



COMPASS
CHARTER SCHOOLS



Low-Performing Scholars Block Grant 2019-20 Update

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Agenda

- Low-Performing Scholars Block Grant Goals
- Goal Updates
- Areas of Success
- Areas of Focus and Reflection
- Next Steps



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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.



Low Performing Scholars Block Grant Goals

Goal 1. To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and post-secondary education.

Goal 2. To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and post-secondary education.

Goal 3. To Provide staff development in Common Core that support best practices in instruction for low performing scholars

Goal 4. To provide parents instruction that increases their knowledge and confidence in supporting their scholars academic success at home

Goal 5. Provide a foundation for safe and positive learning environment, while enhancing our scholars ability to success in school, life, and career.



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of Los Angeles: Online Program

- 122 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- Other support sessions were offered monthly through Social-Emotional Learning workshops and Behavioral Support Groups under the MTSS framework



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of Los Angeles: Online Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 33.3% at or above grade level
 - 6-12: 5.8% at or above grade level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 57% at or above grade level
 - 6-12: 11% at or above grade level



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of Los Angeles: Options Program

- 156 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- In addition to tutoring sessions, workshops were offered to enhance Tier 1 instruction. Workshops varied in math, english language arts, and STEM topics



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of Los Angeles: Options Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 40% improved by at least one tier level
 - 6-8: 40% improved by at least one tier level
 - 9-12: 17% improved by at least one tier level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 67% improved by at least one tier level
 - 6-8: 44% improved by at least one tier level
 - 9-12: 37.5% improved by at least one tier level



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of San Diego: Online Program

- 122 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- Other support sessions were offered monthly through Social-Emotional Learning workshops and Behavioral Support Groups under the MTSS framework



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of San Diego: Online Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 25% at or above grade level
 - 6-12: 1% at or above grade level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 50% at or above grade level
 - 6-12: 12% at or above grade level



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of San Diego: Options Program

- 198 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- In addition to tutoring sessions, workshops were offered to enhance Tier 1 instruction. Workshops varied in math, english language arts, and STEM topics



Goal 1, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension

CCS of San Diego: Options Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 20% improved by at least one tier level
 - 6-8: 35% improved by at least one tier level
 - 9-12: 8% improved by at least one tier level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 60% improved by at least one tier level
 - 6-8: 54% improved by at least one tier level
 - 9-12: 36% improved by at least one tier level



Goal 1, Objective 2: As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests

- Our Freckle subscription was accessed by a few scholars, too few to provide useful data for this update.
- Currently, our low-performing scholars are being directed to use Edgenuity and Istation, which are being incorporated into our tutoring sessions.
- Low-performing scholars who were also identified as SPED have access to Read Naturally to support ELA achievement.
- Low-performing EL scholars have access to Raz-Kids for reading comprehension support



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of Los Angeles: Online Program

- 122 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- Other support sessions were offered monthly through Social-Emotional Learning workshops and Behavioral Support Groups under the MTSS framework



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of Los Angeles: Online Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 32.4% at or above grade level
 - 6-12: 15.5% at or above grade level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 29% at or above grade level
 - 6-12: 26% at or above grade level



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of Los Angeles: Options Program

- 156 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- In addition to tutoring sessions, workshops were offered to enhance Tier 1 instruction. Workshops varied in math, english language arts, and STEM topics



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of Los Angeles: Options Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 60% improved by at least one tier level
 - 6-8: 37.5% improved by at least one tier level
 - 9-12: 17% improved by at least one tier level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 50% improved by at least one tier level
 - 6-8: 37.5% improved by at least one tier level
 - 9-12: 13% improved by at least one tier level



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of San Diego: Online Program

- 122 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- Other support sessions were offered monthly through Social-Emotional Learning workshops and Behavioral Support Groups under the MTSS framework



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of San Diego: Online Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 41.6% at or above grade level
 - 6-12: 36.6% at or above grade level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 40% at or above grade level
 - 6-8: 12% at or above grade level



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of San Diego: Options Program

- 182 identified at-risk scholars who need Tier 2 and 3 support through the initial benchmark
- Tutoring sessions were 30-minutes long and used Edgenuity and Istation intervention lessons.
- In addition to tutoring sessions, workshops were offered to enhance Tier 1 instruction. Workshops varied in math, english language arts, and STEM topics



Goal 2, Objective 1: As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease

CCS of San Diego: Options Program

- Low-Performing Scholars Data Benchmarks (Mid-Year)
 - K-5: 20% improved by at least one tier level
 - 6-8: 48% improved by at least one tier level
 - 9-12: 8% improved by at least one tier level

- Low-Performing Scholars Data Benchmarks (End of Year)
 - K-5: 40% improved by at least one tier level
 - 6-8: 75% improved by at least one tier level
 - 9-12: 18% improved by at least one tier level



Goal 2, Objective 2: As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement techniques to track success

- Our Freckle subscription was accessed by a few scholars, too few to provide useful data for this update.
- Currently, our low-performing scholars are being directed to use Edgenuity and Istation, which are being incorporated into our tutoring sessions.



Goal 3, Objective 1: We are providing Professional Development that focuses on what scholars need to achieve academic growth

- Webinars and (Prior to COVID-19) in person workshops/conference opportunities were posted in Workplace (our intranet). Teachers report to their supervisors if they are accessing the recorded webinars, and are working on a more efficient way to track this
- Common Core support was integrated into our January mini-conference. This was also integrated into our October and March in-service workshops



Goal 3, Objective 2: Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team

- Due to COVID-19, the California Charter Schools Association Conference was canceled for 2020.
- Due to COVID-19, The AVID Summer Institute was canceled for 2020. In lieu, our representatives will be attending the AVID XD which will provide the same level of professional development for CCS Options and Online Teachers. Dates of attendance are pending



Goal 4, Objective 1: Develop parenting workshops and a parent support group which results in increased knowledge and confidence that are measured by parent participation and survey feedback

- Online Videos “Coaches Corner” otherwise known as Learning Coach Lounges were created by CCS. Monthly sessions for Options included:
 - September - How to Prepare for a Successful School Year
 - Oct - How to Encourage and Enhance Scholar Success
 - November - PBIS in the Homeschool Environment
 - December - Options Tutoring (specifically for T2, T3 scholars)
 - January - Mid-Year Diagnostic Assessments
 - February - CAASPP Testing
 - March - Social Emotional Learning and Supports for Scholars
 - May - Summer Learning Strategies & Year in Review

- Hosted Learning Coach Academy via ParentSquare groups & shared out weekly recordings with a discussion question for 10 weeks



Goal 4, Objective 1: Develop parenting workshops and a parent support group which results in increased knowledge and confidence that are measured by parent participation and survey feedback

- We ran four cohorts for our Learning Coach Academies and was facilitated by our Director of Engagement
- The weekly discussion question provided LCs the opportunity to share out best practices by answering the following question and commenting on other LCs responses
 - “After viewing the recording this week, please comment on this post and share what was your biggest takeaway from the recording”
- Seven Learning Coaches completed all 10 recordings for the Learning Coach Academy series.



Goal 4, Objective 1: Develop parenting workshops and a parent support group which results in increased knowledge and confidence that are measured by parent participation and survey feedback

- Due to FERPA no recordings were made specifically for families of low-performing scholars to avoid releasing scholar data
- We continue to provide open lines of communication via program-specific town halls and LC support sessions



Goal 5, Objective 1: As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child's academic performance, self-control, empathy, and optimism

- The counseling team consults with MindUp curriculum & uses it to inform their live learning sessions
- Counseling delivers a monthly SEL themed based lesson that is followed up & supported by the Online Scholar Support Coordinator
- Weekly SEL activities are incorporated into all live online LL lessons every week throughout the school year.
- We also held a LC Support session in March for our Options LCS on SEL and Supports for Scholars



Areas of Success

CCS of Los Angeles: Goal 1 Reading

- Online
 - K-5: Increased by 23.7%
 - 6-12: Increased by 5.2%

- Options
 - K-5: Increased by 27%
 - 6-8: Increased by 4%
 - 9-12: Increased by 20.5%



Areas of Success

CCS San Diego: Goal 1 Reading

- Online
 - K-5: Increased by 28%
 - 6-12: Increased by 4%

- Options
 - K-5: Increased by 40%
 - 6-8: Increased by 19%
 - 9-12: Increased by 28%



Areas of Success

CCS Los Angeles: Goal 2 Math

- Online
 - 6-12: Increased by 10.5%

CCS San Diego: Goal 2 Math

- Options
 - K-5: Increased by 20%
 - 6-8: Increased by 27%
 - 9-12: Increased by 10%



Areas of Focus & Reflection

CCS Los Angeles: Goal 2 Math

- Online
 - K-5: Decreased by 3.4%

- Options
 - K-5: Decreased by 10%
 - 6-8: Remained the same
 - 9-12: Decreased by 4%

CCS San Diego: Goal 2 Math

- Online
 - K-5: Decreased by 1.6%
 - 6-12: Decreased by 24.6%



Next Steps

- We will continue to look at ways to improve participation in support sessions and communication methods to keep families aware of and interested in what is available to their scholars
- We will use the feedback we received via a recent survey to identify ways to increase interest and participation. This survey included questions specific to academic workshops and tutoring
- We would like to discontinue the use of Freckle, we have found that Edgenuity and Istation are similar in what they offer for reading and math



Next Steps

- Continue to integrate best practices and concepts from organizations to which we belong, including AVID and CUE
- Engagement Department will continue to provide support for families through our Learning Coach Academy
- Build out the Learning Coach Academy further by having LCs who have completed the series become Learning Coach Ambassadors for next year
- Continue to deliver monthly SEL theme based lessons that will be further supported by the SSC and aligned to SEL standards throughout the month with weekly SEL warm up activities



Questions?



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