



## Compass Charter Schools LCAP Quarterly Update May 2020

Goal 1: Increase scholar academic achievement as measured by state and local indicators.

Goal 2: Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

Goal 3: Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

Goal 4: Increase college and career readiness for scholars in high school as evidenced by state and local indicators.

**Goal 1: Increase scholar academic achievement as measured by state and local indicators.**

Action 1	All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, access to 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having access to sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.
Update	<p>100% of teachers are appropriately credentialed as of March 4, 2020. We continue to maintain the required 25:1 ADA to FTE ratio. All scholars have access to core and supplemental curriculum, as well as necessary materials.</p> <p>ELD Curriculum Proposal has been submitted with a recommendation to adopt Lexi for the 2020-21 school year.</p> <p>On our docket: ELD Curriculum Proposal to be reviewed for approval by the Board by the end of the school year. Provide staff with PD related to the new curriculum.</p>

Action 2	Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.
Update	<p>Scholars have been identified through MTSS and have support sessions available to them. Staff resources have increased through the hiring of an additional Scholar Success Coordinator, as well as four tutors. Scholars have weekly tutoring sessions available by grade level, as well as online support resources such as ThinkingStorm. Deficiency notices were sent to scholars in the 1st Semester.</p> <p>Deficiency notices were sent to at-risk scholars the week of April 27 with special care taken to honor a level of flexibility necessary to support families during the COVID-19 pandemic.</p> <p>On our docket: Continue to support scholars through the MTSS framework.</p>

Action 3	All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided
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	<p>professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.</p>
Update	<p>Professional development has been offered through our in-person All-Staff Retreat (August 2019), in-person Mini Conference (January 2020), and virtual In-Service Days (October and March). All staff receive mandated training to be completed within the first 30 days of the school year, or first 30 days of employment. We have started a partnership with the Riverside County Office of Education to offer an online induction program for staff who need to clear their credentials (4 enrolled this year). All staff are working on their Google Educator Certification, and a number of staff are working on their Leading Edge Certification. We also started a partnership with Alludo to offer virtual on-demand professional development. Compass has sent delegations to the APLUS+ Annual Conference, Fall CUE, Charter Schools Leadership Update, AVID National Conference, Digital Learning Annual Conference, Virtual Spring CUE, and AVID Digital XL. The California Charter Schools Annual Conference was canceled due to COVID-19 with the possibility of certain sessions becoming available virtually at a future date for registered attendees.</p> <p>The Special Education Department is collaborating with our El Dorado County Charter SELPA for compliance workshops and training in areas as compliant IEP writing.</p> <p>On our docket: Review and refine our onboarding program for new staff; continue to identify conferences for staff to attend to support their instructional practices.</p>

Action 4	<p>Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholar’s Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars’ next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the</p>
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	Compass Newsletter and/or class challenge.
Update	<p>Training was provided to staff at the beginning of the school year on attendance policies and procedures. Staff continue to be trained with best practices and ongoing resources including Open Q &amp; A sessions with the Attendance Coordinator. New staff is provided with personalized training during the onboarding process. Staff are utilizing ParentSquare to collect Weekly Activity Logs, and following our board-approved Independent Study Policy when scholars do not complete work over a 10-day period. Staff resources have increased through the hiring of seven Scholar Services Technicians, who support families, such as with the completion of their weekly activity logs. Online Teachers held Parent-Teacher Conferences in October and March; Options Educational Facilitators hold at least two connections meetings per month to discuss scholar progress. Scholars in the Online Learning Program earn extra credit for attending tutoring sessions.</p> <p>In March, the Options Advisory Team met to generate specific examples of ways they recognize scholars for completing activity logs and work samples by their established deadlines. The examples mentioned include: sending individual thank you emails, doing a class challenge, posting recognition in the weekly Friday email, group thank you once 100% is reached (via email or WhatsApp), and newsletter highlights of work samples.</p> <p>On our docket: Action has been met.</p>

**Goal 2: Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.**

Action 1	CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand.
Update	The Learning Coach Academy was launched in January with four (4) cohorts, each lasting 10 weeks. Sessions for Learning Coach Academy have been delivered on-demand. Learning Coach Academy graduates will be invited to be part of our Learning Coach Ambassador program. Meetings have taken place to gather input from the Engagement Committee as well as the Parent Advisory Council in regards to our Learning Coach Ambassador Program. Our Engagement Team is currently reviewing feedback from all the Learning Coach Academy Pilot participants and will provide suggested changes once all the

	<p>feedback has been received and reviewed.</p> <p>We offered many engagement activities for scholars and families such as Back to School Picnics, San Diego Zoo, Taylor Guitars Tour, Oasis Camel Dairy, Natural History Museum, The Getty, Fort Ross, Amazon Warehouse Tour, and many more. We hosted quarterly Parent Town Hall Meetings in October, December, and February, as well as monthly Coffee with Compass events. We launched our 2020-21 Planning Survey in February, which closed on Friday, March 6. Online teachers held Parent-Teacher Conferences with their Learning Coaches in October and March. Options Educational Facilitators met virtually biweekly with Learning Coaches, which included a report card connection meeting before the end of the semester.</p> <p>On our docket: Our Engagement Team will provide feedback on the results of the Learning Coach Academy by the end of the school year. The Leadership Team will continue to include the Learning Coach Academy in the 2020-21 LCAP planning meetings. The Engagement Team will meet in June and July to continue planning for both the Learning Coach Academy and Learning Coach Ambassador Program as they prepare for the 2020-21 school year.</p>
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<p>Action 2</p>	<p>CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, and Core Values (ARTIC) Awards given each semester. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation</p>
<p>Update</p>	<p>As of May 2020, 143 Scholars have been selected for the Scholars of the Month between all three (3) charters. 1,683 scholars were notified of perfect attendance for Learning Period (LP) 1. And, 2,471 scholars were notified of perfect attendance for LP 2. As of March 2020, 70 scholars were selected as the recipients of the Core Values (ARTIC) awards and 21 scholars were the recipient of the Excellent Participation in Learning Labs. Notifications for Perfect Attendance and Most Improved Attendance awards are being sent out via email with a compiled Attendance certificate to be sent out noting all Attendance awards from the year at the culmination of the school year. Firebird of the Year and Learning Coach of the Year will be awarded in June 2020. Most Improved in Achievement will be awarded at the end of Semester</p>

	<p>2. Excellent Parent Participation Awards will be awarded at the end of the school year. The recipients of the parent awards and scholar awards will be placed into a lottery for a big prize. A big prize will be lottery awarded respectively for each award group. Learning Coach Academy Certificates will be processed once the cohorts conclude their programs. We are on track to host our Scholar Rites of Passage Ceremonies, Promotions, and Graduation ceremonies the week of June 15.</p> <p>On our docket: Action has been met.</p>
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<p>Action 3</p>	<p>CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.</p>
<p>Update</p>	<p>We launched 21 Scholar Clubs for this school year such as a Minecraft Club, Arts &amp; Crafts Clubs (One for Elementary School and another for Middle and High School), LEGO Club and more! Our National Honor Society program currently has six active scholars participating in the program. As previously mentioned, we have offered a plethora of field trips that have included a few community service opportunities. We are currently looking into ways that are more creative for our families to serve their communities.</p> <p>The Counseling Services Department offers Social Emotional Learning (SEL) utilizing a monthly theme that is delivered to scholars in the Counseling Learning Lab. These themes are reinforced throughout the month with SEL warm-up activities provided to teachers to incorporate during instruction. Some topics include Mindfulness, Growth Mindset, and Emotions. Moving-Up Transition presentations are delivered to 5 and 8-grade scholars during the spring with the purpose to help ease and support scholars through transitions and prepare them for a successful school year academically and socially. In addition, the College &amp; Career Readiness Counselor conducts fall senior transition meetings to discuss post-secondary plans that include enlist, enroll or employ as future options.</p> <p>Due to the COVID-19 pandemic, the Engagement Team initially attempted to reschedule affected field trips but ultimately had to cancel all in-person engagement activities for the remainder of the school year. Instead, we expanded our virtual field trip offerings and added in virtual scholar workshops such as Innovation Generation, Aerospace Innovation, Scholar Social Hours, a 3-part series from Disney about Imagineering, Virtual Scavenger Hunt, a 3-part series from Pixar and much more! Additionally, we compiled and regularly updated a list of resources for enrichment options (<a href="https://www.smores.com/fhw7b">https://www.smores.com/fhw7b</a>).</p>

	On our docket: Action has been met.
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Action 4	CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible for outreach to families to increase engagement, organizing and posting events and handling field trip plans.
Update	<p>Families receive the weekly Monday Morning Updates (MMUs) which includes information on all upcoming field trips and registration deadlines. ParentSquare hosts a collective calendar that has calendar items for all upcoming field trips and school wide events. Our CCS website also has an annual event calendar that is live on our forward facing website. Communications are available in English and other languages to ensure parents can access the material being shared out.</p> <p>In our Options program, the Scholar Success Coordinator and Educational Facilitators offer several Academic workshops and a Learning Coach support session each month.</p> <p>On our docket: Action has been met</p>

**Goal 3: Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.**

Action 1	CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.
Update	Our SELPA has provided training for our Special Education Team to support scholars with disabilities. Professional development was held to train teachers on scaffolding and SDAIE strategies for working with English Learners. We brought on an English Learner Support Coordinator, as our EL population has

	<p>grown. Foster Youth and Homeless scholars are identified through an initial housing survey and granted immediate enrollment. Scholars that qualify are reclassified annually and assigned to the liaison for tracking and support. The liaison continuously monitors scholar progress and initiates connections with families approximately every thirty days. Counselors identify special populations in their caseloads and assess scholars to ensure legislative requirements are met. In conjunction with El Dorado County Charter SELPA, our Special Education Team participated in IEP and 504 training during our In-Service Day held on March 20.</p> <p>On our docket: See Goal 1, Action 1 and Goal 1, Action 3. Additionally, identify and recommend what resources should be available to parents on the website. Workgroups will be formed that can focus on the supports and services for these subgroups (the Compass way to work with and for scholars with special needs).</p>
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Action 2	<p>CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.</p>
Update	<p>We hired an English Learner Support Coordinator, a Special Education Coordinator, and a 504 Coordinator this year to support scholars. We purchased Reading Naturally and Ascend Math specifically to support scholars with IEPs. We also added a writing course for high school scholars receiving SAI support. We brought in additional vendors for related services to support scholars through their IEP. The Collaboration and Intervention Teams met to identify how their role impacts the scholars. These meetings generate action plans that support identified needs for each scholar. These include both strengths and areas of improvement. A parent workshop/class was held in May to help families support their scholars.</p> <p>On our docket: See Goal 1, Action 1. Additionally, more parent workshops/classes will be developed that help families support their scholars. This content will also be included in the scope and sequence for the Learning Coach Academy.</p>



**Goal 4: Increase college and career readiness for scholars in high school as evidenced by state and local indicators.**

Action 1	CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.
Update	<p>We launched a four (4) part SAT/ACT Boot Camp Series in Spring 2020. The Boot Camp provides scholars with support in test registration, strategies, and test prep sample questions led by content area teachers in math and English. Access to college preparation information is delivered in multiple modes of communication and guided support is provided to identify testing locations and registration next steps. In addition, counselors host a monthly College Career Success Cafe with a focus on college career readiness topics such as “How to Prepare for University Admissions.” Though we do not provide PSAT testing directly, our Counseling Services Team does provide support in locating and identifying available test sites.</p> <p>On our docket: The Counseling Services Department is investigating SAT and ACT preparation courses for the 2020-21 school year</p>

Action 2	CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.
Update	<p>Academic Outlook records are maintained by counselors for each scholar. These are shared with scholars during counseling sessions and used to ensure scholars are on track toward meeting graduation requirements. Counselors meet individually with scholars to develop and discuss a personalized academic plan to incorporate appropriate course options such a-g requirements, VPA, CTE, concurrent enrollment, and credit recovery if needed.</p> <p>On our docket: The Counseling Services Team will ensure that scholars are provided supports and interventions for any scholars who have two or more fails or who are credit deficient.</p>

Action 3	CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.
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Update	<p>There is a scope and sequence for the counseling curriculum that informs training for parents and planning for the delivering of college career readiness standards. Scholars receive support for completing a FAFSA, in addition to college and scholarship applications. High school scholars are encouraged to develop a post-secondary plan upon entering high school with a focus to apply to a college, university, career-based training institution, or military.</p> <p>On our docket: Action has been met.</p>
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Action 4	<p>CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.</p>
Update	<p>School-wide AVID implementation and AVID training was provided to staff during the In-Service Day in October 2019. The AVID tutorial is being offered as part of the AVID course for our scholars, College &amp; Career Readiness Counselor speaks at AVID learning labs, and Academic Support Sessions focusing on AVID strategies for Options scholars were held in the month of February.</p> <p>We also offered AVID-specific field trips to the AVID Scholar Leadership Conference and AVID LA Clippers game. We are planning to offer both in person and virtual college visit opportunities to our families in the coming months.</p> <p>On our docket: Action has been met</p>