journalism, Yearbook, Drama
-
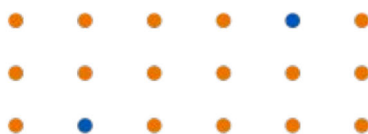
About OCLC

- Serving **176** TK-8th Grade scholars
- Scholar : Teacher ratios
  - TK 12:1 (10:1 for 25/26 school year)
  - Kindergarten 18:1
  - 1-3rd grade 20:1
  - 4-8th grade 24:1
- Staff
  - 1 Coordinator
  - 9 Classroom teachers
  - 1 Support Teacher
  - 3 Para professionals

Why Families choose the OCLC?

- Hybrid Learning allows scholars learn history and science in a classroom setting where group discussion and labs enrich the learning.
- Hybrid Learning allows scholars to work at home on Language Arts and Math **at their ability level.** This allows the scholars to soar or have extra support from their learning coach and supervising teacher in these subject areas.
- The OCLC has a strong community of scholars and families that help create a supportive learning environment.
- The OCLC has special activities and events that align with history and science that involves all scholars and families

Tuesday/Thursday OCLC Sample Schedule

9 a.m.	School Starts
9-10:30	History
10:30-11:00	Recess/Snack
11:00-12:30	Science
12:30-1:00	Recess/Lunch
1:00-2:15	Enrichment Class
2:15	Dismissal

SPECIAL EVENTS

Every year the OCLC scholars show Mastery of Learning in a variety of ways:

- **History Festivals**
- **Speech Meet**
- **Science Fair**
- **Talent Show**
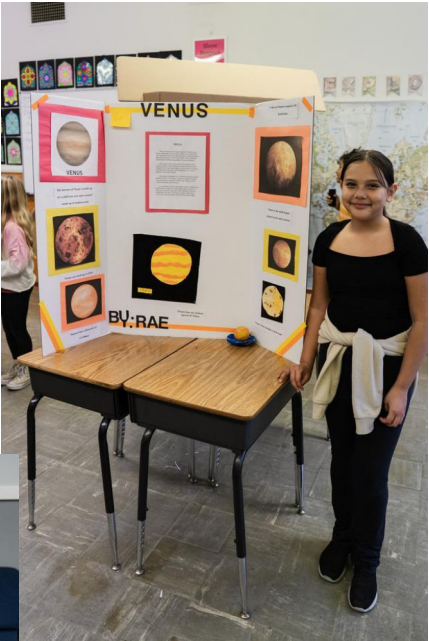- **Book Club**
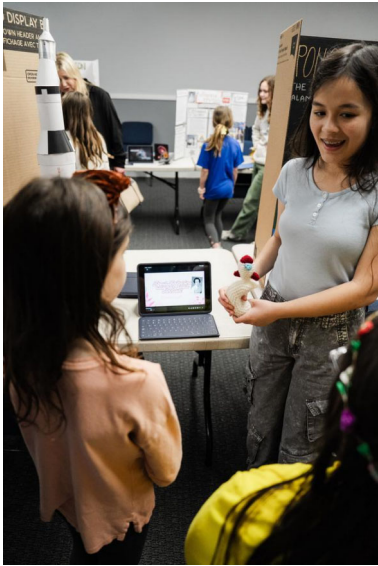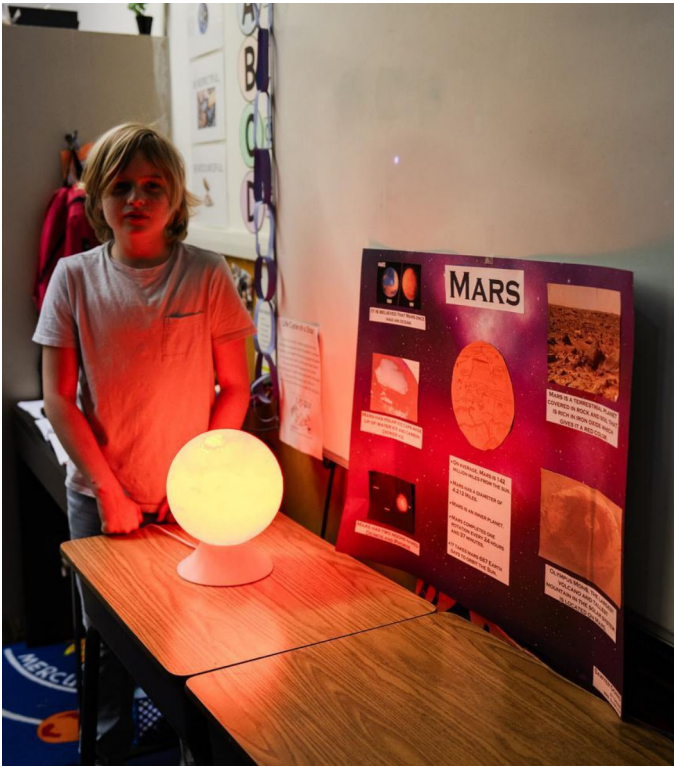- **Monthly Scholar Assembly**

Middle School's
Pageant of the Masters
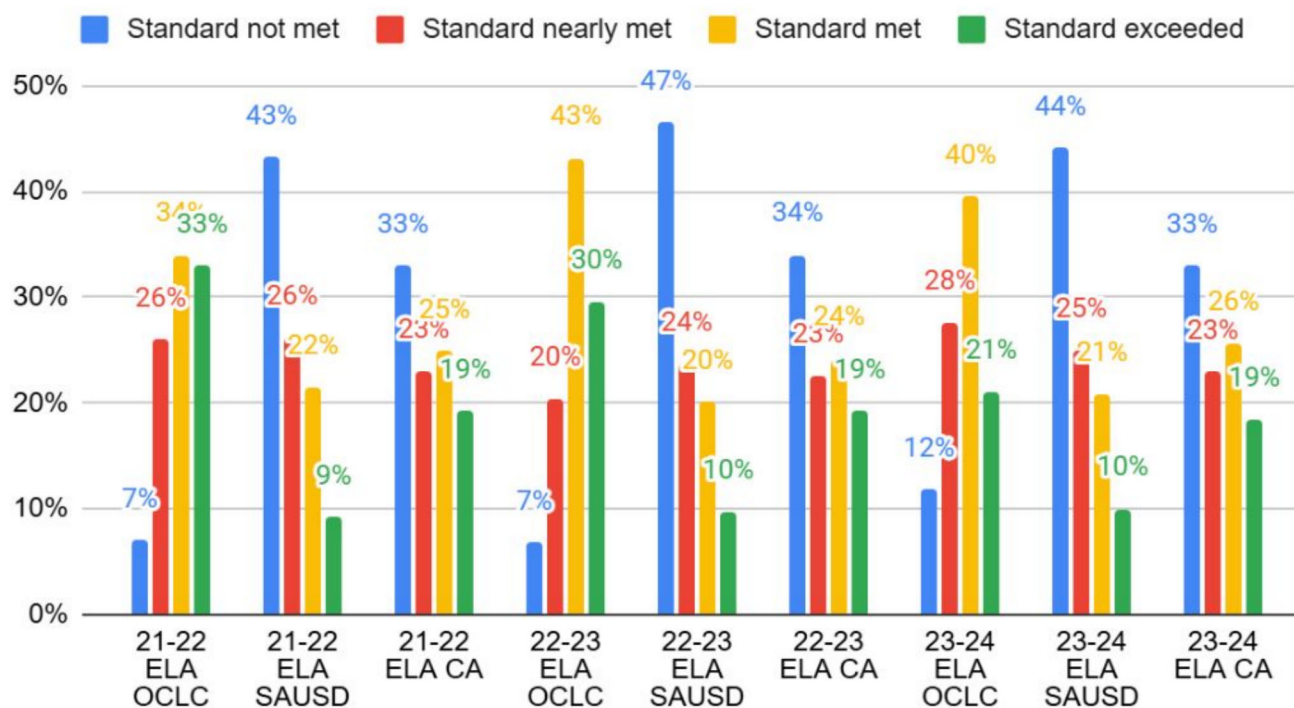**for OCLC Renaissance Festival**

Renaissance Festival

Science Fair

OCLC Assessment Data

CAASPP Math Comparison - OCLC, SAUSD, CA
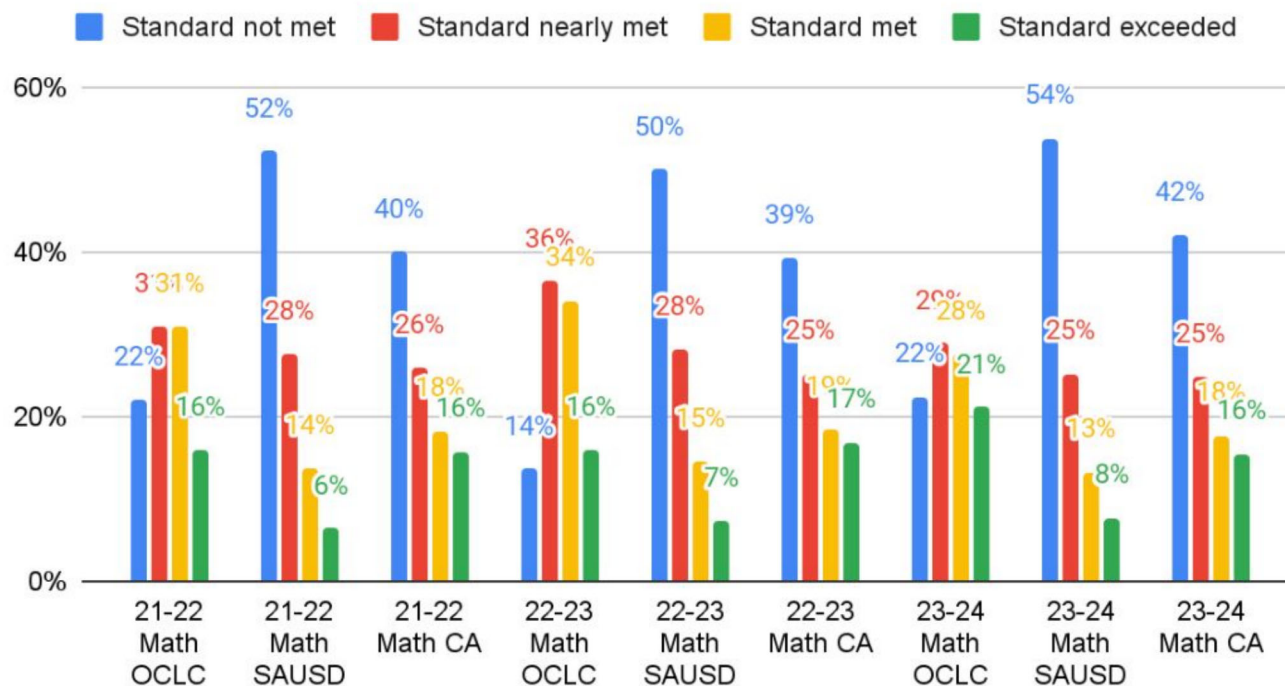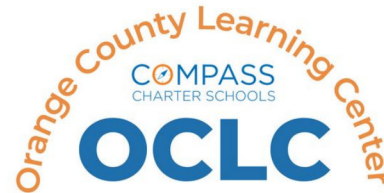
Upcoming…

- **June 2nd – OCDE decision to include OCLC under the Orange County Department of Education as our authorizer**
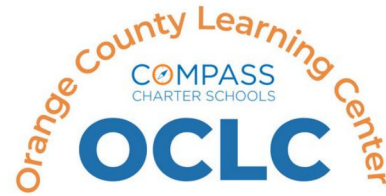
THANK YOU FOR YOUR SUPPORT

Coversheet

Update to Board Approved Curriculum List

Section: XI. Academic Services
Item: C. Update to Board Approved Curriculum List
Purpose: Vote
Submitted by:
Related Material: DRAFT Updated Curriculum List (Board Approved) 2025-2026.pdf

Compass Approved Curriculum List 2025-2026
Adoped 1/09/25, Revised on 5/17/25

ELA

Achieve the Core (Resources?? Not a vendor)	Grammar Ace (4-8)	New York Times Writing (6-12) *Needs yearly update
All About Reading (TK-3)	Great Books (K-12)	Oak Meadow (TK-12)
All About Spelling (K-6)	Handwriting Without Tears (TK-6)	Open Up (K-8)
Amplify (Not a vendor, only sell to schools?)	Happy Cheetah (K-2)	Plaid Phonics (K-6)
Apex Learning Online (K-12) (Through GSN)	Hooked on Phonics (TK-2)	PRIDE Reading Program (TK-3)
Blackbird & Co. (K-12)	Houghton Mifflin Harcourt (K-8)	Reading Informational Text - Evan Moor (1-6)
Blue Tent Online (9-12)	IEW (3-12)	Reading A-Z (K-5)
Bonnie Terry Learning (K-8)	IEW Primary Arts of Language: Reading (K-2)	Readworks (Free) (K-8)
BookShark (TK-12)	Imagine Learning (K-8)	Silicon Valley High School Inc. (9-12)
Brave Writer (K-12)	iWrite (Not a curriculum? writing process)	Spectrum (TK-8)
Bridgeway Academy (1-5)	Khan Academy (2-10)	Starfall (Free Amazon App) (TK-3)
Bright Thinker (K-12)	Learning A-Z (*Raz-Kids) (K-5)	Starline Press (3-12)
BYU Independent Study (9-12)		
CA Preschool Curriculum Framework, Volume 1 (TK)	Learning Without Tears (THIS IS ABOVE)	Summit Enrichment Academy *This is a learning center
Core Knowledge (TK-8)	Lightning Literature (1-12)	Timberdoodle (TK-12) *Full curriculum kits only
Daily Language Practice (Evan Moor) (1-8)	Logic of English - Foundations (TK-1)	Time 4 Learning (TK-12)
Daily Reading Comprehension (Evan Moor) (1-8)	Logic of English - Essentials (2-8?)	UC Scout (9-12)
Easy Peasy All In One Homeschooling (1-7)	McDougal-Littell Literature (hard to find, still rele	Wild Reading (TK-1)
Education.com (Resources)	McGraw Hill Wonders (K-5)	Wordly Wise 3000 (K-12)
Engage New York (TK-12)	McRuffy Press (K-5)	Write By Number (K-8)
Essentials in Writing (1-12)	Memoria Press (Foundational + Writing) (TK-12)	Write Source (1-12)
Explode the Code/Beyond the Code (K-4)	Miaplaza(Miacademy)* (K-8)	WriteAtHome (4-12)
Evan Moor (TK-6)	MiaPrep (9-12)	Write On! Webb (3-8)
Evan Moor Daily 6 - Trait Writing (1-6)	Moving Beyond the Page (TK-9)	Writing with Ease (K-5)
Fishtank Learning (K-12)	Mr. D Math english courses (9-12)	Zaner Bloser (SuperKids) (TK-2) (Vendor?)
FixIt! Grammar (3-12)	myView Literacy- Home School Bundle (K-5)	Zoo Phonics (TK-1)
Global Student Network (K-12)	myPerspectives (6-12)	IXL (TK-12)

Math

Aleks Math- McGraw Hill (3-12)	Go Math! (K-6)	Primary Math Common Core Edition (Singapore) (1-5)
Aloha Mind Math (K-4)	Illustrative Mathematics (K-12)	Rainbow Resource Starter Curriculum (K-9)
APEX Learning (6-12)	Imagine Learning (K-12)	Reveal Math- McGraw Hill (K-12)
Art of Problem Solving (5-12)	IXL (TK-12)	Right Start Math (TK-7)
Beast Academy (1-5)	Khan Academy (2-12)	Saxon Math Intermediate 3-5 (3-5)
Blue Tent (9-12)	Live Online Math (6-12)	Saxon Math (K-12)
Bright Thinker (K-12)		
BYU Independent Study (9-12)	Math in Focus (K-8)	Science Mom (Math) (6-8)
CA Preschool Curriculum Framework, Volume 1 (TK)	Math Mammoth (1-8)	Silicon Valley High School Inc. (9-12)
CK-12 (1-12)	Math U See (TK-12)	Singapore Math Live (1-8)
Core Knowledge (K-8)	Math with Confidence (K-5)	Singapore Primary Math (K-5)
Demme Learning (TK-12) *This is math u see	Math with Mrs. Fish (6-8)	Singapore Dimensions Math (TK-8)
Denison Math (7-12)	McRuffy Math (TK-5)	Spectrum Math (K-8)
Engage New York (K-6)	Miaplaza (Miacademy)* (K-8)	Starline Press (3-12)
enVision Math (K-8)	MiaPrep (9-12)	Teaching Textbooks (3-12)
Eureka Math (K-6)	Moving Beyond the Page (TK-9)	The Critical Thinking Co. (TK-9)
Evan Moor Homeschool Bundle (TK-12)	Mr. D Math (6-12)	Time 4 Learning (TK-12)
Generation Genius (K-8)	Oak Meadow (TK-12)	UC Scout (9-12)
Glencoe–Replacing with Everyday Math-McGraw Hill	Open Stax (9-12)	Wild Math (K-5)
Global Student Network (K-12)	Open Up (K-12)	Zearn Math (K-8)

Science

Beast Academy (3-4)	Engineering Is Elementary (K-5) *not a vendor ye	Miaplaza (Miacademy)* (K-8)
Blue Tent (9-12)	Evan Moor (TK-6)	MiaPrep (9-12)
BookShark (TK-12)	FocusON Science (K-12)	Moving Beyond the Page (TK-9)
Bridgeway Academy (1-5)	Generation Genius (K-8)	Mystery Science (Ask your ST) (K-5)
Bring Science Alive! (K-8)	Holt Biology: The Study of Biology (9-12)	My Pals are Here Science (1-6)
Building Blocks of Science (K-7)	Home Science Tools - Science Unlocked (K-12)	Nancy Larson Science (K-5)
Bright Thinker (K-12)		
BYU Independent Study (9-12)	Imagine Learning (TK-8)	OCLC Science Curriculum (TK-8)
CA Preschool Curriculum Framework, Volume 3 (TK)	Inquisitve Science (K-5) *not a vendor yet	Open Stax (9-12)
California Inspire Science - McGraw Hill (K-12)	IXL (TK-12)	Science Mom (Science) (4-8)
Carrier Shell Curriculum (1-6) *12 week unit study	Khan Academy (6-12)	Starline Press (3-12)
CK-12 (1-12)	Learning A-Z (K-6)	Studies Weekly (K-5)
Classical Science by Elemental Science (K-12)	McGraw Hill - Inspire Science (K-12)	Supercharged Science (K-12)
Core Knowledge (K-8)	McRuffy Press (K-3)	Ten Strands (K-7 and 9-12)
Discover! Science (1-6)	Meet the Standards (Lakeshore) (2-5)	UC Scout (9-12)
Elemental Science - Science Chunks (K-6)	MEL Science (K-8)	Zumdahl (Houghton Mifflin) Chemistry, 2005* Super old, can this be replaced with what HS chem teacher is suggesting?
Elevate Elementary Science (K-8)		

Social Studies/History

Accelerate Ed Learning Ethnic Studies (9-12)	Global Student Network (K-12)	myWorld Interactive (K-8)
Beautiful Feet (K-12)	History of US (5-9)	OCLC History Curriculum (TK-8)
BH365, LLC (K-12)	History Quest (1-6)	Open Stax (9-12)
Book Shark (TK-8)	Houghton Mifflin Harcourt (6-12)	Pandia Press **This is history quest prev. listed
Book Shark World History (9-12)	Hyperion Academics (TK-12)	Rainbow Resource Starter Curriculum (K-9)
BookShark American History (9-12)	Imagine Learning (6-12)	SBE Model Curriculum for Ethnic Studies (9-12)
Bright Thinker (K-12)		
BYU Independent Study (9-12)	Impact-McGraw Hill (K-12)	Silicon Valley High School Inc. (9-12)
CA Preschool Curriculum Framework, Volume 3 (TK)	IXL (TK-12)	Starline Press (3-12)
Carrier Shell Curriculum (4)	Khan Academy (9-12)	Story of the World (1-8)
Cengage - The American Pageant (9-12)	Learning A-Z **NO SS Curriculum	Studies Weekly (K-6)
CK-12 (1-12)	McGraw Hill Social Studies (6-12)	TCi Social Studies (TK-12)
Core Knowledge (K-8)	Miaplaza (Miacademy)* (K-8)	The Nomadic Professor (9-12)
Curiosity Chronicles (1-10)	MiaPrep (9-12)	Timberdoodle (TK-12) *Part of full kit
Daily Geography (Evan Moor) (1-6)	Moving Beyond the Page (TK-9)	Time 4 Learning (TK-12) *Some grade levels will need supplemental units to align with state standards
Discover! Social Studies (1-8)	Mr. D Math Economics (9-12)	UC Scout (9-12)
Evan Moor Homeschool Bundle (TK-6)	Myers - Exploring Psychology *college level	U.S. History Detective Book (8-12)

SPED	Online Learning	ELD
TeachTown	Accelerate Ed	Lexia

Compass Created Curriculum

Full year standards based curriculum, organized into modules with assignments, assessments, resources, and rubrics.

Options Modules for TK-8	OCLC Modules for Science and Social Studies (TK-8)	Options Modules for High School

Full Year Secular Curriculum Kits

Timberdoodle (TK-12)	MBTP	Oak Meadow
Bookshark	Rainbow Resource Secular Starter Kit	

*denotes curriculum not available for incoming scholars second semester due to limited yearly membership offering that ends January 31st.

Coversheet

Update to Policy #16 Concurrent Enrollment

Section: XI. Academic Services
Item: D. Update to Policy #16 Concurrent Enrollment
Purpose: Vote
Submitted by: Greg Cohen
Related Material:
Policy #16 –Final Verson for Board Approval 2025_05_17 CONCURRENT ENROLLMENT POLICY
.pdf
Policy #16 –Changes 2025_05_17 CONCURRENT ENROLLMENT POLICY.pdf

BACKGROUND:

Summary of major changes

- Clarifies role of College & Career Readiness Counselor, process, and success requirements for enrolling and continuing in college level courses for high school credit purposes.
- Replaces "dual" credits with "high school" and "transfer" credits

RECOMMENDATION:

Consider and approve.

Board Policy #: 16
Adopted/Ratified: October 3, 2019
Revision Date: September 27, 2020, August 11, 2021, May 18, 2024, May 17, 2025

SECTION 16 – CURRICULUM - CONCURRENT ENROLLMENT POLICY

Concurrent enrollment in another public or private K-12 school is generally prohibited at Compass Charter Schools ("CCS" or "the Charter School"). If a student (also referred to as a scholar) is found to be enrolled in two (2) schools, CCS will notify the scholar's parents/guardians (also referred to as a Learning Coach) to confirm intent to remain enrolled at CCS. If the scholar maintains concurrent enrollment, or indicates a desire to not remain enrolled in CCS, he/she will be deemed to have voluntarily chosen to enroll elsewhere, and will be withdrawn from enrollment at CCS pursuant to applicable CCS policies and procedures.

Community College Courses
It is the policy of the CCS Board of Directors to support the concurrent enrollment of scholars in advanced scholastic or vocational education coursework at local community colleges. Scholars who wish to concurrently enroll in a community college must follow the requirements and procedures below.

Requirements:
- Scholars who have completed 9th grade are eligible for concurrent enrollment. Exceptions may be granted under special circumstances.
- Scholars must be in good academic standing at CCS and may not be considered truant.
- Scholars must meet the GPA, course, and age requirements for the college course(s) they wish to attend (this will vary by community college).
- Courses taken for concurrent enrollment credit are in addition to the scholar's required course schedule at CCS. Scholars must maintain minimum enrollment requirements as follows:
  - Four (4) course minimum at CCS for high school scholars (unless final semester).
  - Five (5) course minimum at CCS for middle school scholars.

Scholars who are concurrently enrolled in a community college course in accordance with the above requirements will not be deemed to have voluntarily withdrawn from CCS.

Procedure:
- Scholars must notify the College & Career Readiness Counselor prior to enrolling in a college level course for high school credit purposes. Failure to do so will prevent scholars from receiving high school credit.
- Scholars must submit a Concurrent Enrollment Request Form, including a parent/guardian signature.
- The College & Career Readiness Counselor will determine if the scholar meets all requirements as described above. Upon recommendation by the College & Career Readiness Counselor, the Director of Counseling Services will make the final approval for concurrent enrollment. ***Please allow five (5) business days to process the concurrent enrollment approval and forms.***
  - If the Director of Counseling Services denies the request for concurrent enrollment, the scholar may appeal the decision to the Assistant Superintendent & Chief Academic Officer. If the Assistant Superintendent & Chief Academic Officer denies the request, a final appeal may be heard by the governing board of CCS. The decision of the Board will be final.

- College coursework will not appear on the CCS master agreement.

Limitations:
- Initially, a scholar will be approved to take no more than two (2) community college courses at one time, in addition to the scholar's CCS course(s).
- If the scholar successfully completes the initial course(s) with a 2.0 GPA or better and maintains satisfactory attendance at CCS, the scholar will be eligible for another semester of concurrent enrollment following the procedures noted above.
- Eligibility for additional courses will also be determined based on scholar performance and the policies of the community college they are attending.

Credit for Community College Courses:
- Scholars are responsible for providing an official transcript from the community college verifying the grade earned at the conclusion of the college course. This information must be submitted to the CCS Records Department at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed timelines in order for the college course to appear on the scholars high school transcript. Submit college transcript to:

> Compass Charter Schools
> Attn: Records Department
> 850 Hampshire Road, Suite R
> Thousand Oaks, CA 91361

- Credit will be granted for college level coursework depending on the community college units earned for each college course. Ten (10) high school credits will be awarded upon successful completion of each college course(s) with three (3) units or more unless a scholar has elected to complete the course(s) for college credit only. If a scholar enrolls in a course for less than 3 units, high school credit amount will be determined based upon course evaluation from the College & Career Readiness Counselor. No high school credits will be awarded for community college courses that are one (1) unit or less.
- Scholars will receive the same letter grade for the high school credit as is granted by the college. Concurrent enrollment courses will be calculated as a part of the scholar's regular GPA. College level courses will not be weighted for the purpose of appearing on the high school transcript and will be graded on a "4.0 scale."
- Colleges and Universities have their own policies regarding acceptance of transfer credit. It is the parent's/scholar's responsibility to check with the university regarding acceptance of transfer credit.
- All course(s) taken at the community college will appear on the scholar's official college credit transcript.

Costs and Fees:
- Any participation in community college courses is voluntary and is not required as part of CCS's educational program.
- Charter schools, school districts and county offices of education shall not expend funds for courses or instruction offered by private or public colleges or universities beyond that permitted in pursuit of a high school diploma, except for courses or instruction in which pupils are enrolled in before July 1, 2020.
- Parents/scholars are responsible for the cost of fees and course materials. This includes un-waived college fees, official transcript orders, textbooks and other instructional materials required for the course.

- Exception: fees and materials can be reimbursed by CCS if the scholar qualifies for free or reduced price lunch.
- Educational Funds cannot be directed towards college fees and materials.

Board Policy #: 16
Adopted/Ratified: October 3, 2019
Revision Date: September 27, 2020, August 11, 2021, May 18, 2024, May 17, 2025

SECTION 16 – CURRICULUM - CONCURRENT ENROLLMENT POLICY

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Community College Courses
It is the policy of the CCS Board of Directors to support the concurrent enrollment of scholars in advanced scholastic or vocational education coursework at local community colleges. Scholars who wish to concurrently enroll in a community college must follow the requirements and procedures below.

Requirements:
- Scholars who have completed 9th grade are eligible for concurrent enrollment. Exceptions may be granted under special circumstances.
- Scholars must be in good academic standing at CCS and may not be considered truant.
- Scholars must meet the GPA, course, and age requirements for the college course(s) they wish to attend (this will vary by community college).
- Courses taken for concurrent enrollment credit are in addition to the scholar's required course schedule at CCS. Scholars must maintain minimum enrollment requirements as follows:
  - Four (4) course minimum at CCS for high school scholars (unless final semester).
  - Five (5) course minimum at CCS for middle school scholars.

Scholars who are concurrently enrolled in a community college course in accordance with the above requirements will not be deemed to have voluntarily withdrawn from CCS.

Procedure:
- Scholars must notify the College & Career Readiness Counselor prior to enrolling in a college level course for high school ~~dual~~ credit purposes. Failure to do so will prevent scholars from receiving high school ~~dual~~ credit.
- Scholars must submit ~~complete~~ a Concurrent Enrollment Request Form, including a parent/guardian signature. ~~, and submit the form to the College & Career Readiness Counselor.~~
- The College & Career Readiness Counselor will determine if the scholar meets all requirements as described above. Upon recommendation by the College & Career Readiness Counselor, the Director of Counseling Services will make the final approval for concurrent enrollment. ***Please allow five (5) business days to process the concurrent enrollment approval and forms.***
  - If the Director of Counseling Services denies the request for concurrent enrollment, the scholar may appeal the decision to the Assistant Superintendent & Chief Academic Officer. If the Assistant Superintendent & Chief Academic Officer denies the request, a final appeal may be heard by the governing board of CCS. The

decision of the Board will be final.
- College coursework will not appear on the CCS master agreement.

Limitations:
- Initially, a scholar will be approved to take no more than two (2) community college courses at one time, in addition to the scholar's CCS course(s).
- If the scholar successfully completes the initial course(s) with a 2.0 GPA or better and maintains satisfactory attendance at CCS, the scholar will be eligible for another semester of concurrent enrollment following the procedures noted ~~notification steps~~ above.
- Eligibility for additional courses will also be determined based on scholar performance and the policies of the community college they are attending.

Credit for Community College Courses:
- Scholars are responsible for providing an official transcript from the community college verifying the grade earned at the conclusion of the college course. This information must be submitted to the CCS Records Department at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed timelines in order for the college course to appear on the scholars high school transcript. Submit college transcript to:

> Compass Charter Schools
> Attn: Records Department
> 850 Hampshire Road, Suite R
> Thousand Oaks, CA 91361

- Credit will be granted for college level coursework depending on the community college units earned for each college course. Ten (10) high school credits will be awarded upon successful completion of each college course(s) with three (3) units or more unless a scholar has elected to complete the course(s) for college credit only. If a scholar enrolls in a course for less than 3 units, high school ~~dual~~ credit amount will be determined based upon course evaluation from the College & Career Readiness Counselor. No high school ~~dual~~ credits will be awarded for community college courses that are one (1) unit or less.
- Scholars will receive the same letter grade for the high school credit as is granted by the college. ~~Dual credit~~ Concurrent enrollment courses will be calculated as a part of the scholar's regular GPA. College level courses will not be weighted for the purpose of appearing on the high school transcript and will be graded on a "4.0 ~~A~~ scale.".
- Colleges and Universities have their own policies regarding acceptance of transfer ~~dual~~ credit. It is the parent's/scholar's responsibility to check with the university regarding acceptance of transfer ~~dual~~ credit.
- All course(s) taken at the community college will appear on the scholar's official college credit transcript.

Costs and Fees:
- Any participation in community college courses is voluntary and is not required as part of CCS's educational program.
- Charter schools, school districts and county offices of education shall not expend funds for courses or instruction offered by private or public colleges or universities beyond that permitted in pursuit of a high school diploma, except for courses or instruction in which pupils are enrolled in before July 1, 2020.
- Parents/scholars are responsible for the cost of fees and course materials. This includes un-waived college fees, official transcript orders, textbooks and other instructional

materials required for the course.
- Exception: fees and materials can be reimbursed by CCS if the scholar qualifies for free or reduced price lunch.
- Educational Funds cannot be directed towards college fees and materials.

Board Policy #: 17
Adopted/Ratified: October 3, 2019
Revision Date: January 28, 2023, March 9, 2024

SECTION 17 – SCHOOL SAFETY - INJURY AND ILLNESS PREVENTION PROGRAM GUIDANCE

The Injury and Illness Prevention Program, which is separately approved annually, shall be included here as a Board Policy.

Coversheet

Policy #22 Work and Entertainment Policy

Section: XI. Academic Services
Item: E. Policy #22 Work and Entertainment Policy
Purpose: Vote
Submitted by: Greg Cohen
Related Material: Policy #22 Changes 2025_05_17.pdf
                      Policy #22 Final Version for Board Approval 2025_05_17.pdf

BACKGROUND:

Summary of Changes

- Updates to form # and CDE Links
- Allows for providing scholar information per AB 800
- Minor grammatical changes
- Minor changes to improve clarity

RECOMMENDATION:

Consider and Approve

Board Policy #: 22
Adopted/Ratified: October 3, 2019
Revision Date: August 11, 2021, May 17, 2025

SECTION 22 – SCHOLAR POLICY - WORK AND ENTERTAINMENT PERMIT POLICY

Work Permits

Students (also referred to as scholars) under the age of 18 must obtain a work permit from Compass Charter Schools ("CCS" or the "Charter School") after securing an opportunity for employment.

To be eligible for a work permit, a scholar must satisfy the following requirements:
- A scholar must maintain a minimum of 2.0 grade point average ("GPA") each semester to be eligible.
- Maintain adequate school attendance.

Steps to request a work permit:
- The scholar, after obtaining a promise of employment, shall download and print the "*Statement of Intent to Employ a Minor and Request Work Permit-Certificate of Age CDE Form B1-1*" which is available from the California State Department of Education website here: https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.asp~~https://www.cde.ca.gov/ci/ct/we/workpermitsforscholars.asp~~ The scholar must complete the Minor's Information" section of the application.
- The scholar will request the potential employer to complete the "*To be filled in and signed by employer*" section of the application and sign the application, which indicates the employer has "*worker compensation*" insurance and lists hours of work for the scholar.
- The scholar will obtain the signature of a parent or guardian (also referred to as the Learning Coach) where designated.
- The scholar will submit the work permit application to the CCS College & Career Readiness Counselor.

Upon receipt of the required "*Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age,*" CCS will review the scholar's request and confirm that the scholar is in good standing. CCS may issue a work permit (CDE Form B1-4) or deny the request in its sole discretion.

CCS, per Ed Code 49110.5, will give students~~student~~ a hardcopy of the labor rights Information Sheet based on the AB 800 Information Sheet Template (also at the above CDE website.)

Limitations:
- A permit may be issued to any minor scholar over ~~underbetween~~ the ages of 12 and under the age of 18 years for employment on regular school holidays, school vacation, or if the scholar is otherwise exempt from compulsory school attendance.
- Except as permitted by law, a scholar who is 14 or 15 years of age may not be employed for more than three (3) hours on any day in which school is in session, and no more than eighteen (18) hours in any week.
- Except as permitted by law, a scholar who is 16 or 17 years of age may not be employed for more than four (4) hours on any day that school is in session, or for no more than eight (8) hours on any school day that immediately precedes a non-school day.
- CCS may, in its discretion, may impose additional restrictions on the maximum number of

hours a scholar may work per day or per week, as CCS determines it is necessary~~determines is necessary~~ to serve the scholar's best interests.
- A permit may not be issued for employment in any occupation that is dangerous to the life or limb, or injurious to the health or morals of the minor. CCS has the sole discretion to determine the character of the proposed employment.

The following scholars **do not** need a work permit:
- High School graduates~~graduate~~, regardless of age.
- Scholars who passed the California High School Proficiency Examination.
- Scholars who have been awarded a certificate of equivalency ("GED")
- Scholars who are18 years of age or older.
- Scholars who are working as an unpaid trainee or~~trainee, or~~ volunteer, ~~or scholar.~~
- Scholars whose employment is within one (or more) of the following types:
    - Private homes doing occasional odd jobs (e.g. babysitting, lawn mowing etc.)
    - Employment by a government agency
    - Self-employment
    - Delivery of newspapers to consumers
    - Agricultural or domestic work on property owned, operated, or controlled by minor's parents. Please note~~notes~~ that s~~S~~cholars must obtain a work permit for any other family employment. Parents or family may not employ a s~~S~~cholar for any task otherwise not permitted by law.

Renewals:
- Work permit will expire no later than the end of the current school year.
- Scholars must email the College & Career Readiness Counselor five (5) business days before expiration date to renew work permit.
- Scholars must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

Entertainment Work Permits
A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the College & Career Readiness Counselor. A scholar must be in good academic standing to be eligible for this permit.

Entertainment permit renewal:
- This permit is renewable every six (6) months while a minor is under 18 years old. First time and renewal applications for school-age children must be accompanied by an approval from the Charter School on the form which will be provided after the application is completed.
- Follow this link to access an entertainment application: https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm

Completing entertainment permit application:
- Learning Coach completes form with scholar information
- Email form to College & Career Readiness Counselor. Charter School will complete the "*School Record*" portion of the form in original ink and ~~mail~~ return the form to the scholar's~~to scholar's~~ home address. ~~No fax or photocopies permitted. It will take approximately 3 -5 business days for the form to arrive by mail. ¶~~

Board Policy #: 22
Adopted/Ratified: October 3, 2019
Revision Date: August 11, 2021, May 17, 2025

SECTION 22 – SCHOLAR POLICY - WORK AND ENTERTAINMENT PERMIT POLICY

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- Maintain adequate school attendance.

Steps to request a work permit:
- The scholar, after obtaining a promise of employment, shall download and print the "*Statement of Intent to Employ a Minor and Request Work Permit-Certificate of Age CDE Form B1-1*" which is available from the California State Department of Education website here: https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.asp. The scholar must complete the Minor's Information" section of the application.
- The scholar will request the potential employer to complete the "*To be filled in and signed by employer*" section of the application and sign the application, which indicates the employer has "*worker compensation*" insurance and lists hours of work for the scholar.
- The scholar will obtain the signature of a parent or guardian (also referred to as the Learning Coach) where designated.
- The scholar will submit the work permit application to the CCS College & Career Readiness Counselor.

Upon receipt of the required "*Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age*," CCS will review the scholar's request and confirm that the scholar is in good standing. CCS may issue a work permit (CDE Form B1-4) or deny the request in its sole discretion.

CCS, per Ed Code 49110.5, will give students a hardcopy of the labor rights Information Sheet based on the AB 800 Information Sheet Template (also at the above CDE website.)

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- CCS may, in its discretion, may impose additional restrictions on the maximum number of hours a scholar may work per day or per week, as CCS determines it is necessary to serve the scholar's best interests.

- A permit may not be issued for employment in any occupation that is dangerous to the life or limb, or injurious to the health or morals of the minor. CCS has the sole discretion to determine the character of the proposed employment.

The following scholars **do not** need a work permit:
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- Scholars who passed the California High School Proficiency Examination.
- Scholars who have been awarded a certificate of equivalency ("GED")
- Scholars who are18 years of age or older.
- Scholars who are working as an unpaid trainee or volunteer,
- Scholars whose employment is within one (or more) of the following types:
  - Private homes doing occasional odd jobs (e.g. babysitting, lawn mowing etc.)
  - Employment by a government agency
  - Self-employment
  - Delivery of newspapers to consumers
  - Agricultural or domestic work on property owned, operated, or controlled by minor's parents. Please note that scholars must obtain a work permit for any other family employment. Parents or family may not employ a scholar for any task otherwise not permitted by law.

Renewals:
- Work permit will expire no later than the end of the current school year.
- Scholars must email the College & Career Readiness Counselor five (5) business days before expiration date to renew their work permit.
- Scholars must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

Entertainment Work Permits
A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the College & Career Readiness Counselor. A scholar must be in good academic standing to be eligible for this permit.

Entertainment permit renewal:
- This permit is renewable every six (6) months while a minor is under 18 years old. First time and renewal applications for school-age children must be accompanied by an approval from the Charter School on the form which will be provided after the application is completed.
- Follow this link to access an entertainment application: https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm

Completing entertainment permit application:
- Learning Coach completes form with scholar information
- Email form to College & Career Readiness Counselor. Charter School will complete the "*School Record*" portion of the form in original ink and return the form to the scholar.

Coversheet

Policy #29 Mathematics Placement Policy

Section: XI. Academic Services
Item: F. Policy #29 Mathematics Placement Policy
Purpose: Vote
Submitted by: Greg Cohen
Related Material: Policy #29 Final Version for Board Approval 2025_05_17.pdf
                      Policy #29 Changes 2025_05_17.pdf

BACKGROUND:

Summary of changes:

-Requires school to assess mathematics placement within the first 30 days of enrollment, not just the first 30 days of school.

RECOMMENDATION:

Consider and Approve.

Board Policy #: 29
Adopted/Ratified: October 3, 2019
Revision Date: August 11, 2021, May 17, 2025

SECTION 29 – SCHOLAR POLICY – MATHEMATICS PLACEMENT POLICY

This Policy of the Compass Charter Schools Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade scholars, CCS systematically takes multiple objective academic measures of scholar performance into consideration, including:
   a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP").
   b. Internal assessments that are aligned to state-adopted content standards in mathematics.
   c. Classroom assignments and grades.
   d. Final grade in mathematics on the scholar's official, end of the year 8th grade report card.
   e. Results from all internal assessments, including at least one (1) placement checkpoint within the first 30 days of enrollment in the course as described in Section 2, below.

2. CCS will provide at least one (1) placement checkpoint within the first 30 days of enrollment in the course to ensure accurate placement and permit reevaluation of individual scholar progress. All mathematics teachers responsible for teaching 9th grade scholars will assess the mathematics placements for each 9th grade scholar assigned to the teacher's mathematics course. The teacher's assessment will take into consideration factors which may include, but are not limited to, the scholar's assignments, quizzes, tests, exams, grades, participation, and any comments provided by the scholar, the scholar's parent/legal guardian, and/or the scholar's other teachers regarding the scholar's mathematics placement. Based on the assessment, the teacher will then recommend that the scholar remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the scholar.

3. The CCS Superintendent & CEO, or designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. CCS shall annually report the aggregate results of this examination to the CCA Board.

4. CCS offers clear and timely recourse for each scholar and the scholar's parent or leg

guardian who questions the scholar's placement, as follows:

    a. A parent/legal guardian of any 9th grade scholar may submit a written request to the CCS Superintendent & CEO, or his or her designee, that:

        i. Requests information regarding how the scholar's mathematics placement was determined. Within five (5) days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that CCS relied upon in determining the scholar's mathematics placement.

        ii. Requests that the scholar retake the internal math assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.

        iii. Requests that the scholar retake the 8th grade end of course final mathematics assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.

        iv. Requests reconsideration of the scholar's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request. The Superintendent & CEO or designee and the scholar's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Superintendent & CEO or designee must determine whether the most appropriate mathematics placement for the scholar is the scholar's current placement or another placement, in which case the Superintendent & CEO shall specify the mathematics course or level recommended for the scholar. The Superintendent & CEO's or designee's response must provide the determination as well as the objective academic measures that the Superintendent & CEO or designee relied upon in making that determination.

    b. Notwithstanding the foregoing, if the Superintendent & CEO or designee requires additional time to respond to a parent/legal guardian's request, the Superintendent & CEO or designee will provide a written response indicating that additional time is needed. In no event shall the Superintendent & CEO's or designee's response time exceed one (1) month.

    c. If, after reconsideration of the scholar's mathematics placement by the Superintendent & CEO's or designee, the parent/legal guardian is dissatisfied with the scholar's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the scholar be placed in another mathematics course against the professional recommendation of the Superintendent & CEO or designee, acknowledging and accepting responsibility for this placement.

5. CCS shall ensure that this Mathematics Placement Policy is posted on its website.

6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Board Policy #: 29
Adopted/Ratified: October 3, 2019
Revision Date: August 11, 2021, May 17, 2025

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    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP").
    b. Internal assessments that are aligned to state-adopted content standards in mathematics.
    c. Classroom assignments and grades.
    d. Final grade in mathematics on the scholar's official, end of the year 8th grade report card.
    e. Results from all internal assessments, including at least one (1) placement checkpoint within the first 30 days of enrollment in the course ~~month of the school year~~ as described in Section 2, below.

2. CCS will provide at least one (1) placement checkpoint within the first 30 days of enrollment in the course ~~month of the school year~~ to ensure accurate placement and permit reevaluation of individual scholar progress. All mathematics teachers responsible for teaching 9th grade scholars will assess the mathematics placements for each 9th grade scholar assigned to the teacher's mathematics course ~~class~~. The teacher's assessment will take into consideration factors which may include, but are not limited to, the scholar's assignments, quizzes, tests, exams, grades, participation, and any comments provided by the scholar, the scholar's parent/legal guardian, and/or the scholar's other teachers regarding the scholar's mathematics placement. Based on the assessment, the teacher will then recommend that the scholar remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the scholar.

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        ii. Requests that the scholar retake the internal math assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.
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    b. Notwithstanding the foregoing, if the Superintendent & CEO or designee requires additional time to respond to a parent/legal guardian's request, the Superintendent & CEO or designee will provide a written response indicating that additional time is needed. In no event shall the Superintendent & CEO's or designee's response time exceed one (1) month.
    c. If, after reconsideration of the scholar's mathematics placement by the Superintendent & CEO's or designee, the parent/legal guardian is dissatisfied with the scholar's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the scholar be placed in another mathematics course against the professional recommendation of the Superintendent & CEO or designee, acknowledging and accepting responsibility for this placement.

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Coversheet

Adoption of Dyslexia Screener

Section: XI. Academic Services
Item: G. Adoption of Dyslexia Screener
Purpose: Vote
Submitted by: Greg Cohen
Related Material: 25-26 Amira Proposal.pdf

BACKGROUND:

Per Ed Code 53008, the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 shall adopt, at a public meeting, one or more screening instruments from an approved list to assess pupils for risk of reading difficulties.

Of instruments on the approved list, Amira was unique in that it offered a virtual option and support in Spanish.

RECOMMENDATION:

Approve adoption of Amira as Compass' screening instrument.

To: Compass Charter Schools Board of Directors
Subject: Proposal to adopt Amira Learning as Reading Difficulties Screener
From: Erin Smith, Director of Academic Support

May 7, 2025

Dear Compass Charter School Board Members,

Beginning in the 2025–2026 school year, all California public schools are required by the CDE (EC 53008(d)) to administer a universal dyslexia screener for K–2 students. After reviewing several options, our team recommends adopting **Amira Learning** to meet this mandate.

Amira is a voice AI-powered reading assessment that aligns with the Science of Reading and fully meets CDE screening criteria. It enables early identification of reading risks, provides real-time, actionable data, and requires minimal teacher time—supporting both compliance and instructional efficiency.

At a cost of **$20 per student** (for the professional development bundle), Amira offers:

- Free assessment and tutoring licenses (English & Spanish)

- Unlimited educator/admin access

- Live and on-demand training

- Full support for implementation and data use

This cost can be covered using the **$21.16 per student** already allocated by the state via the Literacy Screenings Professional Development Grant in January 2025. Our projected enrollment of 644 scholars at $20 per test is $12,880, less than the $13,358 awarded to Compass.

We respectfully request approval to adopt Amira as our K–2 universal dyslexia screener beginning in Fall 2025.

Thank you for your consideration.

Sincerely,

Erin Smith
Director of Academic Support
Compass Charter Schools

More Information:

In accordance with the California Department of Education (CDE) mandate, beginning in the 2025–2026 school year, all public schools are required to administer a universal dyslexia screener for students/scholars in grades K–2.

To meet this requirement, our team has explored potential screening tools that align with CDE criteria and support early intervention to ensure reading success for all learners. Based on thorough research Amira Learning has emerged as the leading candidate.

Why Amira?

Amira is a voice AI-powered reading assessment and tutoring platform that provides real-time, data-driven insights into foundational reading skills. It was designed in collaboration with leading reading scientists and supports the Science of Reading framework.

Key Benefits of Amira:

- **Meets CDE Requirements** for dyslexia screening (including phonological awareness, rapid naming, letter knowledge, and decoding).

- **Adaptive & Automated:** Conducts 1:1 screening with minimal teacher time required—frees up staff for targeted instruction.

- **Early Intervention:** Identifies risk indicators quickly, allowing for timely supports and progress monitoring.

- **Real-Time Reporting:** Provides detailed, actionable data for STs, the assessment team, the Academic Support Team, and Learning Coaches.

- **Research-Based & Validated:** Built on decades of reading research, Amira is used by districts across California and the country.

Implementation Plan

Timeline:

Action	Timeframe
Platform onboarding & staff training	August 2025
Initial K–2 screening window	Fall 2025, in alignment with the benchmark window, and ongoing for new enrolled scholars

Training & Support:
Amira offers onboarding, professional learning, and tech support for educators to ensure a seamless rollout (see chart below).

Cost:
Preliminary cost estimates (pending quote) are reasonable when considering reduced teacher time, improved early identification, and compliance with the CDE mandate (see chart below).

$0 for the assessment and tutoring licenses when you purchase the PD bundle at $20 per student.
 	
This allows districts to utilize a portion of the $21.16 per student they received in January 2025 from the State to support the Professional Development of staff to implement the K-2 Screener. These funds came from the governors $20M to support the screener
 	
The governor has added an additional $40M to the budget for the 2025-26 school year to continue to support school districts with the K-2 Screener mandate
	English and Spanish Assessment Licenses (K-2)
	English and Spanish Tutoring (K-2)
	All Reports
	Unlimited teacher and administrative licenses
	Access to asynchronous training library,
	Customer Success Management (CSM) Support
	
	Amira Professional Development Subscription:
	● Live, Virtual Professional Development:
	  ○ Three webinars
	    ■ Introduction to Amira
	    ■ Administering the Amira Screener
	    ■ Interpreting Amira Data
	  ○ Two virtual "office hours" per year are provided, offering valuable live training sessions for educators to learn about Amira's capabilities, how to administer the instrument, best practices, and how to understand and use the screening data.
	● (1) District Leadership Implementation Webinar and (1) District Leadership Data Review Webinar
	● Asynchronous On-Demand Training and Resources
	  ○ These resources are included with the purchase at no additional cost, allowing educators to access training materials and modules at their convenience, supporting flexible and self-paced professional development.
	● On-Demand User Support

Recommendation

We recommend that we adopt **Amira Learning** as our universal dyslexia screener for K–2 scholars beginning in the **2025–2026 school year**. Doing so will not only ensure compliance with state guidelines but also support our broader goal of identifying and addressing reading challenges early.

Thank you for your consideration.

Coversheet

Division Update

Section: XII. Operations Division
Item: A. Division Update
Purpose: FYI
Submitted by:
Related Material: Operations Division Board Report 5_17_2025.pdf

Operations Division | May 17, 2025

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

Our **vision** is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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 Dreamwork."

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

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

COO Update

Dr. Danielle Gamez

Chief Operations Officer

Hello!

I am excited to serve Compass in my new role as COO. I have been the Director of Operations fo the past 5 years but have worked diligently on my professional growth to prepare myself for a Chief Business Official Role.

I obtained my Charter Business Official Certification in 2022 and recently obtained my CASBO (California School Business Official) Chief Business Official certification last March. I look forward to putting my technical knowledge into practice.

I am committed to running the Division with a focus on transparency and collaboration.

For the this May 2025 board meeting, I will be highlighting our **Community Providers** and **Information Technology Departments**!

Community Provider Update

Wow! Early Ordering?!

Beginning May 1st, due to the early issuance of Master Agreements, the Community Providers Department will allow families to pre-order select curriculum!

To be eligible, families must have
- A signed and approved Master Agreement and a
- Signed Family Order Agreement.

These pre-orders, along with high school orders, will receive priority processing starting August 1st.

Community Provider Update

Starting August 1st, the **Amazon Storefront** for our Options families will be open for scholar orders.

Learning Coaches (LCs) will be able to login on behalf of their scholars and place orders according to their grade band. Every item in the storefront has been pre-approved to simplify and expedite the ordering process.

Information Technology Update

Compass Charter Schools has recently upgraded our Google Workspace from Education Fundamentals to Education Plus!

This move provides our organization with access to more storage and improved performance, advanced system oversight and controls, and a wide range of instructional and productivity tools for teachers and staff. These include expanded Google Classroom application integrations and tools, as well as free access to Google eSignature. The IT department expects the advanced user archiving system will also improve our identity management processes, including the onboarding and offboarding of both staff and scholars.

Information Technology Update

Showcasing COLLABORATION and EFFICIENCY!

The IT department has been working alongside other departments this month to prepare **rostering bridges** for a number of our educational services (e.g., Renaissance, Lexia, ParentSquare, IXL) through our single-sign on (SSO) platform, Clever. Renaissance rostering is now live through Clever with the other rostering services scheduled to go live over Summer break.

Clever has more advanced rostering services when compared with our previous vendor, Classlink. The IT department expects this will further improve both the precision and efficiency of our user management processes and workflow in future school years.

Thank you!

Questions & Comments

Coversheet

Review and Approval of the February & March 2025 Financial Statements

Section: XII. Operations Division
Item: B. Review and Approval of the February & March 2025 Financial
Statements
Purpose: Vote
Submitted by:
Related Material: CCS PL March 2025.xlsx
                      CCS CR March 2025.xlsx
                      CCS BS March 2025.xlsx
                      Compass Charter Schools_FY2025_March.pptx
                      CCS PL February 2025.xlsx
                      CCS BS February 2025.xlsx
                      CCS_CR_February_2025.xlsx
                      Compass Charter Schools_FY2025_February 2025.pptx

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CCS PL March 2025.xlsx

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CCS BS March 2025.xlsx

CSMC

Financials through Mar 31, 2025

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak

Financial Summary

Actual to Budget:
This report is as of Mar 31, 2025, compared against our 2nd Interim budget on 03/08/2025, based on an enrollment count of 2,250 students enrolled and an enrollment ADA of 2,215.40.
YTD Revenues through **Mar 31, 2025,** are **$21,246,513** or **-4.7% under** our current budget due to the late timing of receiving LCFF funds for the month of March to be received in early April in addition to Federal SPED revenues anticipated to hit towards the end of the fiscal year.
YTD Expenses through **Mar 31, 2025,** are **$24,608,206** or **-3.4% under** our current budget due to some underspending in Books and Supplies ($3.4M Actuals vs 4M Budgeted), Services ($4.06M Actuals vs 4.15M Budgeted) and in Personnel Expenses ($17.1M Actuals vs $17.26M Budgeted)
Therefore, net income is **($3,361,693)** or **5.7% under** our current budget.

Balance Sheet:
As of Mar 31, 2025, we had total cash of $14,217,309, short-term liabilities of $11,395,441, and long-term liabilities of $245,172. The ending fund balance is $3,711,879. When compared to the previous month, total reconciled cash decreased by $187K, short-term liabilities decreased by $462K (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by $4K (ROU Liability).

Report created on 4/15/2025 2:21:09 PM for Compass Charter Schools

CSMC

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio

Ability to meet short-term obligations with cash

	Current:	Target:
	124.8%	**> 100.0 %**

Formula:
(Cash) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

	Current:	Target:
	4.5	**> 3 months**

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

Current Ratio (Liquidity)

Ability to pay short-term obligations

	Current:	Target:
	1.3	**> 1.0**

Formula:
(Current Assets) / (Current Liabilities)

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CSMC

Financial Snapshot

FY 2024-2025, July - March

Cash Balance
$14,217,309

Revenue to Date
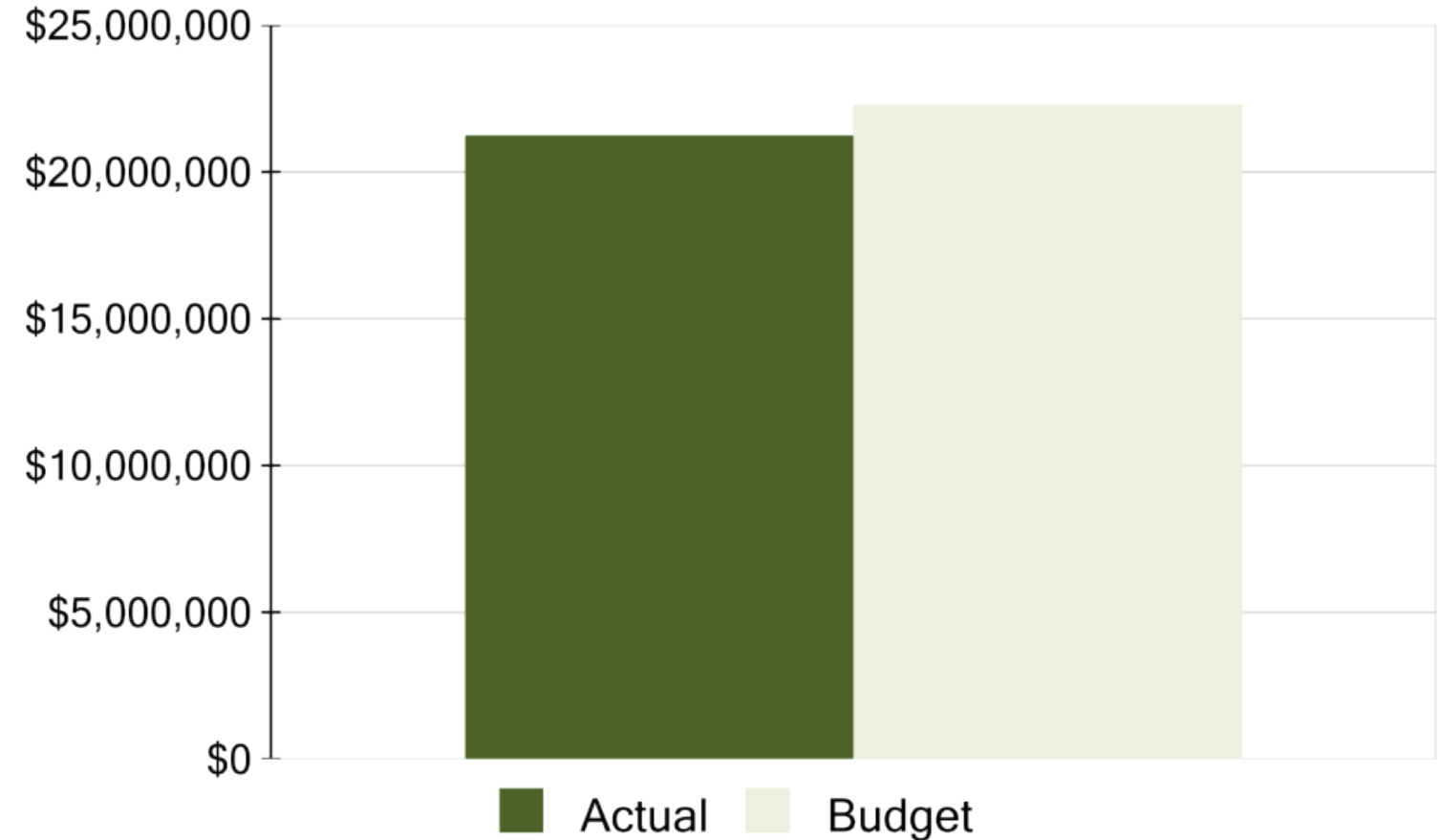
Revenue Summary	
Actual	$21,246,513
Budget	$22,305,107
Actual to Budget	-4.7%

Expense to Date
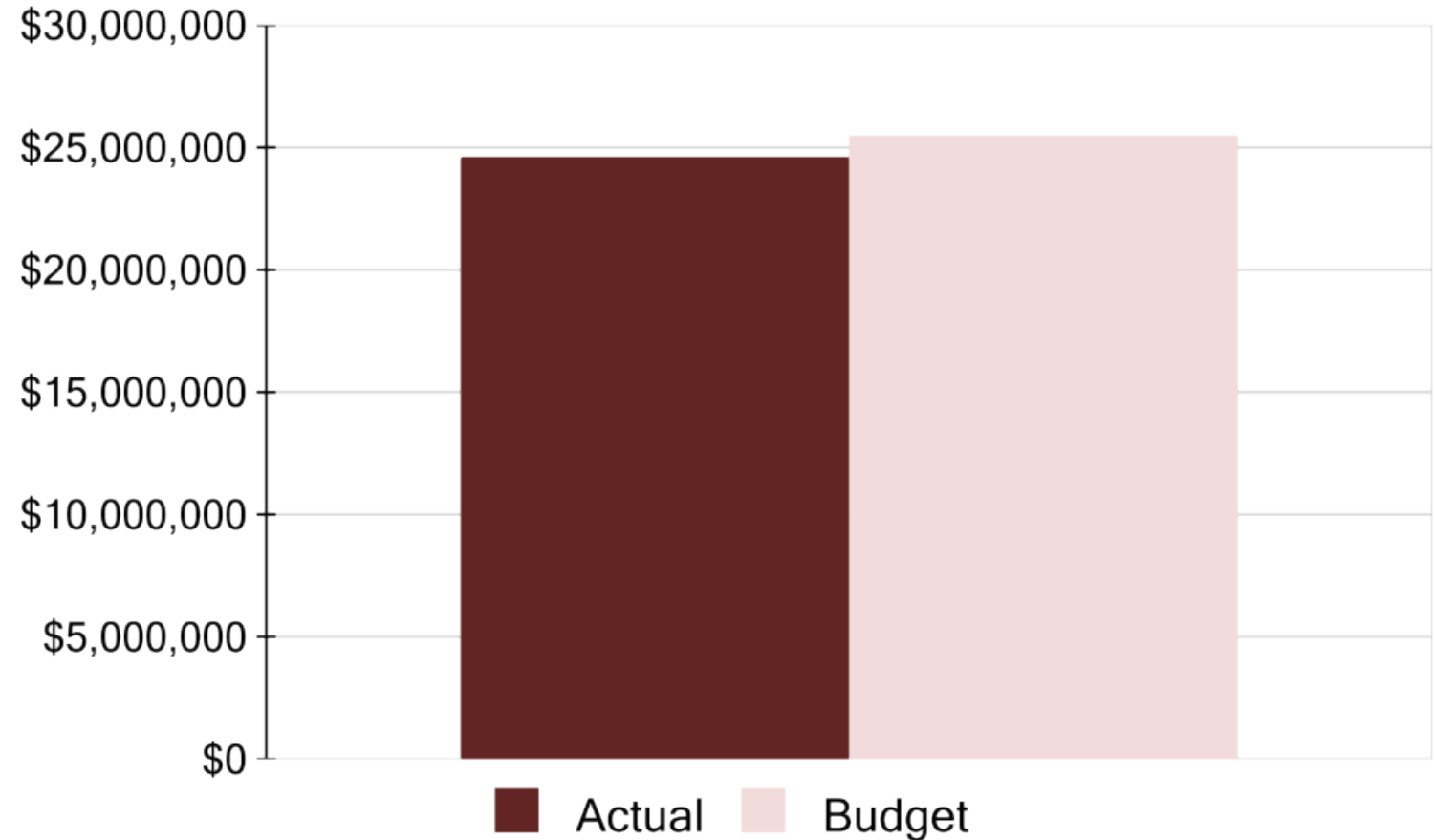
Expense Summary	
Actual	$24,608,206
Budget	$25,484,407
Actual to Budget	-3.4%

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Actual to Budget Summary

FY 2024-2025, July - March

Account Description	July - Last Closed			2024-2025		
	Actual	Budget	Variance $	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	$17,981,429	$18,947,423	($965,995)	$27,395,405	65.6%	$9,413,977
Federal Revenue	$746,036	$853,571	($107,535)	$1,413,969	52.8%	$667,933
State Revenue	$2,407,061	$2,409,864	($2,802)	$5,138,932	46.8%	$2,731,871
Local Revenue	$111,987	$94,249	$17,738	$106,687	105.0%	($5,300)
Total Revenue	$21,246,513	$22,305,107	($1,058,594)	$34,054,993	62.4%	$12,808,480
Benefits	$4,127,186	$4,420,935	$293,749	$6,237,279	66.2%	$2,110,093
Classified Salaries	$2,970,306	$2,457,520	($512,785)	$2,704,340	109.8%	($265,966)
Certificated Salaries	$10,010,704	$10,388,416	$377,713	$13,845,976	72.3%	$3,835,273
Total Personnel Expenses	$17,108,195	$17,266,872	$158,677	$22,787,595	75.1%	$5,679,400
Other Outgo	$28	-	($28)	-	2,812.0%	($28)
Services	$4,059,848	$4,154,990	$95,142	$5,808,789	69.9%	$1,748,941
Books and Supplies	$3,440,135	$4,062,545	$622,409	$5,368,537	64.1%	$1,928,402
Total Operational Expenses	$7,500,011	$8,217,535	$717,523	$11,177,326	67.1%	$3,677,315
Total Expenses	$24,608,206	$25,484,407	$876,200	$33,964,921	72.5%	$9,356,715
Net Income	($3,361,693)	($3,179,299)	($182,394)	$90,072	-3,732.2%	$3,451,765

Revenue
$21,246,513
Expenses
$24,608,206
Surplus / (Deficit)
($3,361,693)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Report created on 4/15/2025 2:21:10 PM for Compass Charter Schools

CSMC

Monthly Cash Balance Over Time

Current fiscal year and prior year

Legend: ■ Cash - Actual   ◆ Projected Cash - Current Fiscal Year

	Cash Amount	Actual or Projected
July 2023	$10,508,844.93	Actual
August 2023	$9,959,137.57	Actual
September 2023	$10,105,879.44	Actual
October 2023	$9,930,907.61	Actual
November 2023	$10,007,748.21	Actual
December 2023	$10,812,556.80	Actual
January 2024	$10,638,059.56	Actual
February 2024	$9,879,965.30	Actual
March 2024	$11,144,745.19	Actual
April 2024	$12,082,993.54	Actual
May 2024	$11,621,334.34	Actual
June 2024	$11,479,792.11	Actual

	Cash Amount	Actual or Projected
July 2024	$12,366,145.46	Actual
August 2024	$11,977,697.30	Actual
September 2024	$12,256,076.46	Actual
October 2024	$11,861,823.58	Actual
November 2024	$11,518,092.98	Actual
December 2024	$13,374,731.25	Actual
January 2025	$13,630,095.42	Actual
February 2025	$14,404,735.08	Actual
March 2025	$14,217,309.19	Actual
April 2025	$9,874,641.55	Projected
May 2025	$9,664,276.32	Projected
June 2025	$14,228,228.75	Projected

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Balance Sheet Summary FY 2024-2025 - March

Assets	
Current Assets	
Accounts Receivable	$29,734
Cash and Cash Equivalents	$14,217,309
Employee Advances	$736
Prepaid Expenses	$30,505
Short Term Investments	$820,127
Total Current Assets	**$15,098,411**
Fixed Assets	
Fixed Assets	$248,861
Total Fixed Assets	**$248,861**
Other Assets	
Other Assets	$5,220
Total Other Assets	**$5,220**
Total Assets	**$15,352,492**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$354,432
Accrued Liabilities	$7,567,994
Other Short Term Liability	$3,473,016
Total Short-term Liabilities	**$11,395,441**
Long-term Liabilities	
Other Liabilities	$245,172
Total Long-term Liabilities	**$245,172**
Total Liabilities	**$11,640,613**
Total Unrestricted Net Assets	$7,073,572
Total Net Increase/(Decrease) in Net Assets	($3,361,693)
Total Net Assets	**$3,711,879**
Total Liabilities and Net Assets	**$15,352,492**

Liquidity Ratio

1.3

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

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CSMC

CSMC Charter School Support Team

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CSMC

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	4/16/2025	Special education federal expenditure report; timing and steps vary by SELPA - Due date may vary depending on an LEA's SELPA: Federal revenues are received through a grant, which is paid on a reimbursement basis. Each LEA is required to submit reports of its federal expenditures throughout the year to facilitate consistent cash flows.	CSMC	No	https://www.cde.ca.gov/sp/se/as/fy23-24exprptinst.asp
Finance	4/30/2025	Federal Cash Management Data Collection (CMDC) - A web-based data collection application for LEAs to report federal cash management data for federal programs under the Every Student Succeeds Act (ESSA)	CSMC	No	https://www.cde.ca.gov/fg/aa/cm/
Finance	4/30/2025	ASES attendance and expenditure reports - Reporting due dates for After School Education and Safety (ASES) Programs. The due date may vary depending upon an LEA's District/County	CSMC with School Support	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
Webinars	4/30/2025	CSMC Webinar -	School	No	https://us06web.zoom.us/webinar/register/WN_3jxjII1XTX2T7gdIqL0fng
Payroll	4/30/2025	1st Quarter Payroll Tax filing due -	Payroll Vendor	No	
Finance	4/30/2025	El Dorado special education ADA report -	CSMC	No	https://www.cde.ca.gov/sp/se/as/fy23-24exprptinst.asp
Student Data	5/1/2025	2024–25 P-2 Attendance Data - P-2 Submission Under Principal Apportionment The P-2 (Second Principal Apportionment) submission is a key reporting period for Local Educational Agencies (LEAs) to update Average Daily Attendance (ADA) and other funding-related data. It includes attendance from the first day of school through the final reporting month that ends on or before April 15. The due date for P-2 varies for each LEA, as it must be submitted between the end of March and the beginning of May, depending on district, county, or State Board of Education (SBE) deadlines. P-2 serves as the final major attendance report before the Annual Apportionment and determines state funding allocations under the Local Control Funding Formula (LCFF) and other categorical programs. Accurate and timely reporting ensures LEAs receive appropriate funding based on student attendance and enrollment data.	CSMC with School Support	No	
Finance	5/1/2025	Special education low incidence reimbursement; timing and steps vary by SELPA - Due date may vary depending on an LEA's SELPA: Low Incidence (LI) disabilities are defined in California Education Code as a severe condition with an expected incidence rate of less than one percent of the total statewide enrollment. LEAs with LI students may apply for reimbursement for some related materials, equipment, and services.	CSMC	No	https://www.cde.ca.gov/fg/fo/profile.asp?id=2299

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CSMC

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Student Data	5/1/2025	P-2 Attendance Report, state deadline -	CSMC with School Support	No	
Finance	5/1/2025	Recommended public hearing for preliminary budget and LCAP - The governing body of a charter school must hold at least one public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. This public hearing may be held at the same meeting at which the governing body of a charter school adopts the LCAP, but the public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP must occur before the adoption of the LCAP.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS
Accounting	5/15/2025	Form 990 Return of Exempt Organization -	School	Yes	
Finance	5/20/2025	Charter school information survey due to CDE - Charter schools report and certify their information with the California Department of Education (CDE) for fiscal year (FY) 2025–26 through the Charter School Certification of Information for the purposes of informing state and federal policy, supporting charter school authorization and oversight, and promoting transparency of the state's public school system.	CSMC with School Support	No	https://www.cde.ca.gov/sp/ch/cscertinfo.asp
Webinars	5/28/2025	CSMC Webinar -	School	No	https://us06web.zoom.us/webinar/register/WN_3jxjlI1XTX2T7gdIqL0fng
Finance	5/31/2025	UPK Planning and Implementation Expenditure Report #6 - UPK Expenditure report for the reporting period of November 1, 2024, to April 30, 2025	CSMC with School Support	No	https://www.cde.ca.gov/ci/gs/em/upkpi.asp
Payroll	5/31/2025	New Fiscal Payroll Calendar approved -	School	No	
Finance	6/5/2025	SB740 application due - The Charter School Facility Grant (SB740) Program provides annual grants to offset annual on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals (FRPM) or located in a public elementary school boundary serving a similar demographic.	School	No	https://www.treasurer.ca.gov/csfa/csfgp/index.asp
Webinars	6/12/2025	CSMC Office Hours -	School	No	
Webinars	6/25/2025	CSMC Webinar -	School	No	

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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	6/30/2025	Approval of Dashboard Local Indicators Report - California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard. The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA).	School	Yes	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
Finance	6/30/2025	Approval of ConApp / CARS report forms close - The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Title Funding and to report on the use of those funds.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/co/index.asp
Finance	6/30/2025	Approval of Preliminary Budget - Local educational agencies (LEAs) are required to adopt a budget by July 1 of each year.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/fi/ir/budgetstatus.asp
Finance	6/30/2025	Approval of LCAP - On or before July 1 of each year, a charter school must complete an LCAP using the template adopted	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS
Finance	6/30/2025	Prop 28 Arts and Music annual report due - LEAs will post the annual board- or body-approved report that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with those funds.	CSMC with School Support	Yes	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfundingfaq.asp
Payroll	7/1/2025	New Board Approved Handbook (if applicable) -	School	Yes	
Payroll	7/15/2025	Accruals review and Approval -	School	No	

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HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com
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43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

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CSMC

Financials through Feb 28, 2025

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak

Financial Summary

Actual to Budget:
This report is as of Feb 28, 2025, compared against our 2nd Interim budget on 03/08/2025, based on an enrollment count of 2,250 students enrolled and an enrollment ADA of 2,215.40.
YTD Revenues through **Feb 28, 2025,** are **$18,018,827** or **-3.3% under** our current budget due to the late timing of receiving February 2025 LCFF funds for CCS Los Angeles.
YTD Expenses through **Feb 28, 2025,** are **$21,621,843** or **-2.2% under** our current budget due to some underspending in Books and Supplies ($2.91M Actuals vs 3.35M Budgeted) and Services ($3.44M Actuals vs 3.6M Budgeted). This is slightly offset by some overspending in Personnel Expenses by $118K.
Therefore, net income is **($3,603,016)** or **3.7% under** our current budget.

Balance Sheet:
As of Feb 28, 2025, we had total cash of $14,404,735, short-term liabilities of $11,853,645, and long-term liabilities of $248,844. The ending fund balance is $3,470,556.

When compared to the previous month, total reconciled cash increased by $774K, short-term liabilities increased by $1.3M (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by $4K (ROU Liability). |

Report created on 4/1/2025 10:52:20 AM for Compass Charter Schools

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Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio

Ability to meet short-term obligations with cash

	Current:	Target:
	121.5%	**> 100.0 %**

Formula:
(Cash) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

	Current:	Target:
	4.5	**> 3 months**

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

Current Ratio (Liquidity)

Ability to pay short-term obligations

	Current:	Target:
	1.3	**> 1.0**

Formula:
(Current Assets) / (Current Liabilities)

Report created on 4/1/2025 10:52:08 AM for Compass Charter Schools

CSMC

Financial Snapshot

FY 2024-2025, July - February

Cash Balance
$14,404,735

Revenue to Date
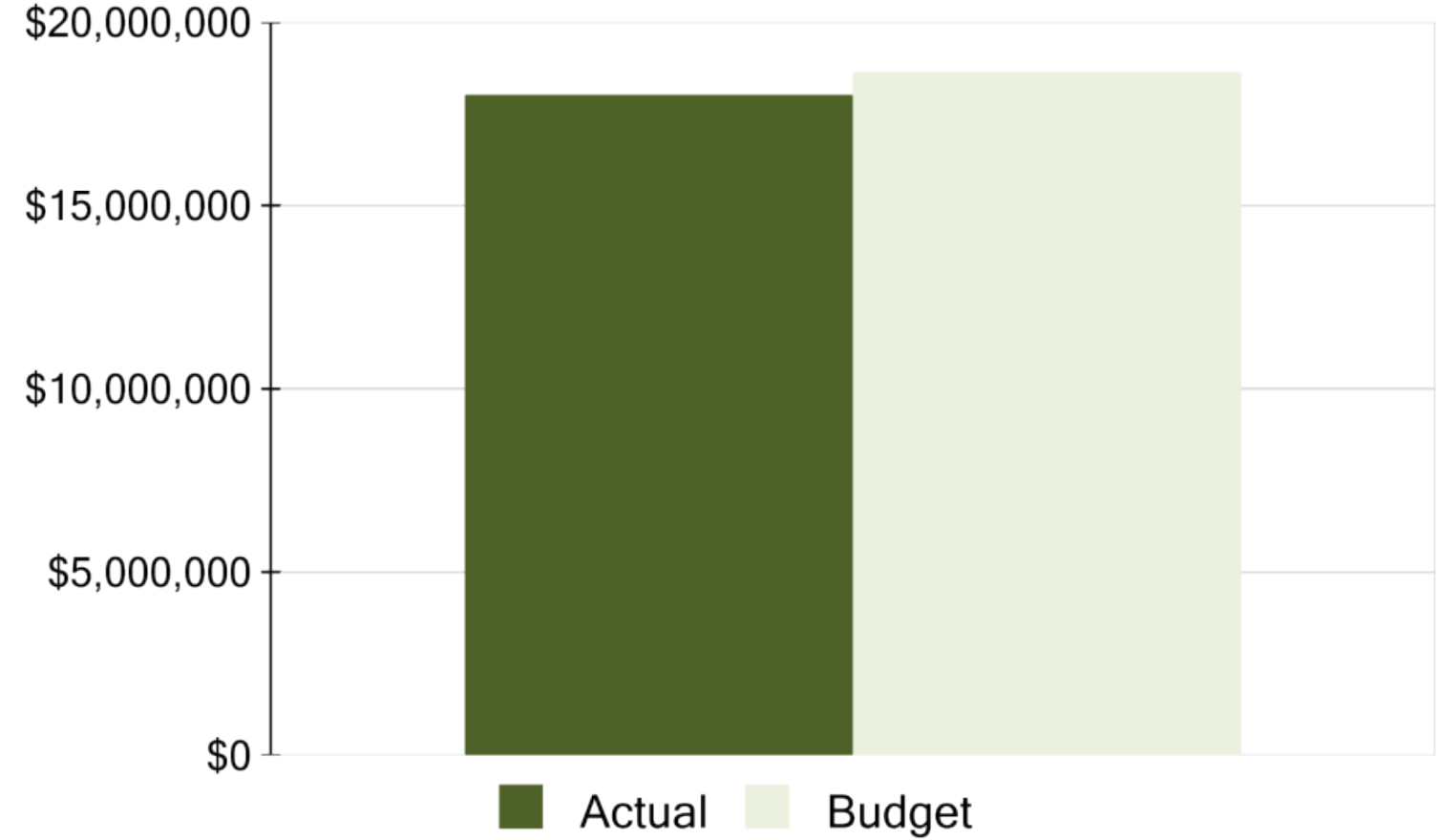
Revenue Summary	
Actual	$18,018,827
Budget	$18,635,892
Actual to Budget	-3.3%

Expense to Date
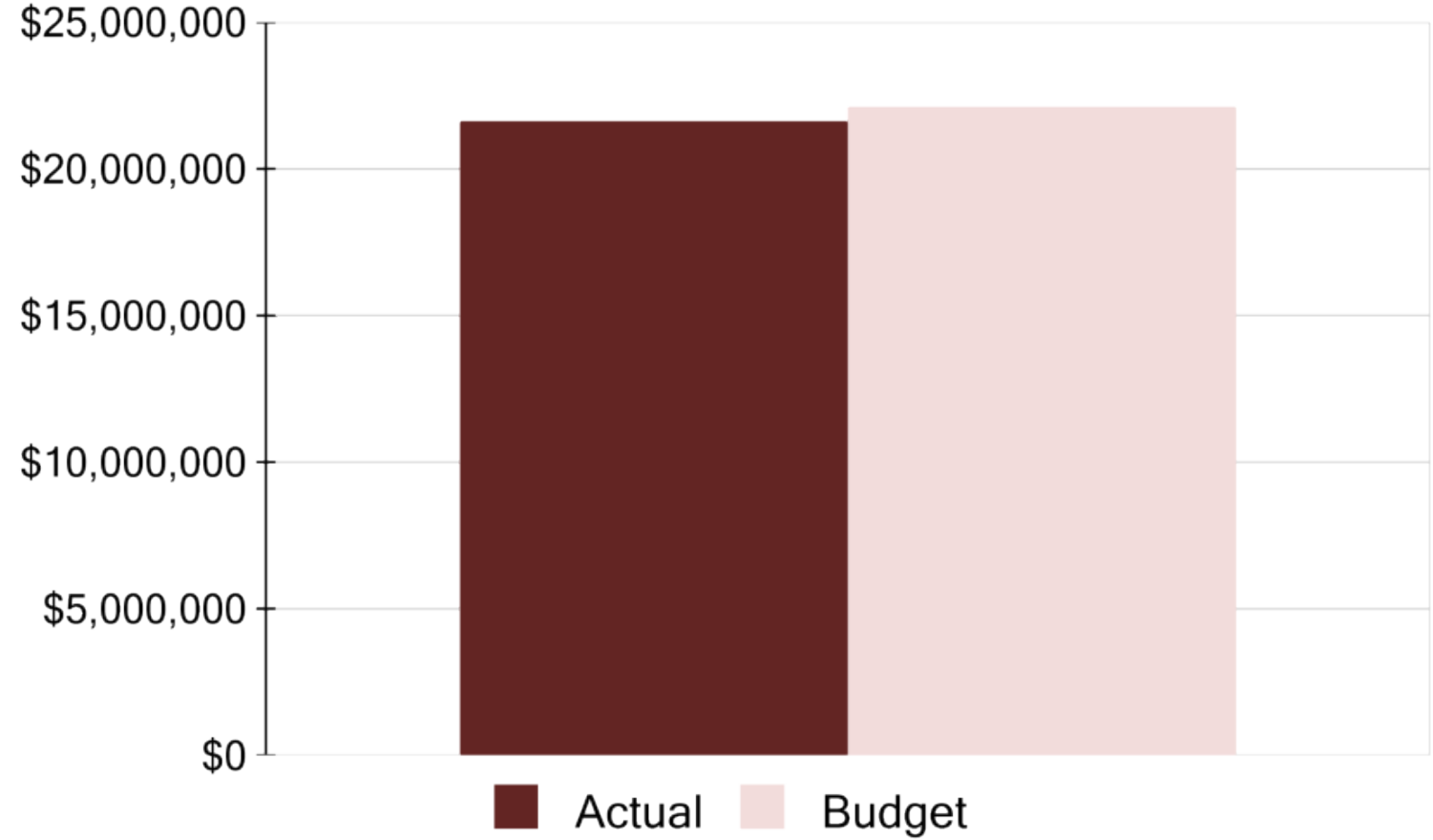
Expense Summary	
Actual	$21,621,843
Budget	$22,108,962
Actual to Budget	-2.2%

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CSMC

Actual to Budget Summary

FY 2024-2025, July - February

Account Description	July - Last Closed			2024-2025		
	Actual	Budget	Variance $	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	$15,231,156	$15,636,833	($405,678)	$27,395,405	55.6%	$12,164,250
Federal Revenue	$699,665	$748,437	($48,772)	$1,413,969	49.5%	$714,304
State Revenue	$1,981,027	$2,160,518	($179,491)	$5,138,932	38.5%	$3,157,905
Local Revenue	$106,979	$90,103	$16,876	$106,687	100.3%	($292)
Total Revenue	$18,018,827	$18,635,892	($617,065)	$34,054,993	52.9%	$16,036,166
Benefits	$3,844,228	$3,815,487	($28,741)	$6,237,279	61.6%	$2,393,050
Classified Salaries	$2,618,230	$2,375,247	($242,983)	$2,704,340	96.8%	$86,110
Certificated Salaries	$8,800,980	$8,960,963	$159,983	$13,845,976	63.6%	$5,044,996
Total Personnel Expenses	$15,263,439	$15,151,698	($111,741)	$22,787,595	67.0%	$7,524,156
Other Outgo	$28	-	($28)	-	2,812.0%	($28)
Services	$3,441,234	$3,603,723	$162,490	$5,808,789	59.2%	$2,367,556
Books and Supplies	$2,917,142	$3,353,541	$436,398	$5,368,537	54.3%	$2,451,395
Total Operational Expenses	$6,358,404	$6,957,264	$598,860	$11,177,326	56.9%	$4,818,922
Total Expenses	$21,621,843	$22,108,962	$487,119	$33,964,921	63.7%	$12,343,078
Net Income	($3,603,016)	($3,473,070)	($129,946)	$90,072	-4,000.2%	$3,693,088

Revenue
$18,018,827
Expenses
$21,621,843
Surplus / (Deficit)
($3,603,016)

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CSMC

Monthly Cash Balance Over Time

Current fiscal year and prior year

Legend: ■ Cash - Actual ◆ Projected Cash - Current Fiscal Year

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July 2023	$10,508,844.93	Actual
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April 2024	$12,082,993.54	Actual
May 2024	$11,621,334.34	Actual
June 2024	$11,479,792.11	Actual

	Cash Amount	Actual or Projected
July 2024	$12,366,145.46	Actual
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October 2024	$11,861,823.58	Actual
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February 2025	$14,404,735.08	Actual
March 2025	$10,325,710.19	Projected
April 2025	$9,874,641.55	Projected
May 2025	$9,664,276.32	Projected
June 2025	$14,228,228.75	Projected

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Balance Sheet Summary FY 2024-2025 - February

Assets	
Current Assets	
Accounts Receivable	$63,995
Cash and Cash Equivalents	$14,404,735
Employee Advances	$342
Prepaid Expenses	$25,813
Short Term Investments	$820,127
Total Current Assets	**$15,315,012**
Fixed Assets	
Fixed Assets	$252,813
Total Fixed Assets	**$252,813**
Other Assets	
Other Assets	$5,220
Total Other Assets	**$5,220**
Total Assets	**$15,573,045**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$626,004
Accrued Liabilities	$6,971,408
Other Short Term Liability	$4,256,232
Total Short-term Liabilities	**$11,853,645**
Long-term Liabilities	
Other Liabilities	$248,844
Total Long-term Liabilities	**$248,844**
Total Liabilities	**$12,102,489**
Total Unrestricted Net Assets	$7,073,572
Total Net Increase/(Decrease) in Net Assets	($3,603,016)
Total Net Assets	**$3,470,556**
Total Liabilities and Net Assets	**$15,573,045**

Liquidity Ratio

1.3

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	4/1/2025	Form 700 - Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability.	School	Yes	https://www.fppc.ca.gov/Form700.html
Finance	4/1/2025	Audit firm selection - LEA deadline to contract with independent auditor	School	Yes	https://www.cde.ca.gov/fg/au/ag/
Finance	4/4/2025	ESSER and GEER Annual Report due - ESSER & GEER Annual Reporting is a federal requirement, as a condition of receiving these federal funds. These funds were distributed to help mitigate learning loss related to COVID-19 school closures.	CSMC with School Support	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp#esser
Finance	4/11/2025	Special education MOE pre-test; timing and steps vary by SELPA - Due date may vary depending on an LEA's SELPA: The MOE Pre-Test is a mid-year submission to identify any difficulties with passing MOE for the current year. It is due to the SELPA in March using estimates.	CSMC with School Support	No	
Finance	4/16/2025	Special education federal expenditure report; timing and steps vary by SELPA - Due date may vary depending on an LEA's SELPA: Federal revenues are received through a grant, which is paid on a reimbursement basis. Each LEA is required to submit reports of its federal expenditures throughout the year to facilitate consistent cash flows.	CSMC	No	https://www.cde.ca.gov/sp/se/as/fy23-24exprptinst.asp
Finance	4/30/2025	Federal Cash Management Data Collection (CMDC) - A web-based data collection application for LEAs to report federal cash management data for federal programs under the Every Student Succeeds Act (ESSA)	CSMC	No	https://www.cde.ca.gov/fg/aa/cm/
Finance	4/30/2025	ASES attendance and expenditure reports - Reporting due dates for After School Education and Safety (ASES) Programs. The due date may vary depending upon an LEA's District/County	CSMC with School Support	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
Webinars	4/30/2025	CSMC Webinar -	School	No	https://us06web.zoom.us/webinar/register/WN_3jxjll1XTX2T7gdIqL0fng
Payroll	4/30/2025	1st Quarter Payroll Tax filing due -	Payroll Vendor	No	
Finance	4/30/2025	El Dorado special education ADA report -	CSMC	No	https://www.cde.ca.gov/sp/se/as/fy23-24exprptinst.asp

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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	5/1/2025	Special education low incidence reimbursement; timing and steps vary by SELPA - Due date may vary depending on an LEA's SELPA: Low Incidence (LI) disabilities are defined in California Education Code as a severe condition with an expected incidence rate of less than one percent of the total statewide enrollment. LEAs with LI students may apply for reimbursement for some related materials, equipment, and services.	CSMC	No	https://www.cde.ca.gov/fg/fo/profile.asp?id=2299
Student Data	5/1/2025	2024–25 P-2 Attendance Data - P-2 Submission Under Principal Apportionment The P-2 (Second Principal Apportionment) submission is a key reporting period for Local Educational Agencies (LEAs) to update Average Daily Attendance (ADA) and other funding-related data. It includes attendance from the first day of school through the final reporting month that ends on or before April 15. The due date for P-2 varies for each LEA, as it must be submitted between the end of March and the beginning of May, depending on district, county, or State Board of Education (SBE) deadlines. P-2 serves as the final major attendance report before the Annual Apportionment and determines state funding allocations under the Local Control Funding Formula (LCFF) and other categorical programs. Accurate and timely reporting ensures LEAs receive appropriate funding based on student attendance and enrollment data.	CSMC with School Support	No	
Student Data	5/1/2025	P-2 Attendance Report, state deadline -	CSMC with School Support	No	
Finance	5/1/2025	Recommended public hearing for preliminary budget and LCAP - The governing body of a charter school must hold at least one public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. This public hearing may be held at the same meeting at which the governing body of a charter school adopts the LCAP, but the public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP must occur before the adoption of the LCAP.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS
Accounting	5/15/2025	Form 990 Return of Exempt Organization -	School	Yes	
Finance	5/20/2025	Charter school information survey due to CDE - Charter schools report and certify their information with the California Department of Education (CDE) for fiscal year (FY) 2025–26 through the Charter School Certification of Information for the purposes of informing state and federal policy, supporting charter school authorization and oversight, and promoting transparency of the state's public school system.	CSMC with School Support	No	https://www.cde.ca.gov/sp/ch/cscertinfo.asp
Webinars	5/28/2025	CSMC Webinar -	School	No	https://us06web.zoom.us/webinar/register/WN_3jxjlI1XTX2T7gdIqL0fng

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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	5/31/2025	UPK Planning and Implementation Expenditure Report #6 - UPK Expenditure report for the reporting period of November 1, 2024, to April 30, 2025	CSMC with School Support	No	https://www.cde.ca.gov/ci/gs/em/upkpi.asp
Payroll	5/31/2025	New Fiscal Payroll Calendar approved -	School	No	
Finance	6/5/2025	SB740 application due - The Charter School Facility Grant (SB740) Program provides annual grants to offset annual on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals (FRPM) or located in a public elementary school boundary serving a similar demographic.	School	No	https://www.treasurer.ca.gov/csfa/csfgp/index.asp
Webinars	6/12/2025	CSMC Office Hours -	School	No	
Webinars	6/25/2025	CSMC Webinar -	School	No	
Finance	6/30/2025	Approval of ConApp / CARS report forms close - The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Title Funding and to report on the use of those funds.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/co/index.asp
Finance	6/30/2025	Approval of Preliminary Budget - Local educational agencies (LEAs) are required to adopt a budget by July 1 of each year.	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/fi/ir/budgetstatus.asp
Finance	6/30/2025	Approval of Dashboard Local Indicators Report - California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard. The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA).	School	Yes	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
Finance	6/30/2025	Approval of LCAP - On or before July 1 of each year, a charter school must complete an LCAP using the template adopted	School with CSMC Support	Yes	https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS
Finance	6/30/2025	Prop 28 Arts and Music annual report due - LEAs will post the annual board- or body-approved report that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with those funds.	CSMC with School Support	Yes	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfundingfaq.asp
Payroll	7/1/2025	New Board Approved Handbook (if applicable) -	School	Yes	

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