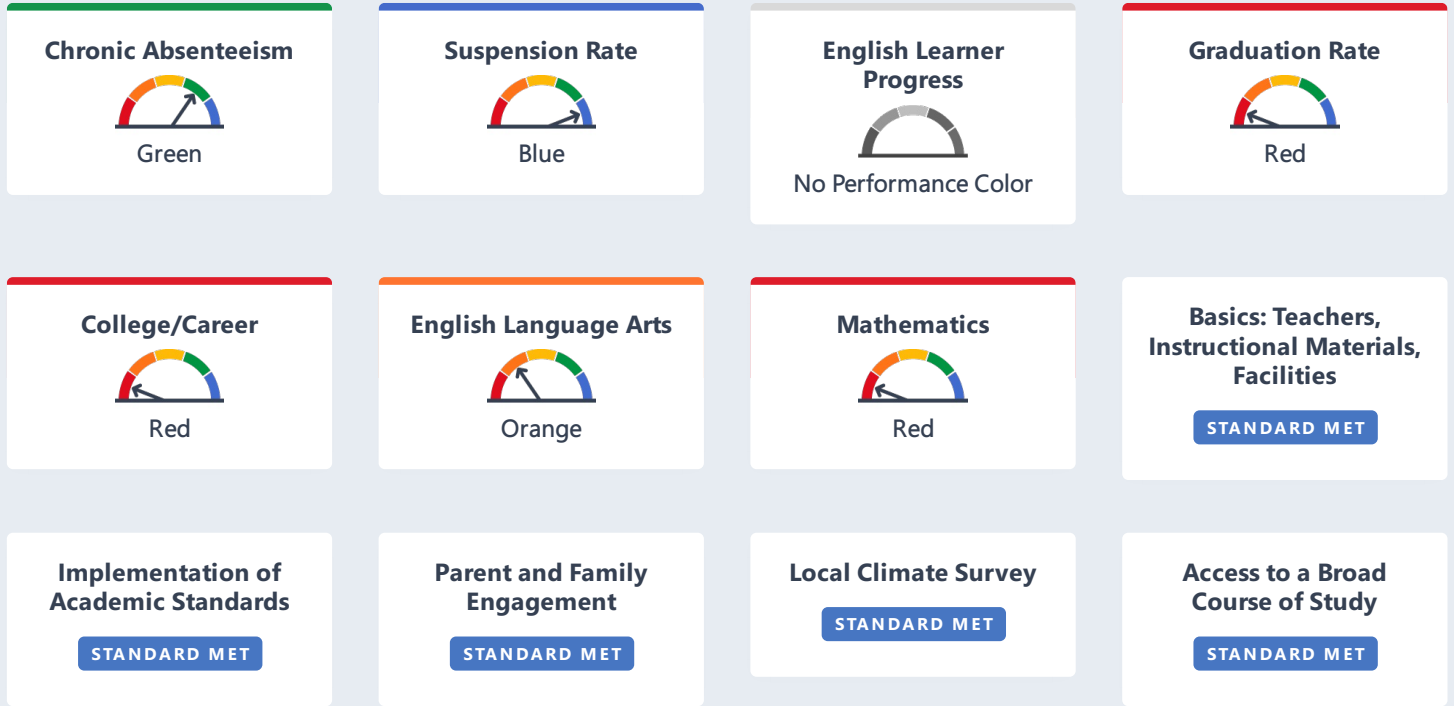


Compass Charter Schools of San Diego

Explore the performance of Compass Charter Schools of San Diego under California's Accountability System.

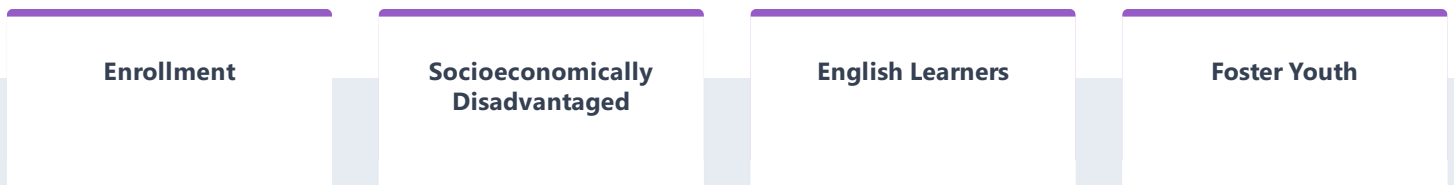


School Details

| | | | |
|---|---|---|------------------------------|
| NAME Compass Charter Schools of San Diego | ADDRESS 850 Hampshire Road, Suite P Thousand Oaks, CA 91361-2851 | WEBSITE http://www.compasscha... | GRADES SERVED K-12 |
|---|---|---|------------------------------|

Student Population

Explore information about this school's student population.



598

36%

6.7%

0%

COMPASS CHARTER SCHOOLS OF SAN DIEGO

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Orange

48.9 points below standard

Declined 26.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 3 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[LEARN MORE](#)

Mathematics

Red

98.8 points below standard

Declined 7.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 2 Red | 1 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[LEARN MORE](#)

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 39

Progress Levels

| |
|-------------------------------|
| Very High = 65% or higher |
| High = 55% to less than 65% |
| Medium = 45% to less than 55% |
| Low = 35% to less than 45% |
| Very Low = Less than 35% |

[LEARN MORE](#)

College/Career

Red

7% prepared

Declined 4.1% ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

COMPASS CHARTER SCHOOLS OF SAN DIEGO

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

Green

4% chronically absent

Declined 0.9% ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 1 Yellow |
| 2 Green | 2 Blue | |

[LEARN MORE](#)

Graduation Rate

Red

46.7% graduated

Increased 3.8% ▲

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

COMPASS CHARTER SCHOOLS OF SAN DIEGO

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate

Blue

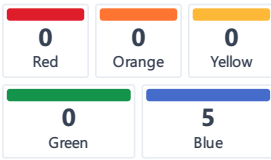
0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each

Color



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

48.9 points below standard

Declined 26.4 Points ▼

Number of Students: 240

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged

White



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

136.7 points below standard

No Data

Number of Students: 26

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

53.8 points below standard

Declined 50.9 Points ▼

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

94.9 points below standard

Declined 17.1 Points ▼

Number of Students: 32

Hispanic



Orange

70 points below standard

Declined 44.8 Points ▼

Number of Students: 100

Socioeconomically Disadvantaged



Orange

50.7 points below standard

Declined 12.2 Points ▼

Number of Students: 91

White



Orange

29.6 points below standard

Declined 6.3 Points ▼

Number of Students: 113

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

171.4 points below standard

No Data

Number of Students: 19

Reclassified English Learners

No Data

No Data

Number of Students: 7

English Only

39.3 points below standard

Declined 19.3 Points ▼

Number of Students: 209

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

98.8 points below standard

Declined 7.2 Points ▼

Number of Students: 237

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged



Orange

White



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

156.6 points below standard

No Data

Number of Students: 26

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

111.1 points below standard

Declined 28.9 Points ▼

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

155.9 points below standard

Maintained 2.7 Points

Number of Students: 30

Hispanic



Red

116.7 points below standard

Declined 14.1 Points ▼

Number of Students: 98

Socioeconomically Disadvantaged



Red

104.7 points below standard

Maintained -0.5 Points

Number of Students: 91

White



Orange

77.9 points below standard

Maintained 2 Points

Number of Students: 112

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

176 points below standard

No Data

Number of Students: 19

Reclassified English Learners

No Data

No Data

Number of Students: 7

English Only

91.9 points below standard

Declined 3.1 Points ▼

Number of Students: 207

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 39

Performance Level

Very Low

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Red

7% prepared

Declined 4.1% ▼

Number of Students: 43

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

English Learners

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



No Performance Color

8.7% prepared

Maintained -0.4%

Number of Students: 23

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Socioeconomically Disadvantaged



No Performance Color

6.9% prepared

Declined 5.1% ▼

Number of Students: 29

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

8.3% prepared

No Data

Number of Students: 12

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

| | |
|---|--|
| 1 | Exploration And Research Phase |
| 2 | Beginning Development |
| 3 | Initial Implementation |
| 4 | Full Implementation |
| 5 | Full Implementation And Sustainability |

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

English Language Development (Aligned to English Language Arts Standards)

| | |
|---|-----------------------|
| 2 | Beginning Development |
|---|-----------------------|

Mathematics – Common Core State Standards for Mathematics

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

Next Generation Science Standards

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

History - Social Science

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

English Language Development (Aligned to English Language Arts Standards)

| | |
|---|------------------------|
| 3 | Initial Implementation |
|---|------------------------|

Mathematics – Common Core State Standards for Mathematics

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

Next Generation Science Standards

| | |
|---|---------------------|
| 4 | Full Implementation |
|---|---------------------|

History - Social Science

4 Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

3 Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

2 Beginning Development

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

3 Initial Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

3 Initial Implementation

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

4% chronically absent

Declined 0.9% ▼

Number of Students: 677

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Hispanic

White



Blue

Students with Disabilities

Two or More Races



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% chronically absent

Declined 9.1% ▼

Number of Students: 12

African American



No Performance Color

5.3% chronically absent

Declined 1% ▼

Number of Students: 19

English Learners



No Performance Color

7.5% chronically absent

Increased 7.5% ▲

Number of Students: 134

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

0% chronically absent

Declined 22.2% ▼

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



Yellow

6.5% chronically absent

Maintained 0%

Number of Students: 263

Hispanic



Green

5.2% chronically absent

Declined 2.7% ▼

Number of Students: 348

White



Green

2.8% chronically absent

Maintained 0.2%

Number of Students: 246

Students with Disabilities



Blue

2% chronically absent

Declined 0.7% ▼

Number of Students: 50

Two or More Races



Blue

2.3% chronically absent

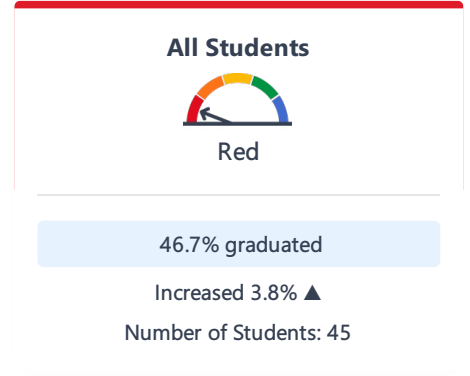
Maintained -0.4%

Number of Students: 44

Graduation Rate

All Students

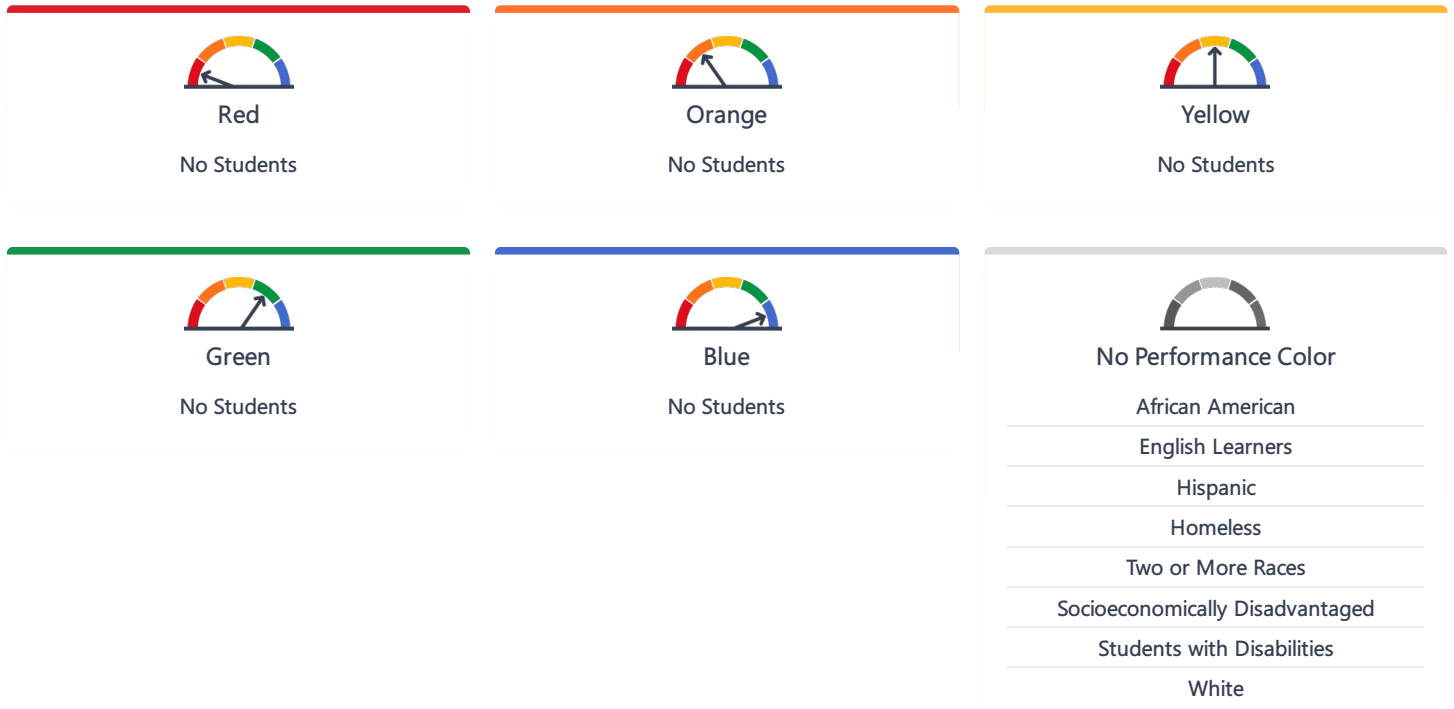
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



Student Group Details

All Student Groups by Performance Level

0 Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



No Performance Color

41.7% graduated

Increased 8.3% ▲

Number of Students: 24

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Socioeconomically Disadvantaged



No Performance Color

40% graduated

Declined 2.9% ▼

Number of Students: 30

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White



No Performance Color

50% graduated

Declined 3.9% ▼

Number of Students: 12

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Compass Charter Schools utilizes the SIS track to the extent to which all scholars have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Administrators draft a master calendar and work with both the Counseling Services and Special Education departments to ensure schedules are set to meet individual scholar needs.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All scholar have access to, and are enrolled in, a broad course of study using locally selected measures. Our curriculum is aligned with the Common Core State Standards across the LEA and is equally offered to all scholar groups in accordance to grade level and academic capabilities.

3. Identification of any barriers preventing access to a broad course of study for all students.

Compass administration utilizes the SIS to manage the distribution of an individualized program offering that reflect a broad course study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Compass will continue to observe the use of the SIS to track and manage broad course study offerings. In addition, we will make revisions and enhancements to systematic procedures as needed.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Blue

0% suspended at least once

Maintained 0%

Number of Students: 930

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Pacific Islander

African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 29

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 18

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 197

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 493

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 65

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 380

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 74

White



Blue

0% suspended at least once

Maintained 0%

Number of Students: 316

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

| | |
|---|---|
| Mis-Assignments (0 EL) Of Teachers Of English Learners | 0 |
| Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home | 0 |
| Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) | 0 |

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

CCS conducted a planning survey in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. In reviewing the results, CCS demonstrated consistent performance. For example, this survey included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication.

CCS utilized the support of the Parent Advisory Council (PAC) as a method to strategize and engage all stakeholders of the organization. The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from social media, to surveys, to a quarterly Town Hall with the Superintendent. We continue to solicit the advice of our Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. These findings and measures reflect and findings relate to goals established for other LCFF priorities in the LCAP.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

CCS conducted a planning survey in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. In reviewing the results, CCS demonstrated consistent performance. For example, this survey included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication.

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9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

CCS conducted a planning survey in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. In reviewing the results, CCS demonstrated consistent performance. For example, this survey included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication.

CCS utilized the support of the Parent Advisory Council (PAC) as a method to strategize and engage all stakeholders of the organization. The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from social media, to surveys, to a quarterly Town Hall with the Superintendent. We continue to solicit the advice of our Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. These findings and measures reflect and findings relate to goals established for other LCFF priorities in the LCAP.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

This survey assesses in more depth issues of academic quality, respectful relationships, the relevance of virtual classroom lessons, scholar learning motivation and virtual classroom involvement. In comparison to previous years, there was 91% of families that agree that CCS is committed to the success of each scholar. Families were also asked if they agree that teachers are responsive to scholar needs, 89% agreed. There was also an overall positive program satisfaction rating from 90% of our families. As a response to the survey results the LEA implemented organization-wide updates for continuous improvement purposes.