COMPASS CHARTER SCHOOLS OF SAN DIEGO
ACS WASC/CDE
MID-CYCLE PROGRESS REPORT

850 Hampshire Road, Suite P.

Thousand Oaks, CA 91361

February 24, 2020

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data

Include the following:
- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
  - o **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.**
- ☐ **Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.**

School Description

In 2012, the Academy of Arts and Sciences (AAS) Del Mar began with a small team of educators in Southern California looking for family centered alternatives to the traditional brick and mortar school. AAS of Del Mar was authorized by Mountain Empire Unified School District in Southern California. In 2017, the school completed a rebranding, became Compass Charter Schools (CCS) of San Diego, and is still authorized by Mountain Empire Unified School District. Today, CCS of San Diego offers two different academic programs for families to choose from. Both programs include the support and guidance of credentialed teachers. The Online program provides scholars with rigorous and complete online curriculum as they acquire the necessary knowledge to progress to their next educational step. The Options program allows learning coaches and scholars more choice of curriculum and mode of instruction. CCS of San Diego provides personalized learning experiences for those who are highly gifted, bullied, aspiring athletes, actors, academically challenged, chronically ill, or others who seek an education outside traditional classroom walls.

Whatever the reason behind scholars' enrollment at CCS of San Diego, 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 CCS of San Diego because they have the support of a dedicated staff and their loving families.

School's Mission Statement

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

School's Vision

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.

<u>School's Core Values</u>

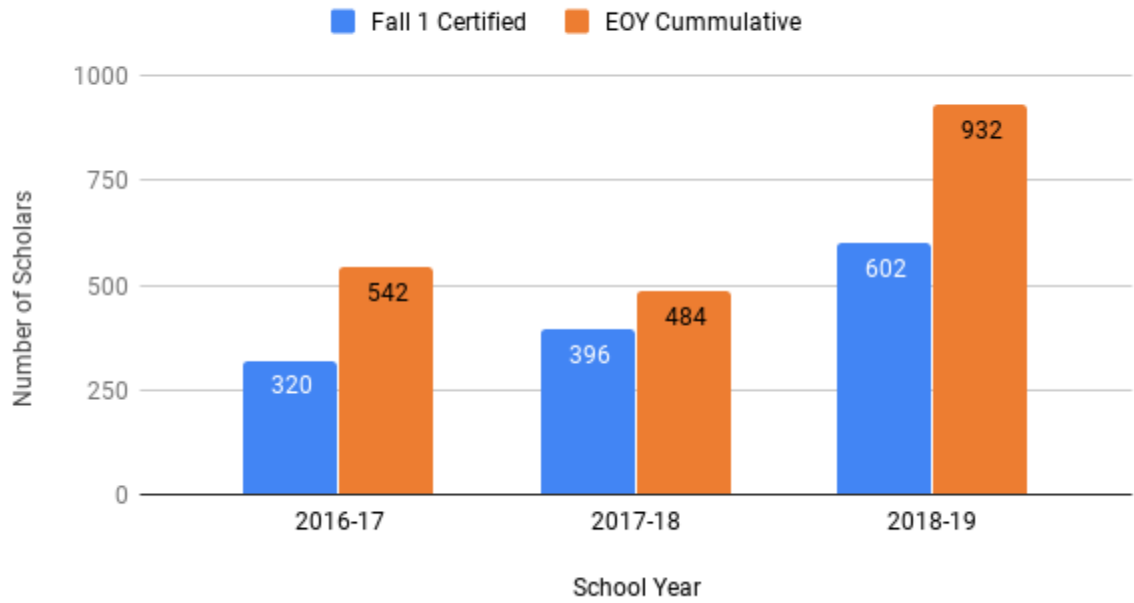Achievement
Communication
Teamwork
Integrity
Respect

<u>Scholar Demographic Data</u>

CCS of San Diego's educational program is based on the instructional needs of the scholar profile, which includes scholars from all backgrounds in grades Transitional Kindergarten (TK) through 12th. Our target scholar profile is not limited to any particular demographic. Instead, CCS of San Diego is designed and organized to serve scholars and families that have chosen an independent educational setting for any of the following reasons or other reasons relevant to the individual:
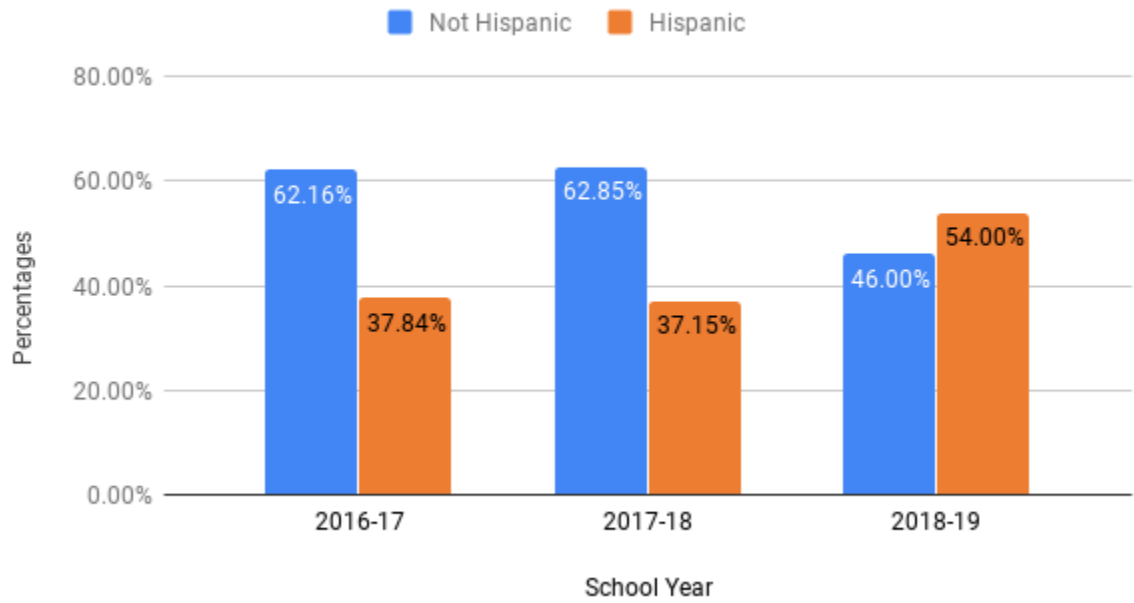
- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family Schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8 am - 4 pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues

Over the years, CCS of San Diego's enrollment has steadily increased. During the 2016-17, 2017-18, and 2018-19 academic years, CCS of San Diego offered multiple program options. The attrition rate stayed low and steady, mainly due to family circumstances and truancy. The charts below include demographic data for the Compass Charter Schools (CCS) of San Diego. Data is based on Fall 1 or EOY certified Calpads reports for academic years 2016-17, 2017-18, and 2018-19.
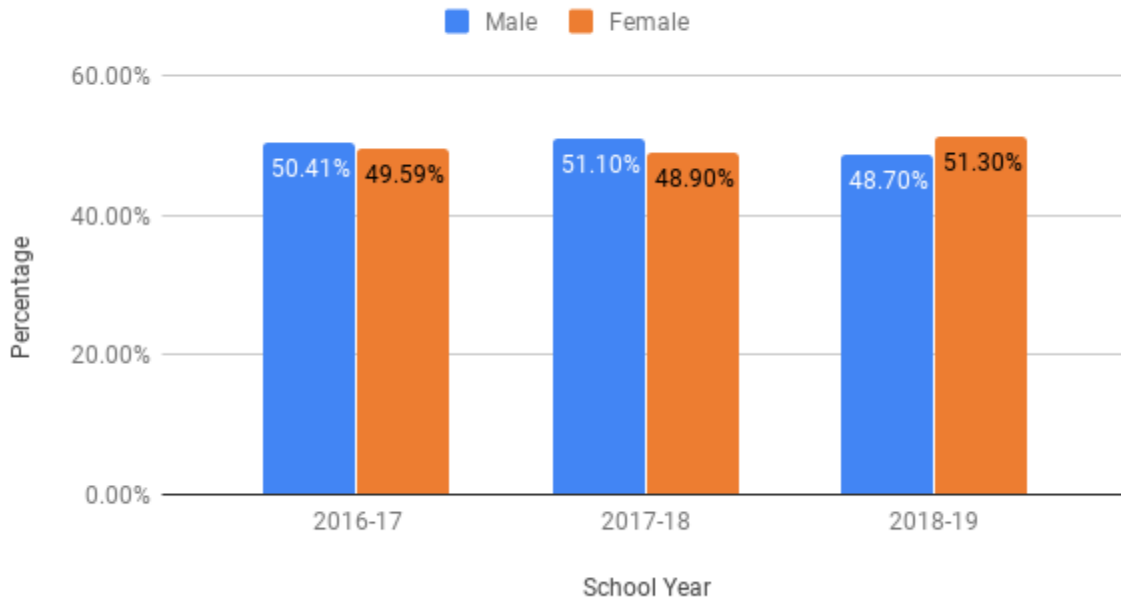
Scholar Enrollment

Legend: ■ Fall 1 Certified ■ EOY Cummulative

School Year	Fall 1 Certified	EOY Cummulative
2016-17	320	542
2017-18	396	484
2018-19	602	932

Y-axis: Number of Scholars (0–1000)
X-axis: School Year

Enrollment by Ethnicity

Legend: ■ Not Hispanic ■ Hispanic

School Year	Not Hispanic	Hispanic
2016-17	62.16%	37.84%
2017-18	62.85%	37.15%
2018-19	46.00%	54.00%

Y-axis: Percentages (0.00%–80.00%)
X-axis: School Year

Enrollment by Gender

Male   Female

	2016-17	2017-18	2018-19
Male	50.41%	51.10%	48.70%
Female	49.59%	48.90%	51.30%

Percentage

School Year

Languages Spoken by ELL Scholars

2018-19   2017-18   2016-17

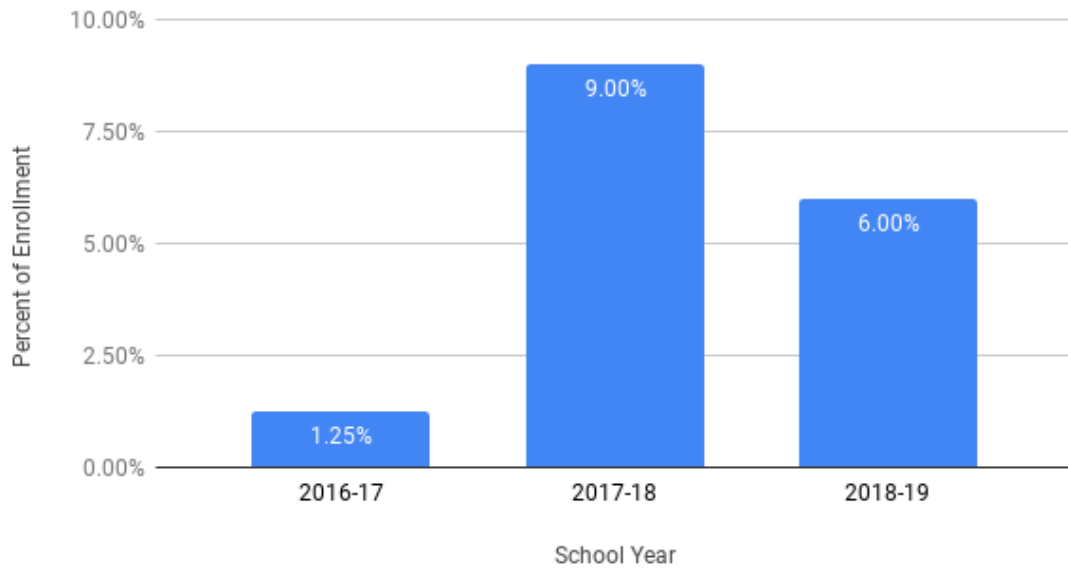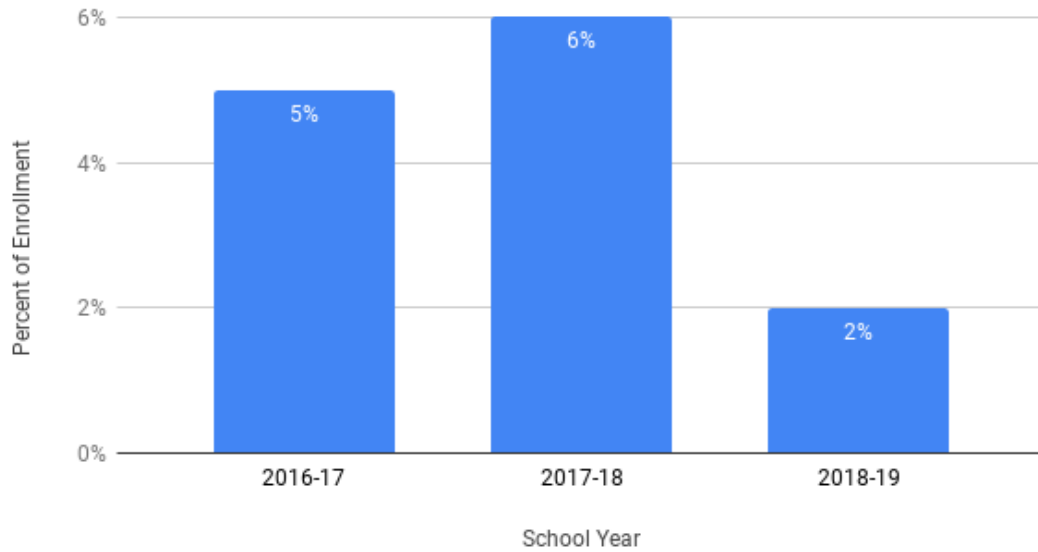| Language	Filipino (Pilipino or Tagalog)	Japanese	Spanish	Ukrainian	Mandarin	Russian	German
2018-19	0	0	201	1	1	1	2
2017-18	0	1	11	1	2	1	0
2016-17	1	1	13	1	0	0	0

Scholar Count

Language
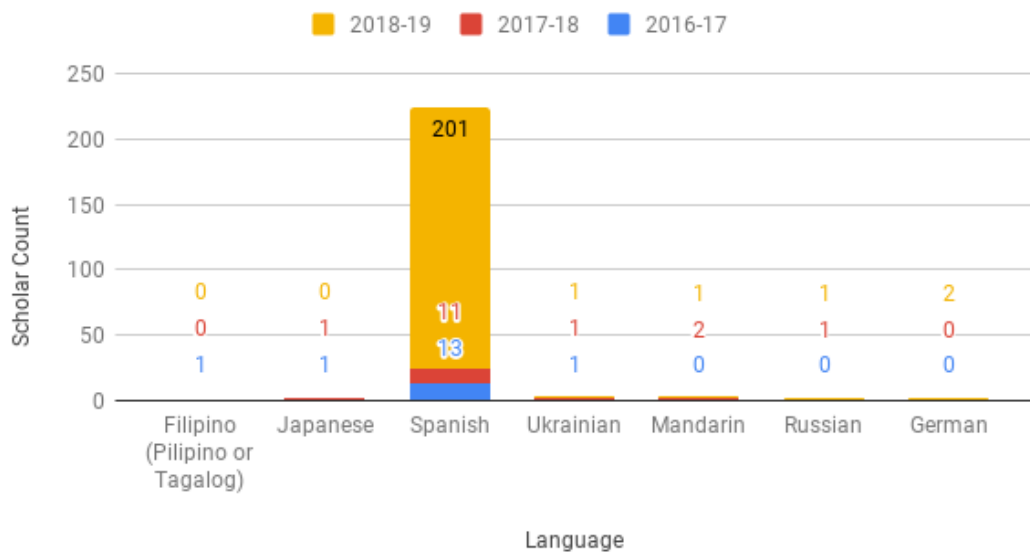
Percentage of Socio-disadvantaged Scholars
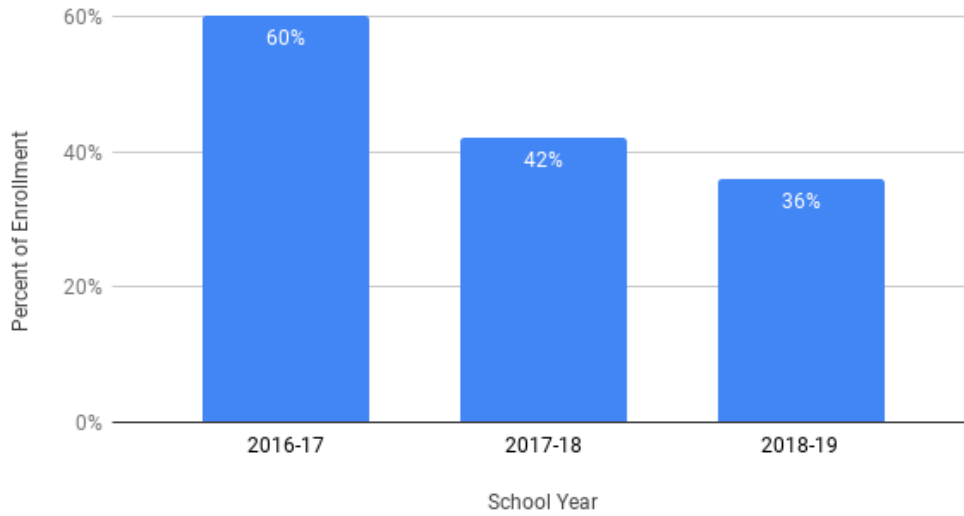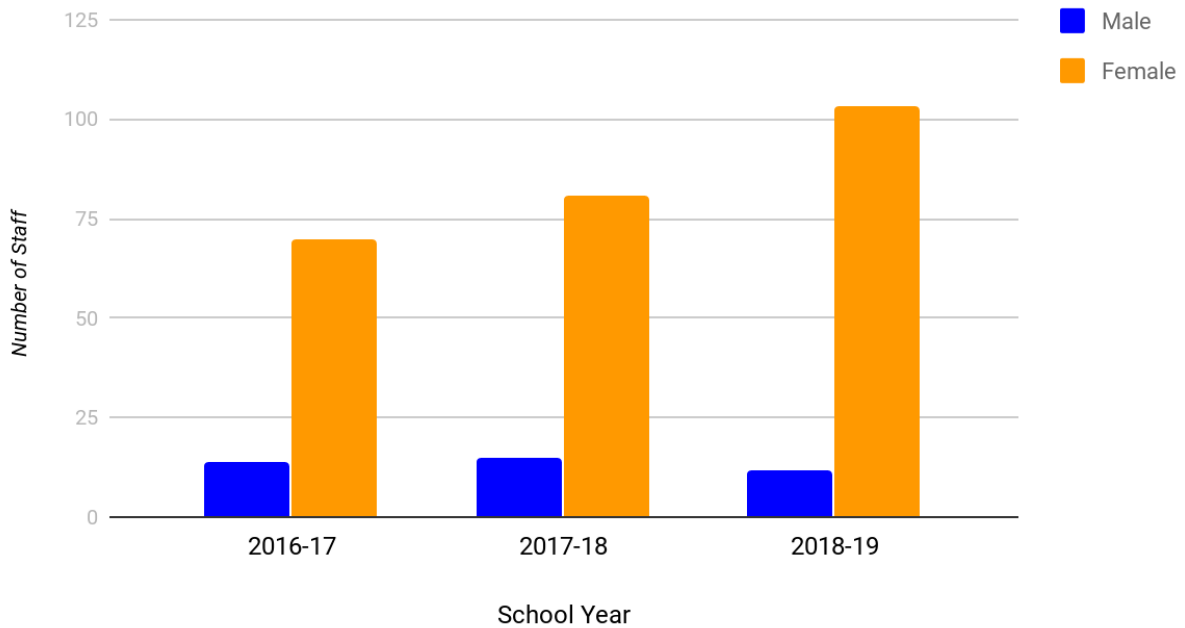

Percentage of Special Education Scholars

Percentage of Homeless Scholars

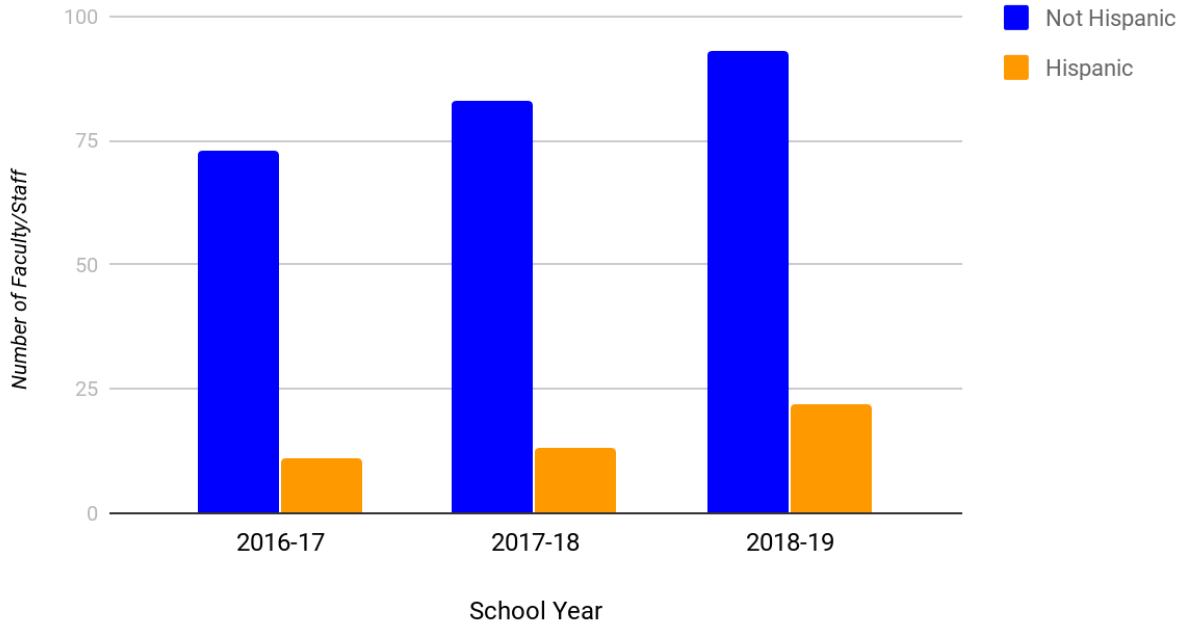**Faculty/Staff Demographic**

Faculty/Staff by Gender

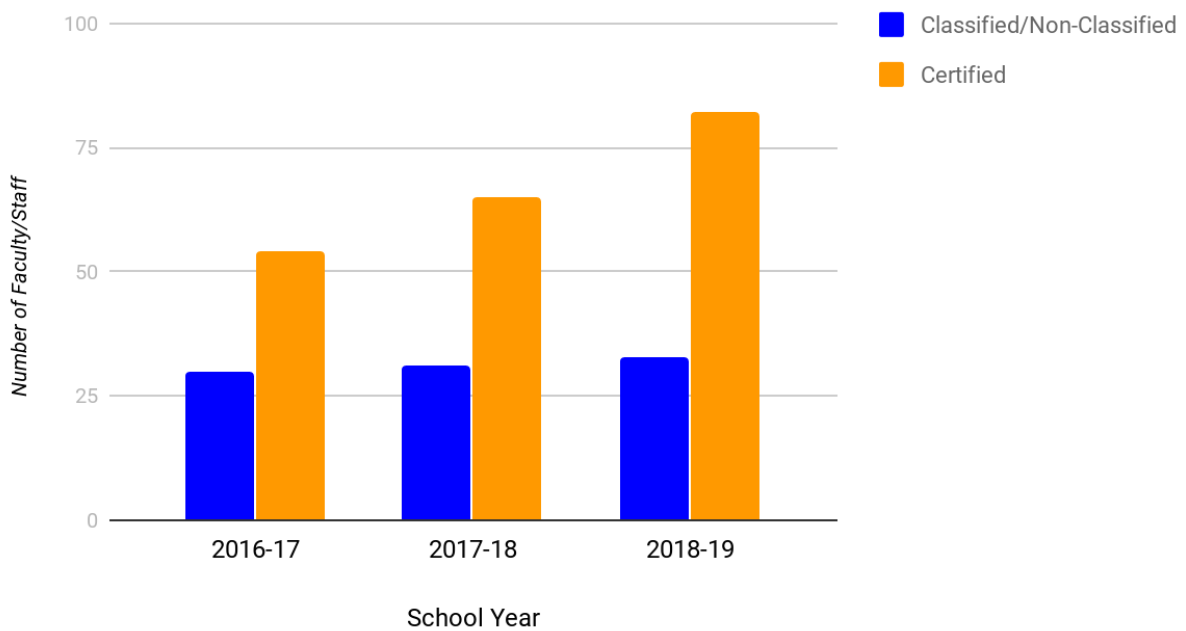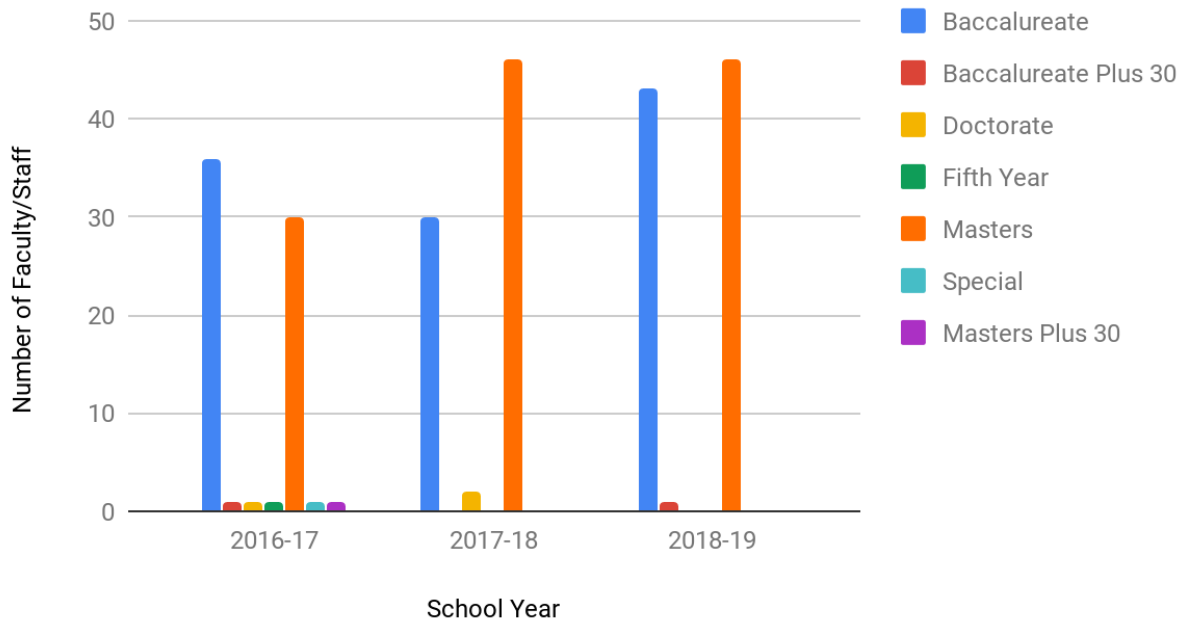## Faculty/Staff by Ethnicity

Faculty/Staff by Classification

Faculty/Staff by Education Level

School Academic Program Data

CCS of San Diego attracts scholars seeking an alternative educational program where parents have the role of "Learning Coach" (LC) and play an important role of partnering with the teachers and Educational Facilitators (EFs) to educate their children at home.

CCS of San Diego recognizes that in education one size does not fit all. CCS of San Diego is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS of San Diego educates scholars with a wide range of learning styles that allow for flexibility in pacing and are aligned with Common Core standards. Enrollment in our school is contingent on the learning coach(s) and scholar(s) both reviewing and signing the Master Agreement in acknowledgement of the outlined responsibilities.

We encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the pacing plan for each online course. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure Learning Management System (LMS). Scholars' progress and grades can be viewed 24/7 so that both scholar and Learning Coach are always aware of their progress.

Online scholars may seek support and answers to questions either through email, telephone, or by attending their teacher's weekly synchronous "Q&A" sessions. Every teacher holds "Q&A" sessions, using real time web conferencing software, two to three hours every week. Online teachers also conduct one-hour virtual direct instruction for their class(es) every week. These "Learning Labs" require attendance as part of a participation grade but are held both synchronously and asynchronously to meet the schedule of each scholar. Scholars may also schedule appointments with teachers to obtain help on coursework. Scholars can also communicate with their teachers by logging in to their account on our LMS. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to five hours a week, and more if they schedule appointments with their teachers.

Options scholars are taught at home by their learning coaches and receive ongoing support from their credentialed CCS of San Diego Educational Facilitator. There is the expectation that work be completed on a daily basis per the curriculum and/or course outlines shared. Educational Facilitators meet with LCs and scholars on a bi-weekly basis to discuss progress and current levels. These connection meetings are often held in video conferencing platforms. In addition to these regular meetings, ongoing support is provided via email, phone calls, and texts. Additional program supports include live Academic Support sessions, weekly tutoring sessions, and Learning Coach Support sessions. These sessions are recorded and links shared in order to provide asynchronous support for those not able to attend live.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholar Performance

Analyzing data is important and allows us to make decisions that can benefit our scholars. Utilizing resources provided by the state and state-sponsored organizations help in collecting and reading of results. Because of this, CCS of San Diego has looked to both district and state information for comparative data. In the past, limited data was available for our sub-groups, but this is an area on which we have focused for improvement.

Keeping in mind that CCS of San Diego is only in its eighth year, we have seen large decreases in

dropout rates and greater increases in graduation rates than other county and state schools that have been operating for decades. Based on our analysis from previous years in regards to correctly tracking withdrawing scholars, we have streamlined the process by documenting withdrawals to ensure we have the correct exit code for each scholar. This reduces incorrectly overstating our dropouts and helps us track scholars within their cohort for graduation data.

CCS of San Diego has always gathered data, but now we have spent time analyzing the data: to drive instruction, to react to trends, and to implement programs to support our scholars. The value in this data is that it helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational programs, as well as our scholars.

Assessment Scores

CCS of San Diego participates in state testing and offers internal diagnostic testing to gather data to guide course placement, to direct instruction, to implement English Learning Development (ELD), and to offer scholar support.

State Tests

The following scores are the California Assessment of Student Performance and Progress (CAASPP) scores from 2016-17 to 2018-19. In both Math and ELA, our points below standard trended in a negative direction. CCS of San Diego is taking steps to reverse this trend with increased test prep, additional intervention opportunities, hiring tutors, and hiring an English Learner (EL) Coordinator this year, with the focus being on improved test preparation and an increased Reclassified Fluent English Proficient (RFEP) percentage.

2016-17	ELA	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	27	36	25	28	28	31	29	204
	# of Students Tested	15	23	17	22	22	23	20	142
	Mean Scale Score	2400.3	2403.4	2464.6	2480.6	2510	2557	2643.1	N/A
	Standard Exceeded: Level 4	13.33%	8.70%	11.76%	4.55%	0.00%	17.39%	35.00%	12.68%
	Standard Met: Level 3	20.00%	13.04%	23.53%	18.18%	36.36%	26.09%	40.00%	25.35%
	Percent met or exceeded	33.33%	21.74%	35.29%	22.73%	36.36%	43.48%	75.00%	**38.03%**
2017-18	ELA	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	35	33	42	32	40	40	24	246

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Tested	20	20	22	23	27	24	13	149
	Mean Scale Score	2409.1	2453.2	2452.1	2522.2	2537.2	2567	2627.5	N/A
	Standard Exceeded: Level 4	25.00%	20.00%	4.55%	8.70%	3.70%	8.33%	30.77%	12.75%
	Standard Met: Level 3	15.00%	25.00%	22.73%	43.48%	48.15%	41.67%	30.77%	33.56**%**
	Percent met or exceeded	40.00%	45.00%	27.28%	52.18%	51.85%	50.00%	61.54%	**46.31%**
2018-19	ELA	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	78	57	62	76	73	63	38	447
	# of Students Tested	61	44	50	61	60	53	27	356
	Mean Scale Score	2349.69	2406.55	2455.31	2455.77	2470.22	2518.79	2545.88	N/A
	Standard Exceeded: Level 4	10.17%	0.00%	10.20%	7.02%	5.45%	0.00%	23.08%	7.04%
	Standard Met: Level 3	5.08%	30.95%	24.49%	15.79%	21.82%	33.96%	19.23%	21.11%
	Percent met or exceeded	15.25%	30.95%	34.69%	22.81%	27.27%	33.96%	42.31%	**28.15%**

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
2016-17	Math	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
	# of Students Enrolled	27	36	25	28	28	31	29	204
	# of Students Tested	15	23	18	22	22	24	20	144
	Mean Scale Score	2368.1	2408	2444.1	2448.8	2461.8	2498.8	2577.2	N/A
	Standard Exceeded: Level 4	0.00%	8.70%	5.56%	4.55%	0.00%	12.50%	0.00%	4.86%
	Standard Met: Level 3	6.67%	13.04%	5.56%	9.09%	9.09%	4.17%	35.00%	11.81%
	Percent met or exceeded	6.67%	21.74%	11.12%	13.64%	9.09%	16.67%	35.00%	**16.67%**
2017-18	Math	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	35	33	43	32	40	40	24	247
	# of Students Tested	20	19	22	22	25	23	11	142
	Mean Scale Score	2376.9	2434.9	2427.5	2500.5	2481.5	2492.8	2520.8	N/A
	Standard Exceeded:	5.00%	10.53%	0.00%	4.55%	4.00%	8.70%	0.00%	4.93%

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Level 4								
	Standard Met: Level 3	10.00%	10.53%	18.18%	4.55%	8.00%	4.35%	18.18%	9.86%
	Percent met or exceeded	15.00%	21.06%	18.18%	9.10%	12.00%	13.05%	18.18%	**14.79%**
2018-19	Math	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	78	57	62	76	73	63	38	447
	# of Students Tested	61	44	50	61	60	53	27	356
	Mean Scale Score	2346.63	2386.93	2406.25	2433.58	2470.58	2471.53	2497.85	N/A
	Standard Exceeded: Level 4	3.33%	2.50%	2.08%	1.69%	1.69%	1.96%	0.00%	2.04%
	Standard Met: Level 3	6.67%	7.50%	8.33%	11.86%	11.86%	3.92%	14.82%	9.01%
	Percent met or exceeded	10.00%	10.00%	10.41%	13.55%	13.55%	5.88%	14.82%	**11.05%**
	*percent reflective of LAK8 only in 2016-17								

CAASPP 2016-17

ELA

CAASPP 2016-17

Math

- Standard Exceeded: Level 4
- Standard Met: Level 3
- Standard Nearly Met: Level 2
- Standard Not Met: Level 1

Math

CAASPP 2017-18

ELA

- Standard Exceeded: Level 4
- Standard Met: Level 3
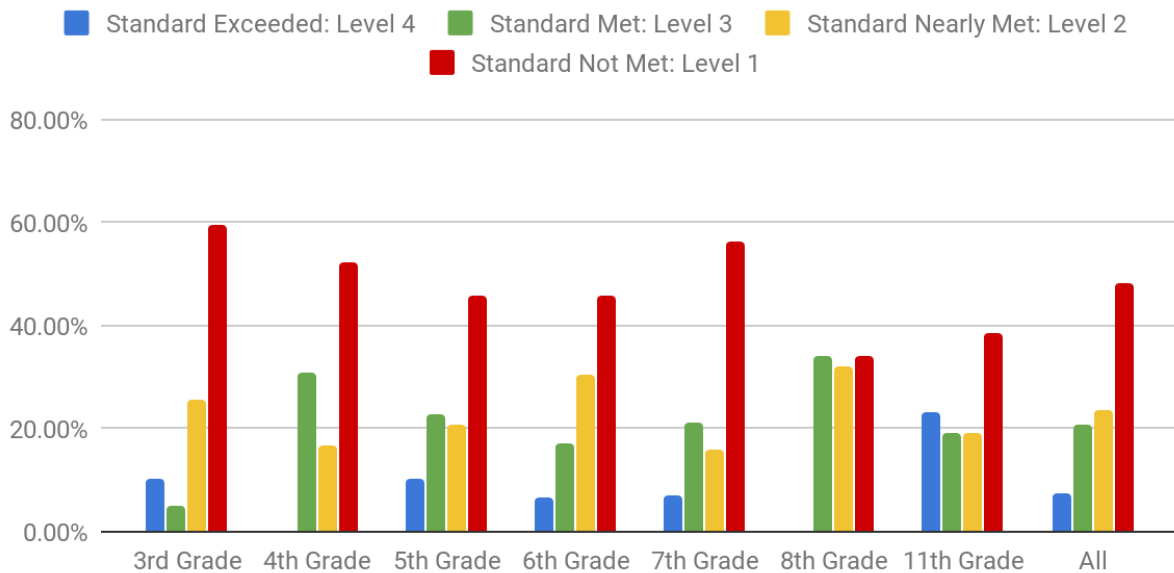- Standard Nearly Met: Level 2
- Standard Not Met: Level 1
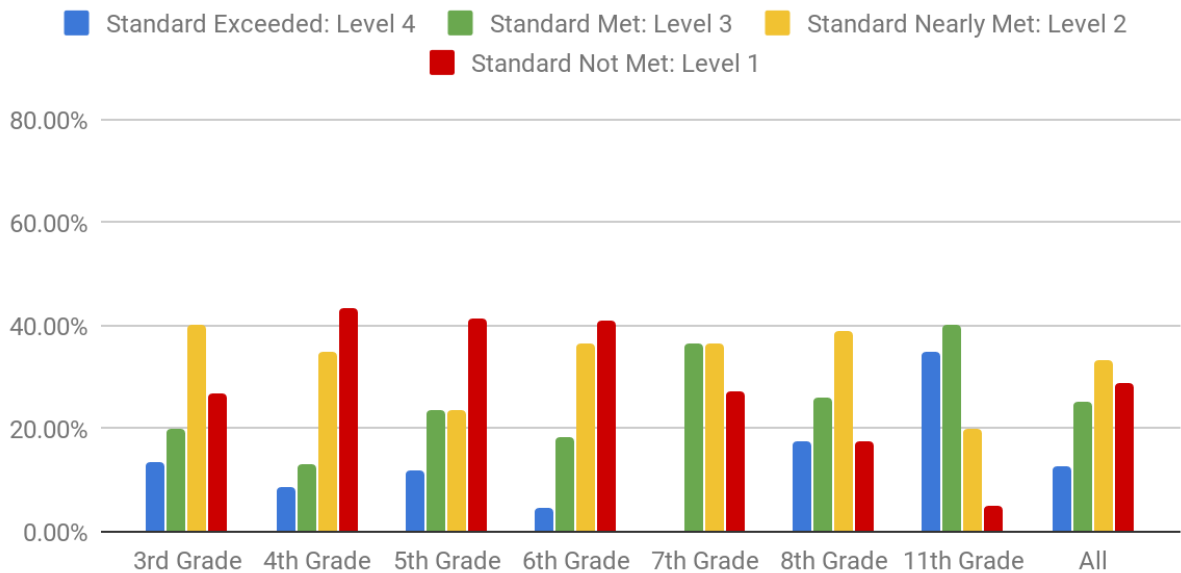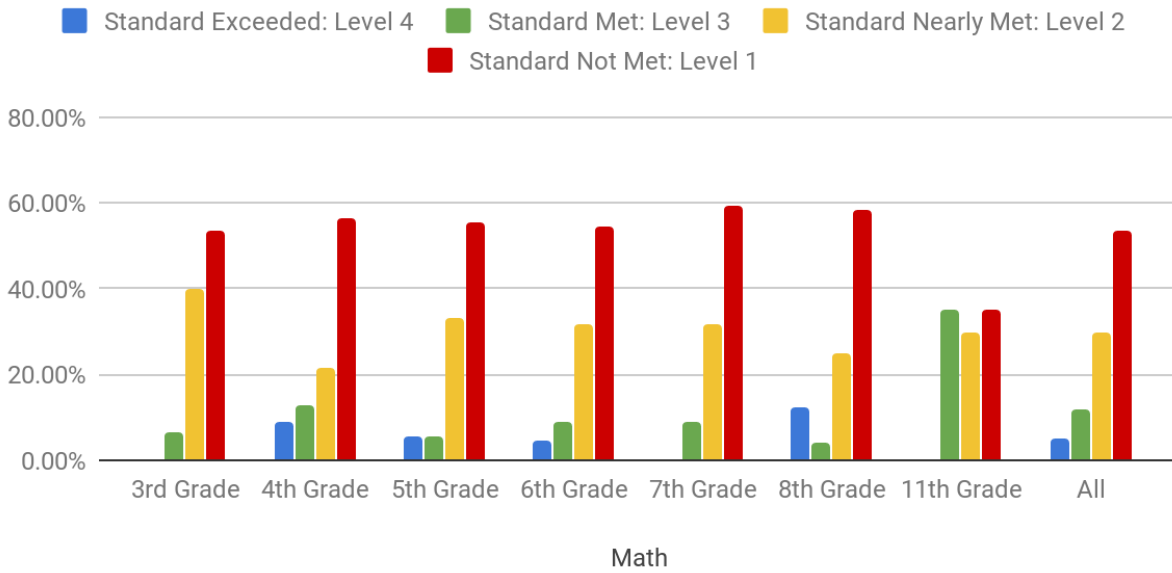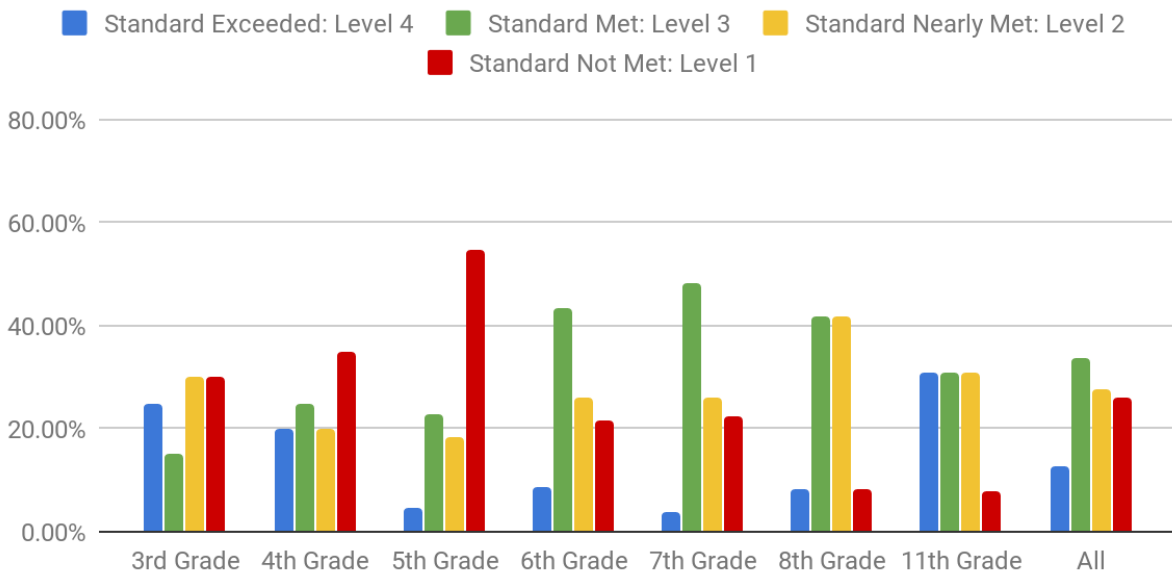
CAASPP 2017-18
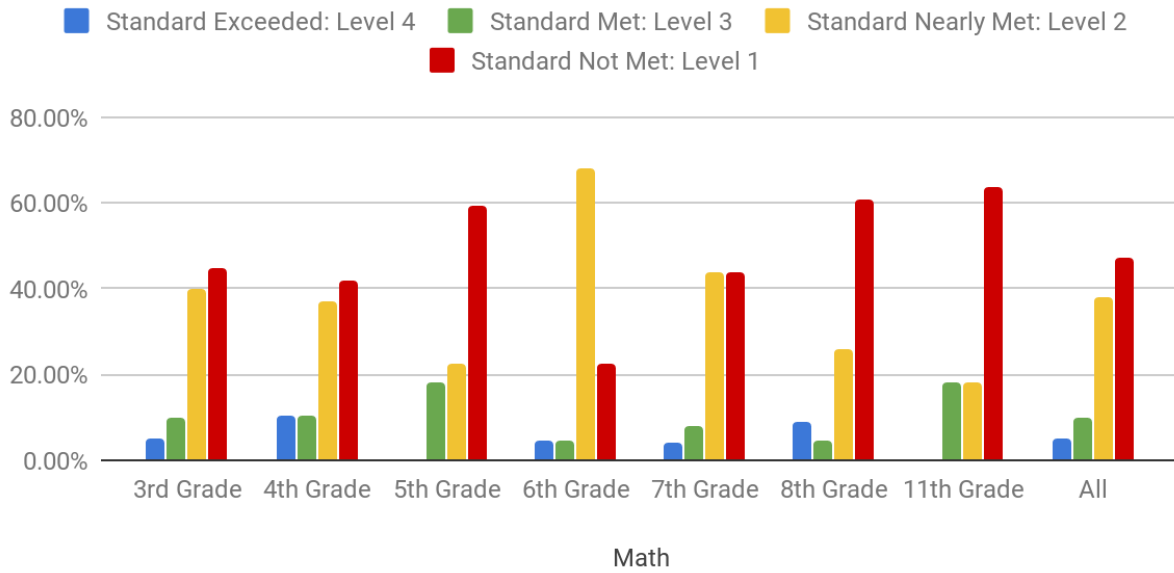
Math

Math

CAASPP 2018-19

ELA

CAASPP 2018-19

Math

- Standard Exceeded: Level 4
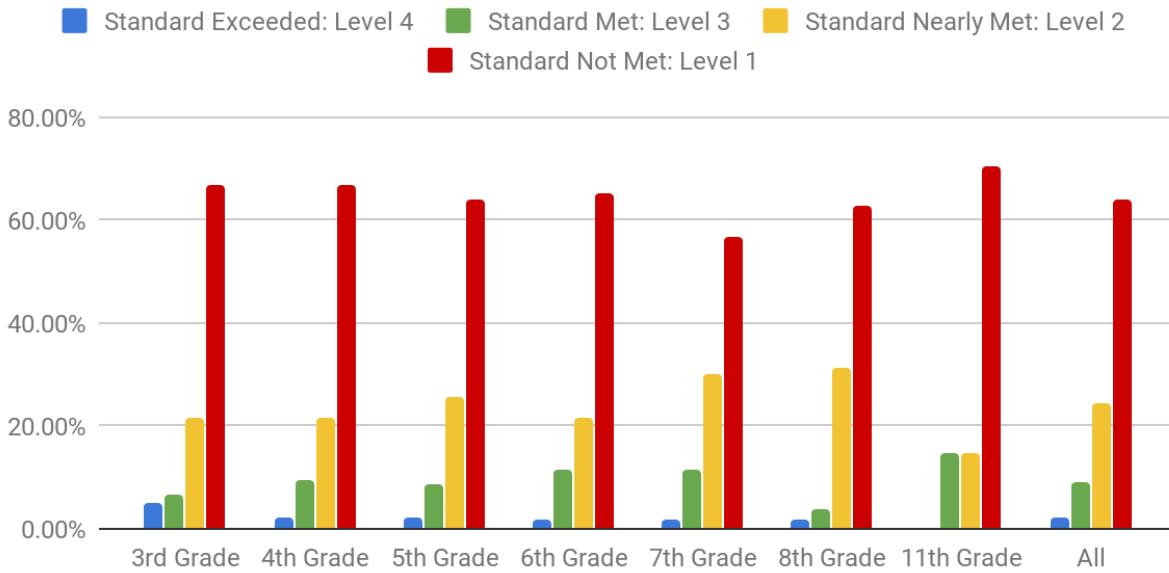- Standard Met: Level 3
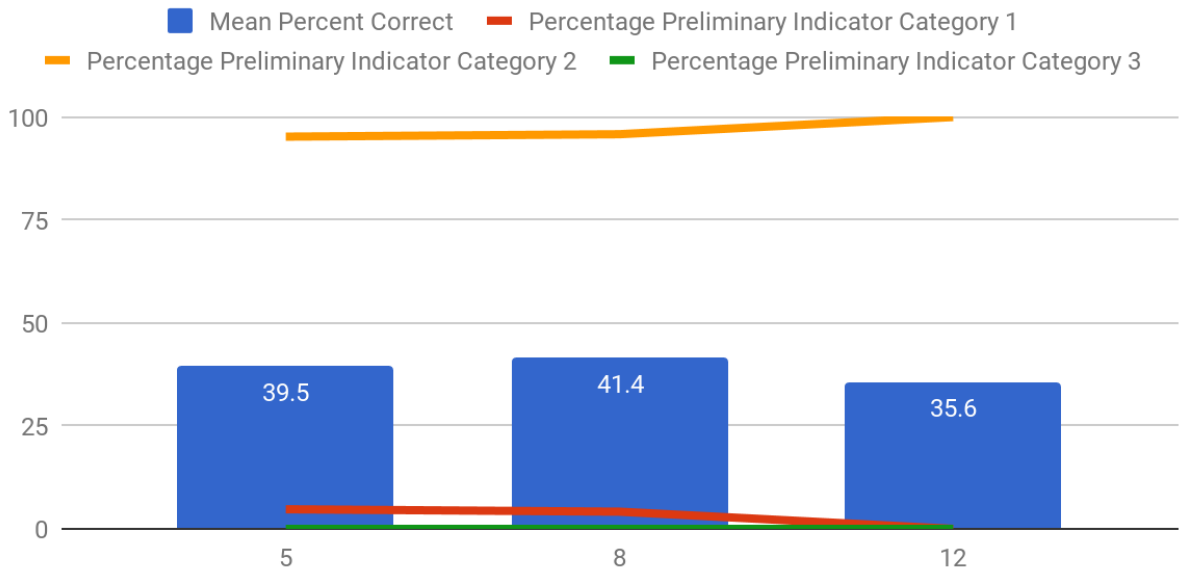- Standard Nearly Met: Level 2
- Standard Not Met: Level 1

CAST

The California Science Test (CAST) is administered to grades 5 and 8, and once in high school. The CAST Pilot Test was administered in 2016-17, with no scholar scores released. The CAST test results for 2017-18 are preliminary indicators from the CAST Field Test, with no actionable data. The CAST results from the 2018-19 Operational Test are the first scores we have seen which indicate our scholars' achievement in relation to the Next Generation Science Standards (NGSS). The scores released December 19, 2019 and will be analyzed by a team of teachers along with CAASPP scores, to drive instruction and test preparation for our scholars.

CAST 2017-18

Preliminary Indicators by grade

- **Mean Percent Correct**
- **Percentage Preliminary Indicator Category 1**
- **Percentage Preliminary Indicator Category 2**
- **Percentage Preliminary Indicator Category 3**

Grade	Mean Percent Correct
5	39.5
8	41.4
12	35.6

CAST 2018-19

- **Standard Exceeded**
- **Standard Met**
- **Standard Nearly Met**
- **Standard Not Met**

# of scholars

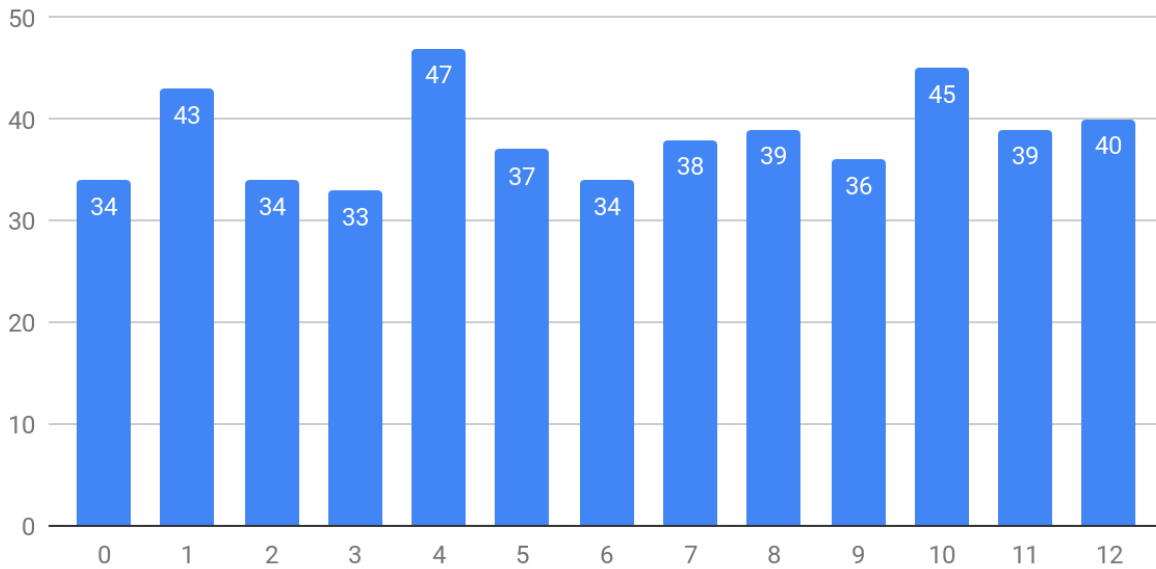| Grade level	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
5	1	8	26	26
8	1	3	27	11
10		1		
11	0	7	12	9
12	1	2	1	0

Internal Tests

In evaluating our benchmark/diagnostic data, we were seeing little growth in our struggling scholars that were identified as at risk for needing support (Tier 2) or needing support (Tier 3). In 2018-19, CCS of San Diego changed from iReady to Istation for grades TK-8, and from iReady to Galileo for grades 9-12. To monitor this change, the school organized a Testing Task Force (TTF) in the 2018-19 school year to analyze data and determine if the tools used were supporting our scholars. The TTF determined that Istation offered minimal supporting instruction to scholars in middle school, and no supporting instruction to high school scholars. TTF also determined that Galileo data did not provide enough information to direct instruction for our middle and high school scholars. For the 2019-20 school year, the TTF recommended using Istation for grades TK-5 and changing to Edgenuity for grades 6-12. Both of these programs offer a diagnostic assessment in both reading and math, along with supporting targeted instruction at the achievement level of each scholar based on the assessment score. In addition to the program changes, CCS of San Diego hired tutors under the MTSS protocol, to further support scholars who are identified as Tier 2 or 3 after taking the diagnostic assessments.
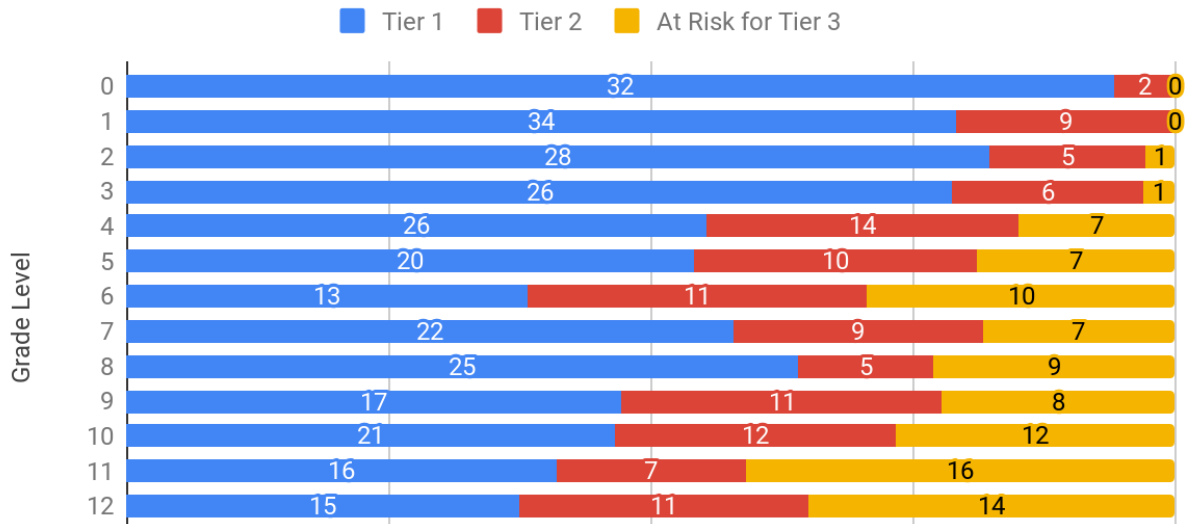
iReady 2016-17

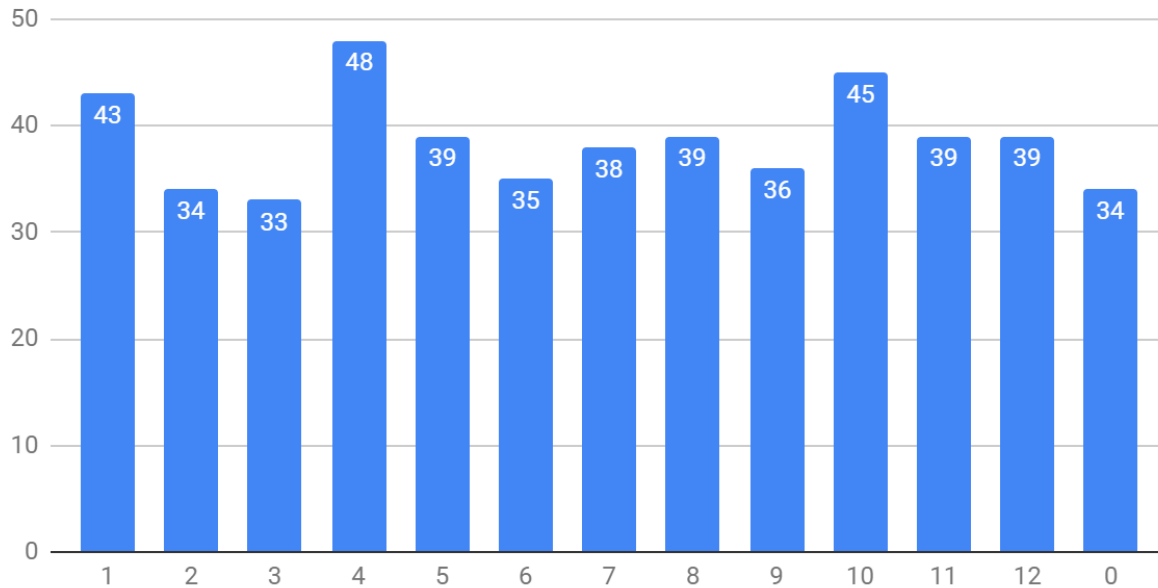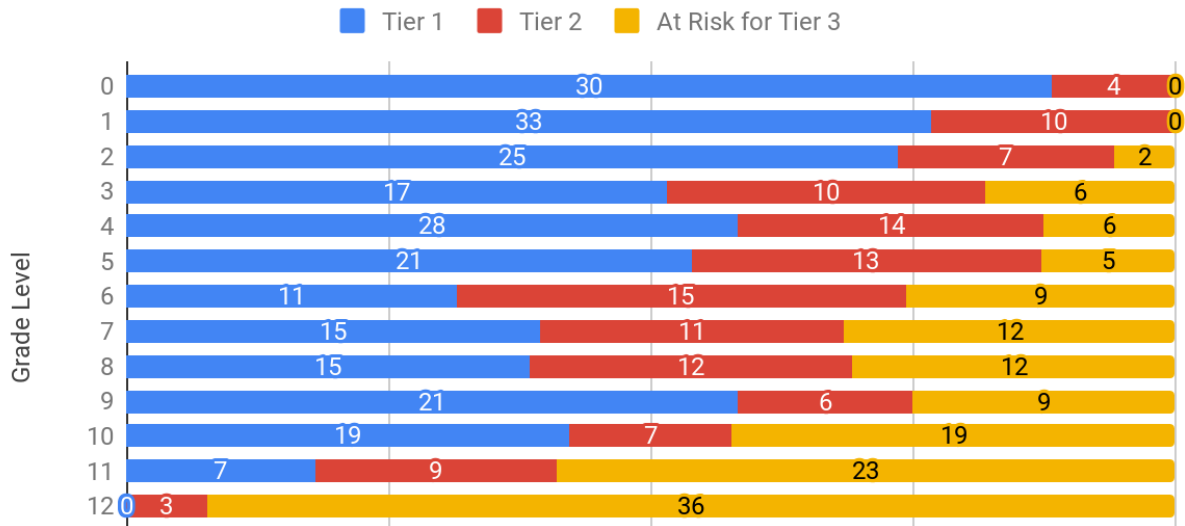Reading Participation by grade (count)

Grade	Count
0	34
1	43
2	34
3	33
4	47
5	37
6	34
7	38
8	39
9	36
10	45
11	39
12	40

iReady 2016-17

Reading Tiers by Grade

Tier 1 ■ Tier 2 ■ At Risk for Tier 3

Grade Level	Tier 1	Tier 2	At Risk for Tier 3
0	32	2	0
1	34	9	0
2	28	5	1
3	26	6	1
4	26	14	7
5	20	10	7
6	13	11	10
7	22	9	7
8	25	5	9
9	17	11	8
10	21	12	12
11	16	7	16
12	15	11	14

iReady 2016-17

Math Participation by grade (count)

Grade	1	2	3	4	5	6	7	8	9	10	11	12	0
Count	43	34	33	48	39	35	38	39	36	45	39	39	34

iReady 2016-17

Math Tiers by Grade

Legend: ■ Tier 1 ■ Tier 2 ■ At Risk for Tier 3

Grade Level	Tier 1	Tier 2	At Risk for Tier 3
0	30	4	0
1	33	10	0
2	25	7	2
3	17	10	6
4	28	14	6
5	21	13	5
6	11	15	9
7	15	11	12
8	15	12	12
9	21	6	9
10	19	7	19
11	7	9	23
12	0	3	36

iReady 2017-18

Reading Participation by grade (count)

Grade	Count
0	24
1	16
2	28
3	23
4	24
5	30
6	16
7	21
8	24
9	3
10	10
11	9
12	6
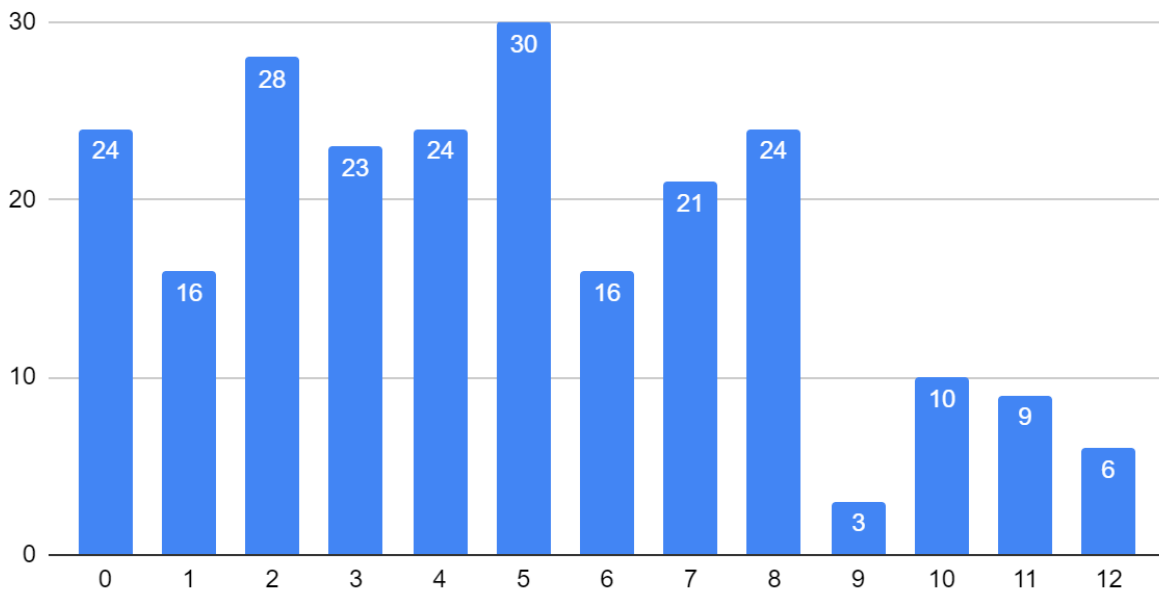
iReady 2017-18

Reading Tiers by Grade Level

Legend: ■ Tier 1 ■ Tier 2 ■ At Risk for Tier 3

Grade Level	Tier 1	Tier 2	At Risk for Tier 3
0	24		0
1	14	2	0
2	13	9	6
3	18	3	2
4	12	11	1
5	19	8	3
6	9	4	3
7	12	3	6
8	14	3	7
9	1	2	0
10	4	2	4
11	2	2	5
12	3	0	3
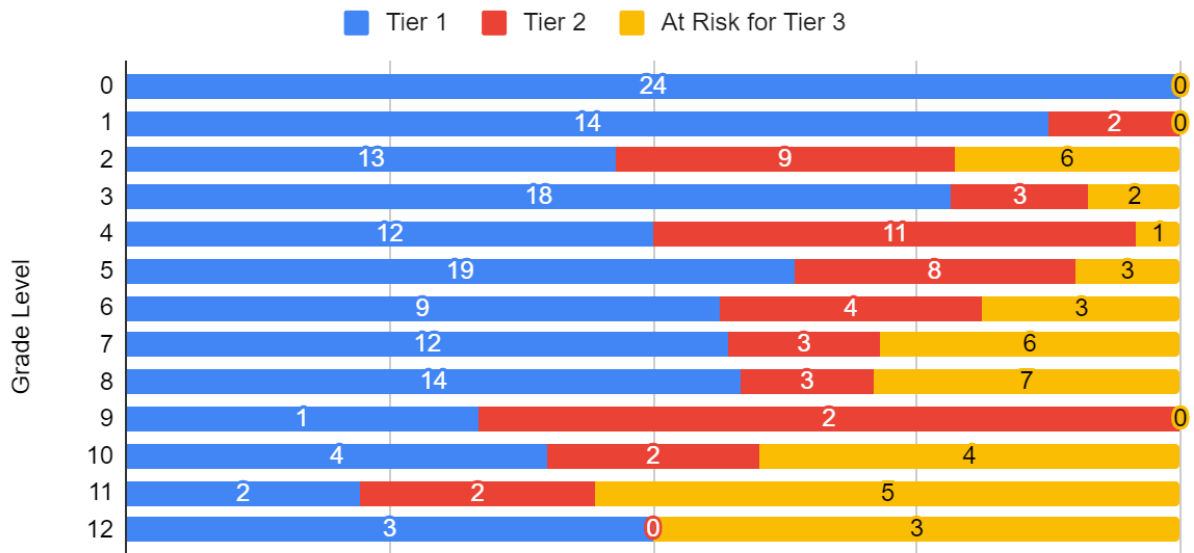
iReady2017-18

Math Participation by grade (count)

Grade	0	1	2	3	4	5	6	7	8	9	10	11	12
Count	23	17	29	23	24	29	18	23	25	5	10	9	4
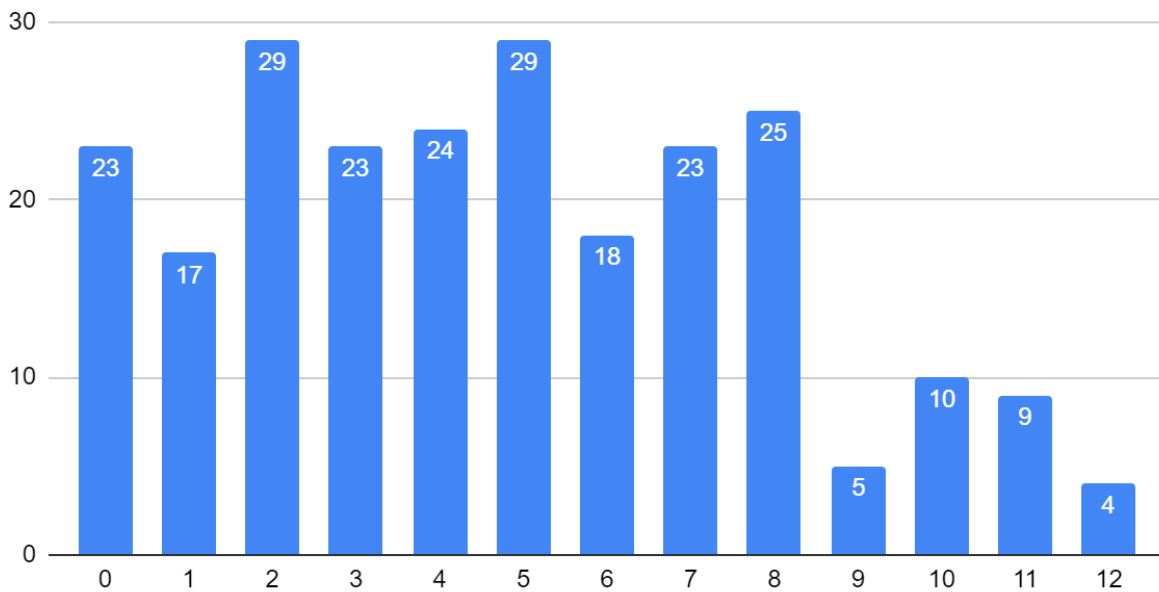
iReady 2017-18

Math Tiers by Grade

Tier 1 ■ **Tier 2** ■ **At Risk for Tier 3** ■

Grade Level	Tier 1	Tier 2	At Risk for Tier 3
0	18	5	0
1	10	7	0
2	9	17	3
3	11	8	4
4	9	11	4
5	15	8	6
6	7	9	2
7	7	8	8
8	7	7	11
9	2	2	1
10	4	1	5
11	1	2	6
12	0		4
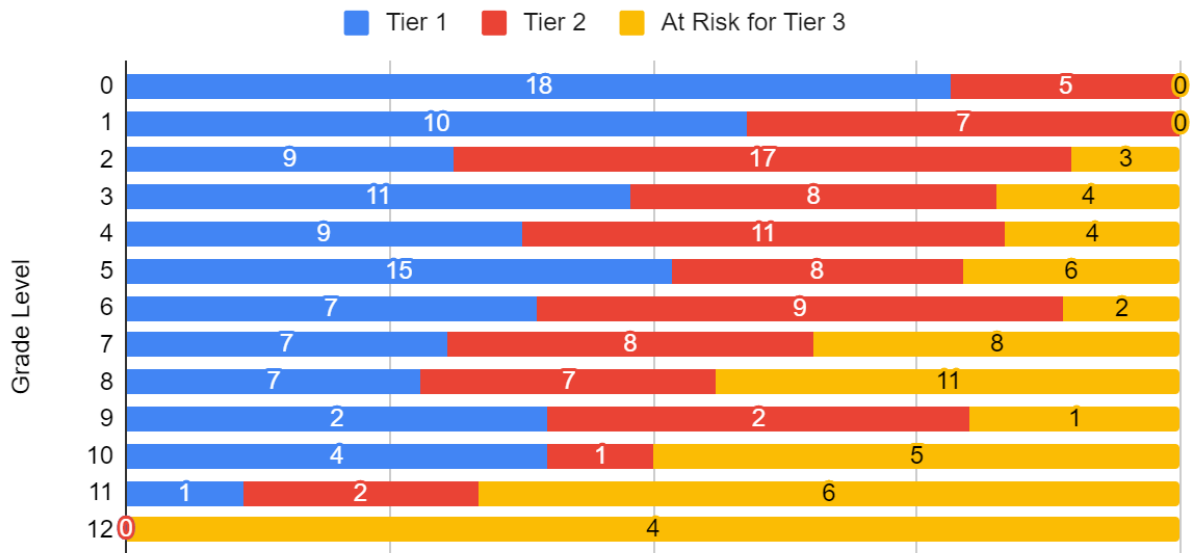
Istation 2018-19

Reading Participation by grade (count)

Grade	Count
0	31
1	53
2	56
3	84
4	46
5	56
6	71
7	69
8	63
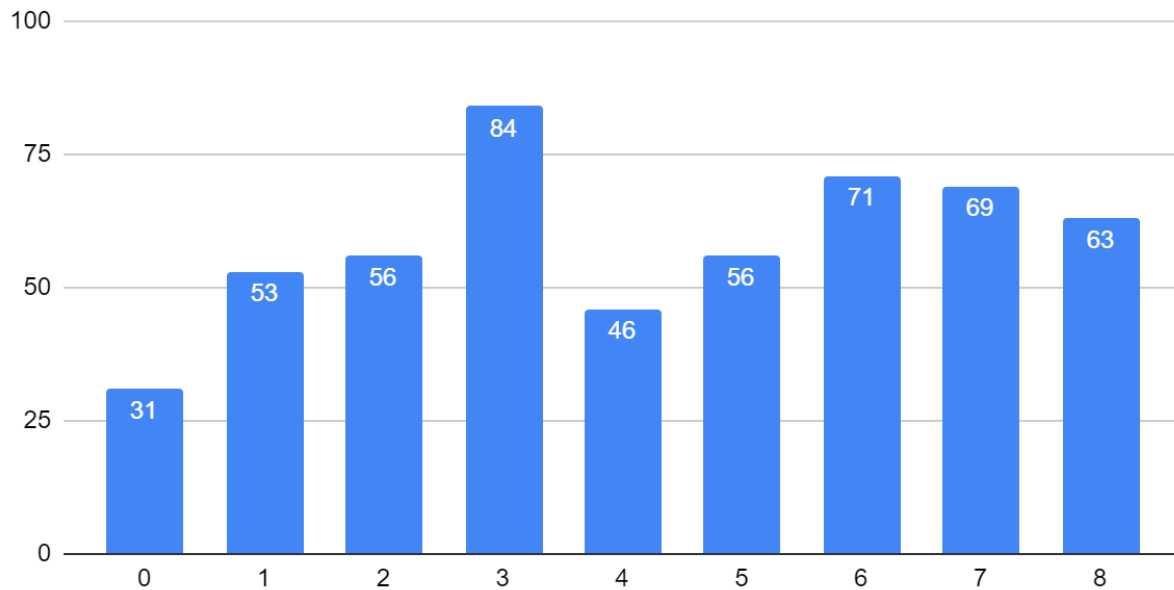
Istation 2018-19

Reading Tiers by Grade

Tier 1　　Tier 2　　Tier 3

Grade Level	Tier 1	Tier 2	Tier 3
-1	19	1	6
0	20	5	6
1	29	11	13
2	30	7	19
3	33	19	32
4	24	6	16
5	27	9	20
6	37	14	20
7	31	10	28
8	37	12	14
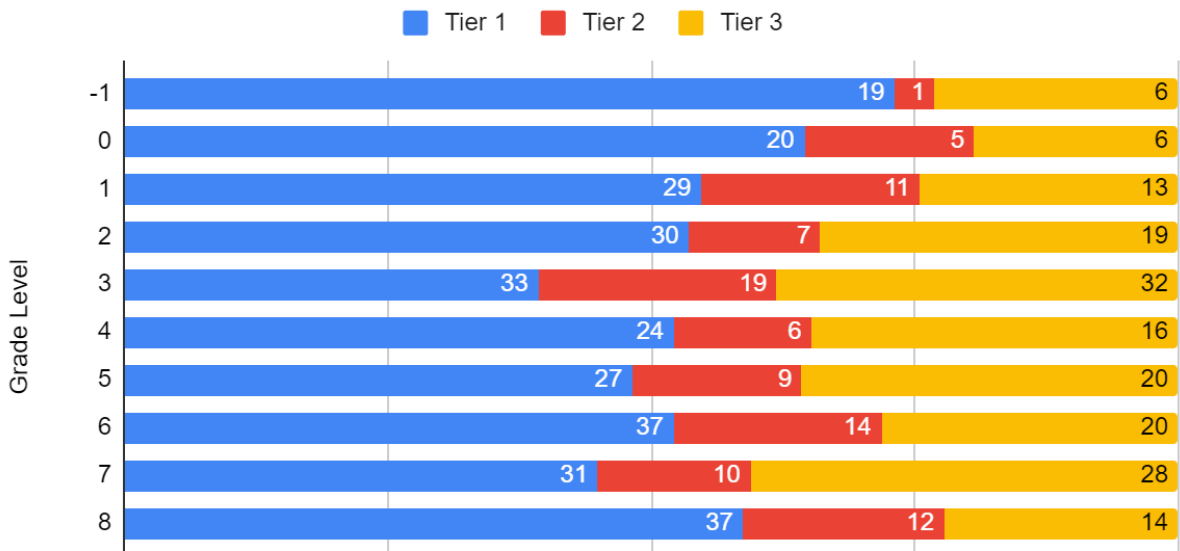
Istation 2018-19

Math Participation by grade (count)

Grade	Count
-1	24
0	29
1	49
2	60
3	78
4	56
5	74
6	74
7	74
8	73
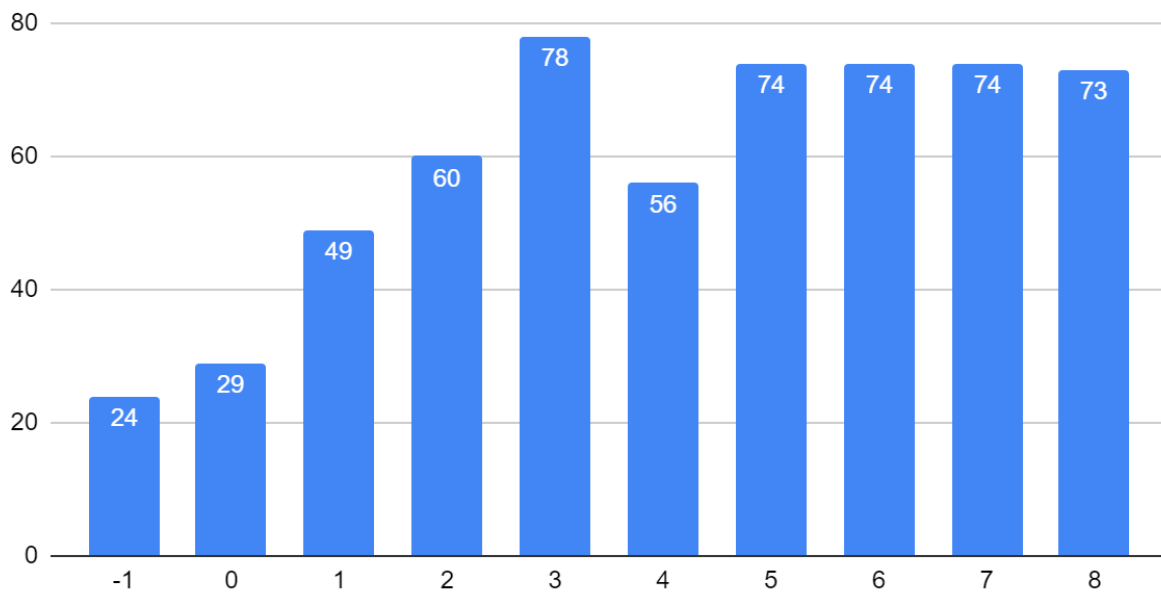
Istation 2018-19

Math Tiers by Grade
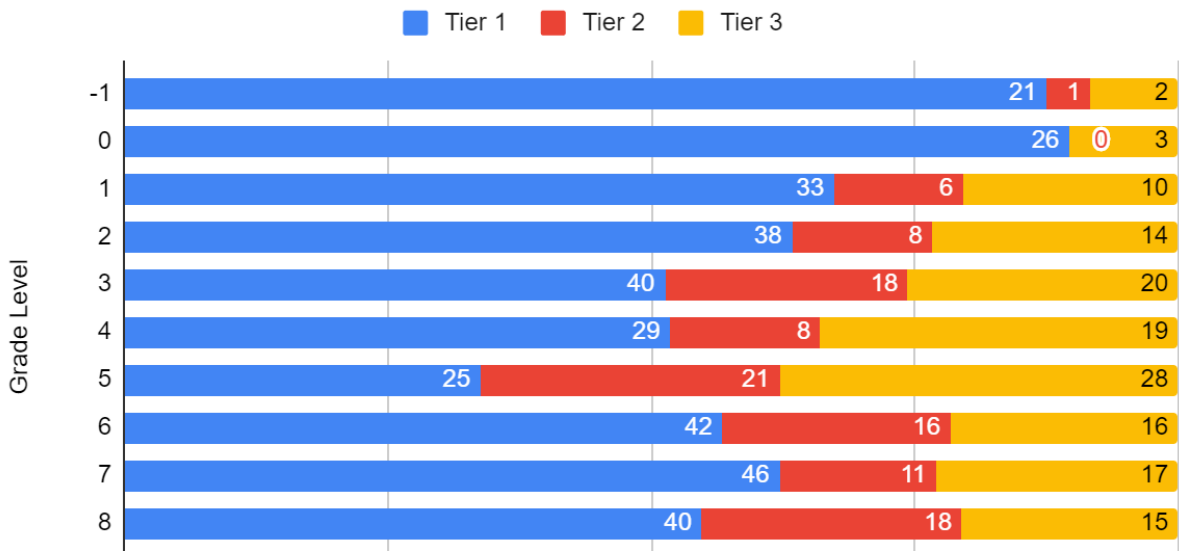
[Additional Assessment data](#)

Counseling

CCS of San Diego has four counselors assigned to scholars in grades 6-12 as well as a college career readiness counselor. The school counselors are vital members of the educational team to maximize scholar success. Through the delivery of a comprehensive school counseling program, the counselors support scholars with intervention strategies, managing emotions and applying interpersonal skills. Each counselor meets with scholars' in their caseload individually to provide academic scholar planning, goal setting and social emotional support. In addition, counselors deliver curriculum lessons and workshops aligned with scholar success standards in a weekly learning lab and provide short-term counseling for our at-risk scholar population. The college career readiness counselor assists scholars on college and career exploration, concurrent enrollment within the community college system, work/entertainment permits, college applications, and FAFSA and scholarship opportunities. Each counselor collaborates with families, teachers/Educational Facilitators, and administrators to support the success of each scholar.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a <u>major</u> impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

<u>Charter Rebranding</u>

During the 2016-17 school year, and after much reflection, and collaboration from our stakeholders, Academy of Arts & Sciences of Del Mar decided to undergo a rebrand. The goal of this rebranding was to step away from our past and to step into the future as Compass Charter Schools (CCS) of San Diego, a school with a primary goal of focusing on an innovative, scholar-centered approach for all scholars who reside within the 17 counties through the great state of California. The rebranding officially took place starting with the 2017-18 school year. This rebranding has resulted in a steady increase of scholar enrollment, increase in hiring of credentialed and classified staff, and has put CCS of San Diego on the path to becoming the Gold Standard of Virtual Learning.

<u>Operations Department</u>

During the 2016/17 school year, CCS of San Diego began to experience an increase in enrollment. In order to facilitate this increase and ensure we remained within state and district regulations, the Operations Department added the Records Clerk position. This role supported the organization by promptly collecting and maintaining educational data for scholars. To expand, the department has experienced an increased rate in collecting outstanding records and fulfilling requests. The school policy indicates a five business days to process records and 10 to compile transcripts, Compass has been able to reduce the processing time and fulfill the request prior to these deadlines.

In the 2016-17 school year, the Operations Department organized the integration from School Pathways, their current Student Information System (SIS) to the Strong Mind SIS. This included an import of data, scholar records, and re-organization of historical information. The goal was to consolidate our data storage and house all scholar information in one system. All staff was trained and granted appropriate permissions during the all-staff retreat in August 2016.

Throughout the 2018-19 school year, the Director of Operations served as the WASC coordinator for the Los Angeles and Fresno charter renewal. All staff collaborated to compile and review the schools' progression and action plan. The final report was submitted in January 2019 and resulted in renewal through June 30, 2024.

In 2018-19 school year, the division added a Compliance Coordinator position. This role focuses on internal audit practices and data management in efforts to support the timely and accurate submission of reporting. The goal is to continue the streak of zero audit findings; so far, there

have been three consecutive years with this positive result.

Administrative & Faculty Changes

CCS of San Diego has experienced some steady changes and growth when it comes to staffing. In the 2016-17 school year, we had 24 teachers and that number slowly increased to 54 teachers during the 2017-18 school year. That number increased to 122 teachers for the 2018-19 school year and is set to continue growing at a steady pace for the next several school years. This increase in staff (certified and classified) is directly related to an increase in the number of scholars enrolled. Additionally this growth has led to hiring more support for teachers to maximize our attendance and increase scholar participation.

Increase in Professional Development opportunities provided to staff include conferences. Our main professional development conference is the Annual All-Staff Retreat during the month of August for all new and returning staff. This conference provides an opportunity to share best practices, prepare staff for the up-coming school year, implement new systems, and focus on team building.

CCS Staff participates in two virtual in-service days each school year during Fall and Spring semester. In-Service days provide staff-to-staff training opportunities, subject area is discussed and approved through committee and staff have the option to choose which sessions they would like to attend. Surveys are completed upon completion of in-service days and results (data collected from participants) are shared with the Cabinet for potential improvements for the next in-service day.

Financial Services

Because CCS of San Diego experienced significant growth over the past year, the Finance Clerk position has evolved into a Finance Coordinator position. The Finance Coordinator is primarily responsible for executing the daily financial activities that are in compliance with the school and state standards. Working with the Assistant Superintendent & Chief Financial Officer (CFO), the Finance Coordinator is responsible for all accounts payables and accounts receivables, ensuring payments are made on time, and managing reconciliation of CCS credit cards, as well as reconciliation of all deposits. The Finance Coordinator also helps develop strategies that assist in accomplishing the financial objectives of the school. The Assistant Superintendent & CFO received COB designation on May 13, 2019, which provides competencies needed to successfully run the "Business" of Compass Charter Schools.

Realignment of the Financial Services Division now includes the Vendor Relations Department.

Enrollment Department

During the 2017-18 school year, we implemented StrongMind SIS and an online enrollment application. This enhancement allowed the Enrollment Specialists to minimize time processing applications, as well as time spent by the main office staff in handling mail. Within the StrongMind SIS, we built an Enrollment Workflow that keeps the Enrollment Specialists informed of new prospective scholars and keeps track of where they are in the process so that no scholar slips through the cracks. The workflows have allowed for fewer errors, which contributed to a clean audit.

The enrollment process for CCS of San Diego also changed significantly in the 2017-18 school year. Previously, we would require learning coaches to submit an online application, then a paper enrollment application that was available for e-signature. Prior to the 2017-18 school year, we also required learning coaches to submit all documents (Proof of Age, Proof of Residence, Immunization Records, IEP, etc.) before sending out a master agreement. In the 2017-2018 school year, we required Proof of Age and Proof of Residence before sending the master agreement, while Immunization Records, Health forms, IEP/ 504s, etc. became known as "circumstantial" registration documents and were collected after. Both these changes allowed CCS of San Diego staff to process applications faster, allowing scholars to begin learning sooner. This also freed up time to allow staff to spend more time on internal audits, thereby decreasing errors.

The Enrollment Department worked alongside the Information Technology (IT) Department to revamp the website to include more enrollment resources for parents/ legal guardians such as the Enrollment Checklist, hyperlinks to US Department of Public Health for families that need to order a new Birth Certificate. By making these changes, families were able to finish applying sooner, and therefore, be able to begin learning sooner. In addition, Enrollment Specialists spent less time emailing applicable links and information to each individual family.

In the 2018-19 school year, the Enrollment Department went through some changes in staffing. We went from a team of four (one Enrollment Coordinator and three Enrollment Advisors) to a team of one Enrollment Coordinator and one Enrollment Specialist. Due to low numbers of applicants, downsizing the team allowed us to spend more time and money on Marketing.

Academic Services Support Services

During the 2017-18 school year, the online Scholar Success Coordinator (SSC) and the Director of Counseling Services developed a MTSS framework to be implemented for the 2018-2019 school year. The program yielded great success, as scholars were identified and properly screened and provided tiered support according to skill gaps--behaviorally and academically. As such, Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) were the main

focus for the program whereby our ARTIC Core Values expectations were taught and (Rising Scholar Tickets (RSTs) were issued for positive behavior, and every Homeroom (HR) teacher and EF completed the Tiers Form for RTI. These were completed each learning period to identify scholars needing extra support and to reward scholars for positive behavior.

CCS of San Diego discontinued using iReady as a diagnostic/benchmark tool and implemented Istation for elementary and middle school scholars and Galileo for high school in the 2018-19 school year. Istation also offers supporting instruction for scholars based on their level of achievement on the assessments. This has allowed staff to target low performing scholars for extra supports, including tutoring, and to track progress via benchmark testing. The supplemental resources are also utilized by staff to further support scholars to increase achievement.

CCS of San Diego stopped using iReady and began using Galileo for middle and high school scholars as a diagnostic tool in the 2018-19 school year. During data analysis, it was determined that Galileo did not provide a suitable diagnostic that could inform instruction and did not provide supporting instruction.

In the 2019-20 school year, CCS of San Diego will use Istation for diagnostic/benchmark assessments for elementary scholars and Edgenuity for diagnostic/benchmark assessments for middle and high school scholars. Like Istation, Edgenuity offers supporting instruction for scholars based on their level of achievement on the assessments. We will utilize Edgenuity's Individualized Learning Paths (ILPs) for each scholar. ILPs are courses targeted at each scholar's achievement level for math and reading, based on their placement assessment score. Our tutors will work with scholars to support their learning, using Edgenuity ILPs to guide instruction.

[Additional Assessment Charts](#)

Beginning the 2017-18 school year, CCS of San Diego began the implementation of the The Advancement Via Individual Determination (AVID) Career and College Readiness Program. This program includes the development of an AVID Elective course and the implementation of AVID instructional strategies school-wide. The AVID Elective is an approved A-G course open to all High School scholars in both the Online and Options program. The course offers direct instructions in AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) domains via direct instruction that is focused on critical reading strategies, focused note taking, AVID Binder and weekly AVID Tutorial sessions.

- In order to support school-wide implementation, annual instructional goals are written by Online and Options Elementary, Middle and High School team members that are specific to each school and program. Goals become part of the AVID Site Plan which is centered around 4 domains: Instruction, Culture, Systems, and Leadership. Progress towards these goals are reviewed and updated during monthly Site Team Meetings. An annual program review is conducted via AVID's Coaching and Certification Instrument

(CCI) which is reported to the AVID Center who uses the data to determine certification status. As of the 2019-20 School year, CCS is an approved Certified AVID Site.

- In addition, the program supports a school-wide culture built on College and Career readiness by engaging scholars in academic rigor as well as college and career exploration opportunities. In this regard, the AVID Program has developed several opportunities for our scholars such as weekly guest speakers, AVID Field Trips, College and Career Exploration Projects, weekly articles & quarterly newsletters.

Our English Learner (EL) population has increased significantly over the past three years: eight in 2016-17, 14 in 2017-2018, and 179 in 2018-19. In the past, the EL scholars have been supported directly by their teachers within their courses. However, with the increase of our EL population in the 2018-19 school year, we recognized in the spring that the support the teachers were able to provide directly was not going to be sufficient. This demonstrated the increasing need to have support beyond the individual teachers. Due to this realization, for the 2019-20 school year, we will create a new position, the EL Coordinator. This coordinator will review platforms to best assist with English Language Acquisition to improve ELs reclassification goals. ELs will be assigned ILPs as interventions to close skill gaps based on diagnostic testing. They will also receive EL support and Specialized Academic Intervention (SAI) support through meetings and learning labs. Small Group Instruction (SGI) will be formed according to English Language Proficiency Assessment for California (ELPAC) levels, with a secondary criteria of grade level and academic skills. We will continue to work on translation/interpretation services.

Online Program

Online grades K-8 are now one team, with the K-8 Coordinator overseeing the team. Although the K-8 team still participates in elementary and middle school specific meetings, they meet bi-monthly as a whole team to offer each other additional support and to help our scholars with the transition from elementary into middle school. Our elementary rosters have also changed to help our families have a stronger relationship with their elementary teachers. Scholars are assigned to elementary teachers by family, so all elementary siblings will have the same teacher year after year for grades K-5. This helps our learning coaches stay organized and stay connected with their teacher. Learning labs are taught by the teacher who specializes in the specific grade level and subject area, and teachers work together to invite the scholars on their rosters to their colleagues' live sessions. In addition, AVID has been implemented school-wide, with training on WICOR strategies to promote critical thinking skills and collaboration during live instruction and courses.

With the implementation of the AVID program, starting with the online high school, teachers have been trained to implement WICOR strategies to promote critical thinking skills and collaboration during live instruction and courses. In addition, with the implementation of focused note taking, scholars have benefited from learning how to take notes to promote

learning and academic achievement.

During the 2016-17 school year, online Biology and Chemistry labs received A-G approval. In the 2017-18 school year, the online Physics labs were approved. These labs provide in person, hands-on laboratory days that reinforce the online curriculum. Each lab was designed with the intention of developing the scientific "habits of mind" that are reflected in recent national initiatives and in keeping with the ideals of National Science Teachers Association and Next Generation Science Standards presentation of effective science pedagogy. This accessibility provides the opportunity to promote critical thinking, work in lab groups, and access NGSS standards.

Options Program

CCS of San Diego implemented the Options program in the 2016-17 school year in order to provide opportunities for parents desiring flexibility in curriculum choice. This has proven to be a desired option for some families, as enrollment in the program continues to increase each year. In order to provide support for increasing enrollment, the number of Educational Facilitators increased to six in the 2016-17 school year (after starting the program with two), 20 in the 2017-2018 school year, and 39 in the 2018-19 school year. For the 2019-20 school year, we anticipate needing over 70 Educational Facilitators.

During the 2017-18 school year, CCS of San Diego opened the Orange County Learning Center (OCLC) in Santa Ana. Six EFs are at the learning center on Tuesdays and Thursdays to support CCS of San Diego scholars in the areas of science, social studies, and some electives.

In the 2018-19 school year, the need for additional support was recognized, and a Lead Educational Facilitator position was added for the CCS of San Diego Options program. The role of the Lead Educational Facilitator was to provide leadership in quality support for scholars, Educational Facilitators, and learning coaches in CCS of San Diego. Under the direction of the Director of Options Learning, the Lead Educational Facilitator assisted with strategies to improve family engagement and Educational Facilitator support. With the anticipated growth for the 2019-20 school year, CCS of San Diego will modify the Lead Educational Facilitator position to a level of Regional Coordinators who will directly supervise teams of EFs.

CCS of San Diego has recognized the need for support for the Options learning coaches who are teaching their scholars at home. Options Roundtable discussions were started in 2017-18 and continued in the 2018-19 school year. These live evening discussions provided the opportunity to LCs and Educational Facilitators to share strategies, thoughts on various curricula, etc. For the 2019-20 school year, the roundtables will move to LC support sessions on homeschool-specific topics.

Although the Vendor Relations Department falls under the Finance Division, they have worked closely with Options Program since the 2016-17 school year. Since then, they have provided assistance to over 90 staff members and have added more than 210 vendors for our Options

family to choose curriculum from.

Special Education Services

The Special Education Department grew from two main contracted providers for related services for speech, occupational therapy, and mental health services with Oxford and Presence Learning to adding Global Teletherapy, Amplio Speech, and Electronic Therapy to meet our growing virtual needs both for services and evaluations as well.

In addition to our virtual providers, we have experienced an increased need for in-person services. To support this need, we have added the following vendors both in San Diego and Southern Orange County as well: The OAS Center, Infinity Kids, Beach City Kids, The Launch Pad, Function Junction, and KIDA.

Our special education department increased from three case managers to ten with a current need for two more case managers.

In the last three years, our special education case managers have been able to implement programs such as Read Naturally, Ascend Math, and Starfall, to support scholars during their specialized academic instruction (SAI) time. These significant changes have afforded multiple opportunities to provide scholars and their parents access to increased special education supports.

With the addition of staff, providers, and materials, scholar programs can be custom tailored to best meet the individual needs of our scholars at Compass so that we are adjusting to scholar need rather than having scholars adjust to one set curriculum or one provider than afforded by our virtual model in prior years.

Counseling Services

Golden State Seal Merit Diploma and State Seal of Biliteracy Awards were implemented during the 2016-17 school year and are still being used at CCS of San Diego. The Golden State Seal Merit Diploma recognizes public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the scholar. The State Seal of Biliteracy Award is recognition by the State Superintendent of Public Instruction for graduating high school scholars who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to the English.

CCS of San Diego started participating in the Race to Submit statewide campaign during the 2017-18 school year which aims to increase the number of financial aid applications for California high school seniors who complete the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application. In addition, CCS of San Diego started

participating in the California College Application and Success Campaign during the 2018-19 school year. The CCASC is part of a nationwide movement led by the American Council on Education to increase the number of first-generation scholars from low-income families who pursue post-secondary education.

A Multi-Tiered System of Supports (MTSS) framework was developed during the 2018-19 school year to address the academic and behavioral needs of all scholars within the educational system. As a result, the counseling services team aligned the supports of the comprehensive school counseling program into a Multi-Tiered, Multi-Domain System of Supports (MTMDSS) and implemented interventions. This framework organizes a continuum of core instruction and interventions to meet scholars' needs by ensuring all scholars receive developmentally appropriate counseling lessons, maximize scholar achievement and increase the social and behavioral competencies of scholars. Scholar Intervention Teams (ASIT) were also developed to collaboratively support scholar success when identified as in need of intervention. A virtual manual of resources and documents was created for staff as a one-stop-shop to support scholars.

Counseling implemented a series of Social Emotional Learning (SEL) Curriculum Spotlights during the 2018-19 school year. SEL Curriculum Spotlights are short recordings about various Social Emotional Learning topics to increase academic performance and behavior.

During the 2017-18 school year, the Counseling Department implemented several programs to increase college career readiness throughout Compass Charter Schools. A monthly workshop series called College & Career Success (CCS) Cafe, to provide awareness and resources to scholars for continued post-secondary planning. Additionally, the Counseling Department has hosted a virtual/adobe connect Decision Day celebration for our graduating scholars who have made the commitment to continue their education after high school to attend a university, community college, other educational institution, training program or join the military. In addition, Counseling with Compass Live was implemented during the 2018-19 school year to increase engagement and college/career awareness through college tours, as well as opportunities to meet individually with counselors.

Engagement Department

During the 2016-17 school year, a new communication system was implemented called ParentSquare in order to share out school announcements and Engagement Department offerings. During the 2017-18 school year, ParentSquare was replaced by sharing out similar information via the compasscharters.org website. After careful reflection between the two systems, a switch was made back to ParentSquare for the 2018-19 school year. ParentSquare impacts the whole school by providing an avenue for information to be shared out to families and a virtual social component. Families receive regular updates from ParentSquare about school news, can RSVP for events, see who else has RSVP'd for events, view all the events school-wide, participate in scholar clubs, and more!

Beginning in the 2017-18 school year and continuing to the present time, all field trip participants receive a follow up survey to collect information on the experiences and recommendations from those who participated in the field trip. There has been an overwhelmingly positive response to the engagement offerings that have been provided to families. The few times there have been requests from families for changes; adjustments have been made based on the information received from families in order to continue providing an exceptional engagement experience.

Scholars were celebrated at in-person 8th grade scholar promotion ceremonies and 12th grade scholar graduation ceremonies in June 2017 at California State University San Diego as well as at Maderas Golf Club in June 2018 and 2019. In 2017, (35) 8th grade scholars were promoted, and 50% of 12th grade scholars graduated. In 2018, (37) 8th grade scholars were promoted, and 74% of 12th grade scholars graduated. In 2019, (65) 8th grade scholars promoted and 68% of 12th grade scholars graduated. Feedback for the 2017 celebrations indicated the quality of the program as a highlight and shared a desire to change the location. Feedback for the 2018 celebrations highlighted the quality of the program and event location as positive elements. Feedback for the 2019 celebrations also praised the quality of the program and event location. At the end of the 2018-19 school year, the scholar celebration ceremonies were expanded from being for 8th and 12th Grade scholars only to also include Kindergarten and 5th grade for a total of four scholar celebration ceremonies moving forward.

During the 2016-17 school year, scholars of the month received awards that aligned with the school's Core Values of Achievement, Respect, Teamwork, Integrity and Communication (ARTIC) for Online K-5, Middle School, High School and Options every month during the school year. In the 2017-18 school year, an additional award was added called "Firebird of the Year" which selected one Scholar of the Month Recipient per the previously mentioned grade spans and program breakdowns. During 2016-17, 2017-2018 and 2018-19 school years, scholars were also awarded Golden State Seal Merit Diplomas (12th Grade), State Seal of Biliteracy (12th Grade), NHS Lifetime Member (12th Grade), Presidential Award for Educational Excellence (grades 8th and 12th) and Presidential Award for Educational Achievement (grades 8th and 12th). In the 2018-19 school year, an expanded scholar recognition program was designed to go into effect during the 2019-20 school year and expanded to include a larger set of awards. This newly designed scholar recognition program includes all of the aforementioned awards along with these additional awards: Samaritan Award, Excellent Participation in Learning Labs by Semester, Most Improved in Achievement by Semester, Core Values (ARTIC) Awards by Semester and Perfect Attendance by Learning Period. Overall, these changes and improvements to the scholar recognition program have developed and continue to provide a stronger sense of community, belonging, and connection for the staff and scholars.

At the conclusion of the 2018-19 school year, it was agreed upon to grow the departmental support and hire an Engagement Specialist to increase the Engagement Department from one to two staff members. The Engagement Specialist will greatly contribute to the departments' bandwidth by supporting the Engagement Department research, preparations and offerings. Overall, the Engagement Specialist will impact the whole school by supporting the quantity and quality of all the various offerings that are provided by the Engagement Department such as back

to school picnics, field trips, scholar clubs, scholar recognition, scholar celebrations, virtual scholar workshops, and more.

Information Technology (IT) Services

The IT department implemented ZoHo Helpdesk in January 2018 to track technical issues for staff and scholars. This system has helped CCS of San Diego to identify common issues and create documentation for a knowledge base of self-help articles for staff and scholars.

The IT department has switched vendors who supply computers for staff and scholars for the 2018-19 school year. This change has saved cost and time for CCS of San Diego. The new vendor provides the equipment, imaging services, and shipping at a lower cost compared to other vendors and performing setup in-house.

The IT department worked with StrongMind on developing a new fresh website for CCS of San Diego in 2017. The website is up to date and shows our transparency to the public with all relevant content about the school, staff, and program offerings.

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
    - **How were stakeholders involved in developing the schoolwide action plan/SPSA?**
    - **How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?**
    - **How were stakeholders involved in the preparation of the progress report?**

The CCS of San Diego's Stakeholders (Board of Directors, Staff, Learning Coaches, and scholars) provided feedback on the state of the school and ranked goals based on priorities. The leadership team creates the initial action plan, which is determined based on overall feedback and evaluations from all stakeholders. The Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) review and share suggestions on overall responses and initial action plan. The Board of Directors reviews and approves the final action plan at a regularly scheduled meeting.

The leadership team implements and monitors the action plan throughout the school year. The PAC and SAC review and share suggestions on the current action plan. Priorities and goals are monitored based on feedback and evaluations. The Board of Directors is provided updates on the action plan at the regularly scheduled meetings in September, November, January, March, and June. CCS of San Diego Stakeholders then come together at the end of the school year to evaluate and share suggestions on modifications to the action plan.

The leadership team collaborated with appropriate staff members to collect and compile the most accurate and up to date information. Administration worked individually and corporately to provide information that clearly communicates our current progress. The cabinet and project administrator reviewed the progress report to ensure accuracy and fluidity.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.
- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**
- ☐ **Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Below is the School Wide Action Plan submitted for CCS of San Diego (Formerly known as Del Mar WASC Self Study)

Action plan #1- Increase Reclassification of English Language Learners by 10%.	
Reflection	There is a need to increase the number of English Language Learners that meet the qualifications for reclassification.
Expected Measurable Outcomes (Goals are per school)	• The number of scholars that qualify for reclassification will increase by 10%. • At least 70% of EL scholars will complete Language Arts courses. • At least 70% of EL scholars will pass Language Arts courses. • There will be an increase in the number of EL scholars participating in the SBAC test.
Impact on Scholar Achievement	Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because scholars will need to master Language Arts standards to qualify.

Monitor Progress Tools		• CELDT scores • Course completion rates • Course grades • i-Ready reports	
Goal	**Evidence**	**Responsible Party**	**Timeline**
EL scholars receive support in all areas, if needed.	• Early identification • Timely IEPs if necessary • Communication with families • Live streaming • Small group instruction • Scholar engagement	• Testing specialist • Scholar Intervention Coordinator • Special Education staff	Ongoing
See growth in scholar subgroups	• Scholars that qualify for RFEP • SBAC scores • i-Ready scores • Course progression charts • Small group instruction • Study Island usage • Use of i-Ready supplemental worksheets/lessons • Virtual Learning passage • Professional development • SIS tracking	• Testing Specialist • Teachers • Academic Coordinators	Annually
Move scholars from Nearly Meeting Standards to Meeting Standards	• i-Ready assessment reports • Report cards • Course progression charts	• Scholar Intervention Coordinator • Teachers • Director of Academic	Ongoing

| | • SBAC scores
• Success Academy
• Small instructional groups
• Flexible instructional groups
• Learning Lab sessions
• Q & A sessions
• Truancy tracking
• Parent/teacher conferences
• Course on-track rates
• Teacher/scholar meetings
• Study Island participation | Affairs | |

• Middle school math/language arts electives			

Action plan #2- Increase math proficiency by 5% as measured by various assessments and standardized tests.	
Reflection	Scholars are underperforming in the area of math.
Expected Measurable Outcomes (Goals are per school)	• There will be a 5% increase in the number of scholars that have scored Met or Exceeded standards on the SBAC Math test. • There will be a decrease in the number of scholars that score Not Met on the SBAC Math test. • There will be a 5% increase in the number of scholars that perform at or above grade level on the i-Ready assessments.
Impact on Scholar Achievement	Higher math scores reflect standard mastery.
Monitor Progress Tools	• SBAC scores • iReady scores • Math grades • Teacher observations • Participation in Learning Lab

Goal	Evidence	Responsible Party	Timeline

Increase Math Proficiency	- i-Ready benchmarking score reports - Number of live math sessions - Small group instruction - Professional development - SBAC scores - Math scholars on track - Selection of math courses taken - Learn Pop participation	- Scholar Intervention Specialist - Teachers - Academic Coordinators - Scholar Instruction Manager - Director of Academic Affairs	Ongoing

	- i-Ready individualized worksheets and lessons - Real world application		
Move scholars from Nearly Meeting Standards to Meeting Standards	- I-Ready assessment reports - Report cards - Course progression charts - SBAC scores - Success Academy - Small instructional groups - Flexible instructional groups - Learning Lab sessions - Q & A sessions - Truancy tracking - Parent/teacher conferences - Course on-track rates - Teacher/scholar meetings - Study Island participation - Middle school math/language arts electives	- Scholar Intervention - Coordinator - Teachers - Director of Academic - Affairs	

Below are the updates on the goal mentioned in our School-wide Action Plan:

	GOAL	RESPONSIBLE PARTY	DONE	IN PROGRESS	NOT STARTED	GOAL PROGRESS UPDATE
1a	EL scholars receive support in all areas, if needed.	Assessment Coordinator, Scholar, Scholar		X		• The EL support coordinator has implemented weekly learning labs (LLs) for EL

	SuccessCoordinator, Special Education staff, EL Coordinator				scholars to provide SIOP and SDAIE integrated lessons with differentiated learning styles so scholars have the opportunity to scaffold their knowledge and meet their math, reading, and writing academic goals with these strategies. ● A weekly EL enlightenment Q & A for scholars, teachers, and parents/guardians (LCs) provides opportunities to ask questions, discuss academic concerns, and allows the EL scholars to use their speaking and listening skills in English. ● CCS of San Diego uses multimedia technology to instruct EL scholars at grade level and create break out classrooms for targeted small group instruction and group discussions to improve academic proficiency.
1b	See growth in scholar subgroups	Assessment Coordinator Teachers, Academic Directors, EL Coordinator		X		● LLs and tier support in intervention will be integrated to provide EL scholars with equitable access and universal design support in all content matter. ● EL scholars have tutoring learning labs to further assist them in problem solving and enhance their learning outcomes. Tier 1 support includes high quality whole classroom instruction; Tier 2 support includes small-group targeted intervention; and Tier 3 support includes intensive intervention one-on-one support. EL scholars have access to MTSS and SAI services. ● CCS of San Diego hosts additional personal one-on-one and small group guided tiered instruction for scholars, this includes special populations, AVID peer mentoring, EL support and mentoring (new EL enlightenment lab), and tutoring programs offered to

						the scholars so they may attain their goals.
1c	Move scholars from Nearly Meeting Standards to Meeting Standards	Scholar Success Coordinator, Teachers, Assistant Superintendent & Chief Academic Officer Academic Services, EL Coordinator		X		- CCS of San Diego utilizes effective and flexible academic instruction that meets the needs of EL scholars with synchronous and asynchronous lessons, multimedia, and Learning Lab virtual lessons. - CCS of San Diego has increased Learning Lab opportunities that provide direct explicit instruction to EL scholars with engaging platform interactions. - CCS of San Diego has a curriculum review committee that will review Scholar Curriculum and possibly English Learner curriculum to support all scholars, including special populations and EL scholars to help increase academic performance, which would help Long-Term English Learners (LTEL), and EL scholars meet reclassification guidelines.
2a	Increase Math Proficiency	Scholar Success Coordinator, Teachers, Academic Coordinators, Assistant Superintendent & Chief Academic Officer Academic Services		X		Scholars have tutoring learning labs to further assist them in problem solving and enhance their learning outcome, accessed under MTSS. Tier 1 support includes high-quality whole classroom instruction and/or connection meetings, academic support sessions, Learning Labs, and Q&A sessions; Tier 2 & 3 support includes small-group targeted intervention and/or intensive intervention including one-on-one support. Scholars have access to MTSS and SAI service, as determined by scholars' needs and IEPs.
2b	Move scholars from Nearly Meeting Standards to Meeting Standards	Scholar Success Coordinator, Teachers, Assistant Superintendent &		X		CCS of San Diego utilizes effective and flexible academic instruction that meets the needs of scholars

| | | Chief Academic Officer Academic Services | | | | with synchronous and asynchronous lessons, multimedia, and Learning Lab virtual lessons.
• CCS has increased Learning Lab opportunities that provide direct and explicit instruction to scholars with the intent of increasing math skills and building a solid math foundation for all scholars. |

Evidence:

There is evidence of personalized scholar support from all divisions who work as a team to collaborate and ensure all scholars achieve academic success by differentiating learning and addressing the English Learner scholars for all CCS of San Diego scholars to gain self-efficacy and meet their academic goals.

Evidence includes reports of ILPs, Learning Labs, course content, vendors, scholar benchmark assessments, peer mentoring, and tutoring to ensure the success of all scholars. By receiving these academic support and interventions, scholars will progress in their course work as evidenced by their pacing guides and progress reports in Strongmind.

CCS of San Diego teachers and counselors use student achievement data to find ways to support scholars' personal learning through EL support systems and changes in curriculum or instruction with intervention and scaffolding strategies. For scholars in our Options program, CCS of San Diego is collaborating on creating opportunities for performance-based tasks with additional pullout and push-in opportunities.

CCS of San Diego administrators are collaborating to develop a charter school plan for data collection, disaggregation, sharing, analysis, and reporting would support individual teachers' efforts to assist EL scholars in their learning (Monday.com, Assessments and Reports, and Curriculum Review Committee)

CCS of San Diego is collaborating on creating opportunities for performance-based tasks including formative and summative assessments in the online class environment (Instructional Support Committee and ELL Committee).

CCS of San Diego is collaborating on opportunities for EL translator/interpreter to attend

IEP/504 meetings, conferences, and provide written documents in languages other than English to be disseminated to scholars and their families (MMU, welcome letters, and other correspondence) including a planner/calendar/organizer in Spanish and English so scholars can plan for academic success.

Reclassified scholars will be monitored to ensure they are meeting academic proficiency goals and interventions in small group instruction will be implemented for RFEP scholars who are still struggling in academic achievement goals.

There is evidence of academic support under the MTSS protocol, Tutoring calendars, Learning Lab schedules, work samples, peer mentoring, and Test Preparation. CCS of San Diego staff work as a team to collaborate and design academic support for scholars.

EL EVIDENCE LINK

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.**

  - **LCAP GOAL 1 - Increase Academic Achievement**
    Raise % ELPAC Assessments Taken
    Temporary Flags to alert Educational Facilitators and Teachers
    Increase the number of Reclassified Fluent English -Increase the number of
      Proficient Scholars to 10% - now 4%

  - **LCAP GOAL 2 - Scholar & Parent Engagement**
    PAC Meetings / ELAC Meetings under PAC Umbrella
    EL Clubs and Award Ceremonies

  - **LCAP GOAL 3 - Achievement & Engagement in Special Populations**
    Increase Academic Achievement Test Scores and GPA
    Increase the number of Reclassified Fluent English -Proficient Scholars 4%
    Provide additional support

  - **LCAP GOAL 4 - College & Career Readiness**
    EL, AVID & College Prep Workshops
    College Entrance Exams A-G

Edited Schoolwide Action Plan:

Action plan #1- Increase Reclassification of English Language Learners ~~by~~ to 10%.	
Reflection	There is a need to increase the number of English Language Learners that meet the qualifications for reclassification.
Expected Measurable Outcomes (Goals are per school)	• The number of scholars that qualify for reclassification will increase to 10%. • At least 70% of EL scholars will complete Language Arts courses. • At least 70% of EL scholars will pass Language Arts courses. • There will be an increase in the number of EL scholars participating in the SBAC test.
Impact on Scholar Achievement	• Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because scholars will need to master Language Arts standards to qualify.
Monitor Progress Tools	• ~~CELDT~~ ELPAC scores • Course completion rates • Course grades • ~~i-Ready reports~~ Istation and Edgenuity reports

Action plan #2- Increase math proficiency by 5% as measured by various assessments and standardized tests.	
Reflection	Scholars are underperforming in the area of math.

Expected Measurable Outcomes (Goals are per school)	• There will be a 5% increase in the number of scholars that have scored Met or Exceeded standards on the SBAC Math test. • There will be a decrease in the number of scholars that score Not Met on the SBAC Math test. • There will be a 5% increase in the number of scholars that perform at or above grade level on the ~~i-Ready~~ Istation and Edgenuity assessments.
Impact on Scholar Achievement	• Higher math scores reflect standard mastery.
Monitor Progress Tools	• SBAC scores • ~~iReady~~ Istation and Edgenuity scores • Math grades • Teacher observations • Participation in Learning Lab