

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Compass Charter Schools of San Diego

CDS code:

37682130127084

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved scholar groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved scholars.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of scholars in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The overarching goals for Compass Charter Schools of San Diego include the following: Students (Scholars) will increase academic achievement, increase scholar retention and scholar and parent engagement and involvement, increase academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increase college and career readiness for scholars in high school.

The major priority areas at Compass Charter Schools are personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. The scholar population is comprised of socioeconomically disadvantaged (42.2%) and English Learners (2.8%), Compass Charter Schools of San Diego makes it a priority to develop major actions in the LCAP to support all scholars, but especially scholars who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth (0%).

The major actions included in the LCAP for all scholars are to improve academic achievement, scholar and parent engagement and involvement, focus on scholars in special subgroups and increase college and career readiness.

The increased or improved services for socioeconomically disadvantaged scholars, foster youth and English Learners to improve proficiency include personalized learning plans, through the Learning Lab, access to MTSS strategies for support and interventions, tutoring by teachers and educational facilitators through support sessions and online through ThinkingStorm, Learning Lab materials, and Online Learning Programs. The increased or improved services to provide access to State Standards curriculum taught by appropriately assigned, highly qualified teachers include meaningful professional development, administration and analysis of internal and external assessments, and new teacher

coaching and support. All teachers will receive professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like Digital Learning and Advanced Placement. In order to increase and improve services includes scholar and parent engagement and involvement. One key aspect is to ensure attendance and incentivize attendance and participation which will increase retention of scholars in grade spans by supporting scholar and parent engagement. Parents will have the opportunity to attend the Learning Coach Academy, serving as a Learning Coach Ambassador, and attending council and Board meetings. The Charter School will make accommodations for parents of scholars in special populations so every parent can participate. Moreover, CCS will expand the Award Recognition Program to increase scholar and parent engagement. Extracurricular activities will include scholar clubs, workshops, transition meeting and online counseling sessions starting in grade 4 to support the social emotional well-being of scholars. Communication will continue to reach out to parents and scholars to increase engagement.

In order to increase actions and services to increase academic achievement and engagement for scholars in special populations including EL, SED, SWD, HY and FY, CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations which will increase academic achievement, meaningful educational experiences and improved retention rates for these scholars. Scholars in these special populations will immediately be provided with additional interventions and supports which include, MTSS curriculum, tutoring, computer access, monitoring EL and additional interventions for SWD.

To increase college and career readiness, the increased or improved services include access and connections to college preparation exams and preparation courses. Each high school scholar will have a 4-year plan that is individualized to each scholar including CTE courses, a-g courses and visual and performing arts courses. Every high school scholar has this 4-year plan, but the additional training provided to the counselors will enable them to develop a program suited for the needs of scholars in a special population. Trainings will be provided to scholars and parents on planning for college and career so that scholars and parents understand how to get into college or be prepared for a career. The AVID program will be enhanced to support the scholars who are in special populations especially scholars who are nearly meeting standard mastery, the first in the family to attend college, and those without rigorous academic support at home.

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives will be the professional development sessions on topics like MTSS, SEL, PBIS, writing, data analysis and communication with parents attendance and participation incentives, parent meetings, Learning Coach Academy, meaningful opportunities for involvement, awards recognition program, extracurricular and enrichment activities, including clubs, workshops, transition meetings, activities, and online counseling sessions on Social Emotional Learning, communication with scholars and parents with accommodations, MTSS Curriculum, Tutors (ThinkingStorm), computers and computer access, additional interventions and supports for EL, FY, HY, SED and SWD , college and college and career preparation and trainings, and the AVID program.

The decisions made about the use of supplemental federal funds are discussed at the school level through Parent Advisory Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions take into account the needs of Compass Charter Schools based on scholar achievement

data to include SBAC, ELPAC, internal assessments, work completion and attendance and scholar demographic data to include the significant subgroups of Black or African American, Latino, White, Two or More Races, socioeconomically disadvantaged, scholars with disabilities, and English Learners. This scholar achievement data and scholar demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all scholars, English Learners, foster youth, socioeconomically disadvantaged scholars and low-achieving scholars. The LCAP goals were designed for all scholars are to improve proficiency in key content areas of increasing academic achievement, increasing scholar retention and scholar and parent engagement and involvement, increasing academic achievement and engagement for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Students with Disabilities (SWD), and increasing college and career readiness for scholars in high school.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our mission at Compass Charter Schools 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, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

We support our scholars, learning coaches (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC). The mission is communicated throughout the LEA by including it on the Charter School's website, discussing it at staff meetings, parent meetings, and discussing it with scholars. The scholars know that they receive extra help from tutors, teachers who care about them, and their parents who are engaged at the school.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and vision and the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Advisory Council will review and approve the LCAP prior to submission. During quarterly meetings, the Parent Advisory Council will receive quarterly benchmark data (internal assessments and attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the scholars in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual scholar in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the teachers may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team, or if there is another intervention which would improve the scholar's skills. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Superintendent will present the scholar achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of scholar achievement data which determines the types of activities that should be provided to increase scholar achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. The Parent Advisory Council, teachers, staff and parents provide input on the core program, then

make decisions based on differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP at Parent Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review scholar achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district level funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the scholars determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and is also discussed with the Parent Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor scholars' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all scholars;
- (B) identifying scholars who may be at risk for academic failure;
- (C) providing additional educational assistance to individual scholars the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for scholar learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove scholars from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the scholar groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide scholars in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income scholars and minority scholars being taught at higher rates than other scholars by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Coffee with Compass, quarterly Parent Town Halls, and the Parent Advisory Council. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with Parent Advisory Council. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, Accessing the Online Learning Tools, How to Prepare for Parent Conferences, Preparing for College and Career, and Social Emotional Learning. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each

scholar's individual goals and celebrations of academic achievements, academic growth, regular attendance, and scholar of the month at award recognitions.

The Charter School provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include completing Learning Coach Academy sessions, volunteering for events, chaperoning field trips and serving as parent leaders.

The Charter School integrates parent involvement as leaders by encouraging, but not requiring, Parent Partnership Hours. Parents can satisfy their Partnership Hours by participating in academic achievement (i.e. Learning Coach Academy, teacher conferences, serving on a committee or council), school community (i.e. attending community meetings, helping and attending special events, chaperoning field trips), and education advocacy (i.e. attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant scholars so that they can actively participate in the school which includes home visits. The Charter School will focus on scholar learning, individual goals for the scholar and investing in families especially parents with disabilities and parents of migrant scholars. The process of addressing requests from parents of Title I scholars for additional supports includes a parent conference to review the supports currently being provided to the scholar, what additional supports are necessary to address the scholar's specific needs, and developing a plan to support the scholar if necessary. Parents also lead community activities and initiatives throughout the year.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego provides programs and services to the scholars including personalization, blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized education model to the scholars includes virtual instruction and differentiated instruction for the scholars at their instructional level during Learning Labs, support sessions and tutoring. Differentiated instruction may include the scholars working with tutors, working on an adaptive online learning program like Galileo, Reflex Math, Freckle or others. These schoolwide services support academically at-risk scholars by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, SBAC Math scores

and graduation rates. The importance of increasing these scores ensures that scholars are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors support scholars who are at risk of not meeting state. During the Learning Lab, scholars engage in collaborative activities guided by the teachers. The Charter School also hires Scholar Success Coordinators and an English Learner Support Coordinator to support and monitor the growth of scholars.

The Parent Advisory Council works diligently to review scholar achievement and make recommendations for services like online tutoring, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction during support sessions. The Parent Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the scholar, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for scholars from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased scholar access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify scholar interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The scholars attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts an Orientation, Transition Meetings, Parent Conferences, events and activities, and multiple events like Learning Coach Academy, Scholar Leadership Council, Parent Advisory Council and onboarding support.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented scholars; and
- (B) assist schools in developing effective school library programs to provide scholars an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of scholars returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating scholars.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego provides a strategic system of professional growth and improvement for new teachers, teachers, staff and administrators. For all teachers, activities include providing an intensive summer training for all teachers that emphasizes on foundational knowledge in culture and virtual and homeschool classroom. The Charter School provides training in effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Compass Charter Schools' program which is especially helpful for new teachers, including the use of data, instructional techniques, and the scope and sequence of curricula. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement. The professional development sessions are differentiated by subject, grade, program and focus on skill-building to maximize teacher time. Students benefit from this higher-level professional development that their teachers receive.

Compass Charter Schools builds leadership capacity of teachers, principals and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Administrators attend workshops like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, administrators attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data driven instruction, and providing meaningful professional development.

Compass Charter Schools dedicates time throughout the school year for staff professional development. The Director of Online Learning and the Director of Options Learning ensure participation by verifying sign-in, and most importantly, observing strategies during Learning Labs, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and scholar achievement is realized. The Directors will make adjustments to the professional development sessions to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Compass Charter Schools of San Diego. Learning how to better utilize data enables teachers to improve instructional practices and better serve all scholars. The Charter School holds examines data a minimum of four times per year to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: cumulative assessments four times per year, internal assessments three times per year, attendance, graduation rate, and the annual SBAC and ELPAC assessments. During data analysis, the administrators help teachers analyze their scholars' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Leadership Team assesses the impact of these data analysis. Since data analysis is scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Director to teachers. Compass Charter Schools' teachers receive ongoing coaching and support from their Director. This helps teachers better instruct all scholars, including English learners and scholars with disabilities. Moreover, Compass Charter Schools has developed time for content and grade level collaboration including teachers and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting scholars' academics, social-emotional wellness and personal success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy scholars under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Compass Charter Schools of San Diego developed this Federal Addendum in consultation with parent leaders during Parent Advisory Council meetings, teachers during professional development sessions, with scholars during Scholar Leadership Council meetings, and with the Leadership Team reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, scholars, staff and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Compass Charter Schools which allows the individual schools to collaborate on supports and resources needed.

Compass Charter Schools is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the scholars are safe and healthy, Compass Charter Schools has implemented powerful Positive Behavior Intervention and Supports (PBIS) supported by the counselors. The social emotional learning supports have been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired Scholar Success Coordinators to ensure the scholars get the support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The school incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the scholars. The benefit of using technology like this supports each scholar and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the scholars' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow scholars to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.