



COMPASS
CHARTER SCHOOLS



School Plan for Scholar Achievement (SPSA) Board of Directors Presentation

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CompassCharters.org

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Agenda

- Stakeholder Engagement

- CCS of Los Angeles
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies

- CCS of San Diego
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies

- CCS of Yolo
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies



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.



CCS Stakeholder Engagement Process

- Scholar Leadership Council (SLC)
 - **9.28.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Parent Advisory Council (PAC)
 - **9.18.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Leadership Team
 - **9.10.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Board of Directors
 - **9.27.2020** - Final Approval (LCP)
 - **1.31.2021** - Final Approval (SPSA)



CCS of Los Angeles Federal Funds

Funding Source	Amount
Title I	\$130,078.00
Title II	\$22,240.00
CSI Funds	\$170,123.00



CCS of Los Angeles - Resource Inequities

➤ **Graduation Rate Indicator (GRI)**

- School-wide performance in **RED**
- Socioeconomically Disadvantaged (SED) scholar group underperforms the school wide performance.

➤ **College/Career Indicator (CCRI)**

- 15.7% of scholars classified as “Prepared” for College/Career
- Hispanic and SED Scholar groups need additional focus and support

➤ **Academic Indicators**

- need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA and Mathematics



CCS of Los Angeles - SPSA Goal

- **Goal 1: Improve Scholar Achievement in English Language Arts & Math**
 - Set ambitious goals under the “expected outcomes” section
 - Focused on school wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners



Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Internal Math Assessment (% "At/Above Grade-Level")	42% At/Above Grade-Level	50% At/Above Grade-Level
SBAC Mathematics (% "Meets/Exceeds" Standard)	16% Schoolwide 8% Hispanic/Latino 9% Socioecon. Disadvantaged 0% English Learners	25% Schoolwide 20% Hispanic/Latino 20% Socioecon. Disadvantaged 15% English Learners
Spring Internal English Language Arts Assessment (% "At/Above Grade-Level")	40.6% At/Above Grade-Level	50% At/Above Grade-Level
SBAC English Language Arts (% "Meets/Exceeds" Standard)	41% Schoolwide 29% Hispanic/Latino 34% Socioecon. Disadvantaged 0% English Learners	50% Schoolwide 40% Hispanic/Latino 45% Socioecon. Disadvantaged 15% English Learners
Graduation Rate Indicator – CA School Dashboard	52.5% Schoolwide 55.6% Hispanic/Latino 44.2% Socioecon. Disadvantaged 47.1% White	65% Schoolwide 60% Hispanic/Latino 50% Socioecon. Disadvantaged 55% White
Career/College Indicator – CA School Dashboard	15.7% Schoolwide 13.5% Socioecon. Disadvantaged 9.1% Hispanic/Latino 20% White	20% Schoolwide 18% Socioecon. Disadvantaged 15% Hispanic/Latino 25% White



- **Strategy 1:** Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.
- **Strategy 2:** Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.
- **Strategy 3:** Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.



- **Strategy 4:** Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.
- **Strategy 5:** Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.
- **Strategy 6:** Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.



CCS of San Diego Federal Funds

Funding Source	Amount
Title I	\$103,423.00
Title II	\$21,098.00
Title III	\$32,375.00
CSI Funds	\$170,123.00



CCS of San Diego - Resource Inequities

➤ Graduation Rate Indicator (GRI)

- School-wide performance in **RED**
- Socioeconomically Disadvantaged (SED) scholar group underperforms the school wide performance with 40% graduating in 2019

➤ College/Career Indicator (CCRI)

- 7% of scholars classified as “Prepared” for College/Career
- Hispanic and SED Scholar groups need additional focus and support

➤ Academic Indicators

- need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA and Mathematics
- School wide indicator for ELA in **ORANGE**
- School wide indicator for Mathematics in **RED**

➤ English Learner Progress Indicator

- Annual Growth at 33.3% - **VERY LOW**



CCS of San Diego - SPSA Goals

- **Improve Scholar Achievement in English Language Arts & Math**
 - Set ambitious goals under the “expected outcomes” section
 - Focused on school wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners
 - Consulting with Altitude Learning to conduct program review, develop and implement a strategic plan focusing on improving our graduation rates

- **Increase Achievement in Scholars Classified as English Learners**
 - Set ambitious goals under the “expected outcomes” section
 - English Learner Coordinator to support English Learners by providing designated ELD using a research-based ELD Curriculum
 - Professional Development will be provided to core teachers to ensure effective integration of ELD instruction



Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Internal Math Assessment (% "At/Above Grade-Level")	71 % At/Above Grade-Level K-5 43% At/Above Grade-Level 6-8 3% At/Above Grade-Level 9-12	81 % At/Above Grade-Level K-5 53% At/Above Grade-Level 6-8 13% At/Above Grade-Level 9-12
SBAC Mathematics (% "Meets/Exceeds" Standard)	24 % Schoolwide 116.7 below standard Hispanic/Latino 104.7 below standard Socioecon. Disadvantaged 156.6 below standard English Learners	34% Schoolwide 106 points below - 10% improvement Hispanic/Latino 95 points below - 10% improvement Socioecon. Disadvantaged 142 points below 10% improvement English Learners



Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Internal English Language Arts Assessment (% "At/Above Grade-Level")	49% At/Above Grade-Level	59% At/Above Grade-Level
SBAC English Language Arts (% "Meets/Exceeds" Standard)	28.2 % Schoolwide 136.7 below standard Hispanic/Latino 50.2 below standard Socioecon. Disadvantaged 136.7 below standard English Learners	38 % Schoolwide 124 points below standard - 10% improvement Hispanic/Latino 45 points below standard -10% improvement Socioecon. Disadvantaged 124 points below standard - 10% improvement English Learners



Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Concurrent Enrollment	3.8% 2019-20	7% 2020-21
A-G Course Completion (Graduating Seniors)	20.5% 2019-20	25% 2020-21
Graduation Rate Indicator – CA School Dashboard	46.7% Schoolwide 41.7% Hispanic/Latino 40%% Socioecon. Disadvantaged 50%% White	56% Schoolwide 51% Hispanic/Latino 50% Socioecon. Disadvantaged 60% White
Career/College Indicator – CA School Dashboard	7% Schoolwide 6.9% Socioecon. Disadvantaged 8.7% Hispanic/Latino 8.3% White	17 % Schoolwide 16.9 % Socioecon. Disadvantaged 18.7 % Hispanic/Latino 18.7 % White



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- **Strategy 2:** Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.
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- **Strategy 4:** Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.
- **Strategy 5:** Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.
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Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22.2%	28%
ELPI Annual Progress	33.3% "Very Low"	40%
SBAC English Language Arts (% "Meets/Exceeds" Standard)	136.7 points below standard English Learners	124 points below standard - 10% improvement English Learners

- **Strategy:** Our English Learner Support Coordinator will support English learners by providing Designated ELD using a research-based ELD curriculum and provide professional development to core teachers to ensure effective Integrated ELD instruction. In addition, the EL Support Coordinator will provide direct support for all EL scholars through support sessions. The combination of these strategies will increase the annual growth and reclassification rates of EL scholars.



CCS of Yolo Federal Funds

Funding Source	Amount
Title I	\$53,149.00
Title II	\$4,889.00



CCS of Yolo - Resource Inequities

- CCS of Yolo began its operation in July 2019 so there is no statewide data available to measure as state assessments were suspended due to the global COVID-19 pandemic
- Based on our biannual internal assessment testing results in reading and math we have determined our internal inequities
 - Math - 36% of our scholars in grades 6-12 are at or above level
 - Reading - 56% of our scholars in grades 6-12 are at or above grade level



CCS of Yolo - SPSA Goals

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- Consulting with Altitude Learning to conduct program review, develop and implement a strategic plan focusing on improving our graduation rates



CCS of Yolo - SPSA Goals

Metric Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Internal Math Assessment (% “At/Above Grade-Level”)	TK-5 79% At/Above Grade-Level 6-12 35% At/Above Grade-Level	80% of all scholars At/Above Grade-Level
SBAC Mathematics (% “Meets/Exceeds” Standard)	N/A	Establish School Wide Baseline
Fall Internal Reading Assessment (% “At/Above Grade-Level”)	TK-5 79% At/Above Grade-Level 6-12 56% At/Above Grade-Level	80% of all scholar At/Above Grade-Level
SBAC English Language Arts (% “Meets/Exceeds” Standard)	N/A	Establish School Wide Baseline
Graduation Rate Indicator – CA School Dashboard	N/A	Establish School Wide Baseline
Career/College Indicator – CA School Dashboard	N/A	Establish School Wide Baseline



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Questions?



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