



Learning Continuity and Attendance Plan (LCP) Quarterly Update January 2021

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Section 1: In-Person Instructional Offerings (CCS of San Diego Only)

Action 1	Purchase IT-related support for OCLC scholars and staff as needed to ensure access to high quality academic offerings
Update	<p>Scholars and families who are in need of a laptop and/or hotspot may submit the Computer Loan Form located on the Compass website. The IT Department purchases this equipment as needed and are typically shipped out the next business day. Staff equipment is purchased on a cycle and replaced every 4-5 years or as needed. Staff, scholars, and families have access to our support department through our helpdesk for any connectivity/technology questions or issues available on our website. We currently have 20 laptops on site and ready for scholars for when onsite services resume.</p> <p>On our docket: Upon reopening for in person services we will be ordering additional hotspot services to accommodate staff and scholars with better internet services.</p>

Section 2: Distance Learning Program

Action 1	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 Supervising Teacher (ST), access to online support resources, and tutoring. All Principals 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>During December and January, scholars identified as needing extra support based on their diagnostic assessments and teacher recommendations were provided access to weekly online tutoring sessions to address specific skill gaps. MTSS supports also included weekly open-office hours and study hall time, individualized 1:1 support as needed, and personalized intervention plans provided to learning coaches. Tutors and support staff attempted to increase tutoring participation by offering to make up days, individualized communication, and frequent check-ins. We also re-communicated tutoring information and schedules to both supervising teachers and learning coaches through email campaigns and helped to create personalized schedule reminders for families with multiple scholars. 8 Open Office hours are now being offered throughout the week.</p> <p>CCS of Los Angeles:</p> <ul style="list-style-type: none">● Reading Tutoring Participation Rate: 15% of identified scholars● Math Tutoring Participation Rate: 12% of identified scholars <p>CCS of San Diego:</p> <ul style="list-style-type: none">● Reading Tutoring Participation Rate: 11% of identified scholars● Math Tutoring Participation Rate: 12% of identified scholars

	<p>CCS of Yolo:</p> <ul style="list-style-type: none"> ● Reading Tutoring Participation Rate: 11% of identified scholars ● Math Tutoring Participation Rate: 18% of identified scholars <p>Deficiency notices were sent the week of December 7. As of December, the following scholars are at-risk of not passing their courses:</p> <p>CCS of Los Angeles: Online: 157 (56%).Options: 30 (5%)</p> <p>CCS of San Diego: Online: 104 (46%) Options: 76 (9%)</p> <p>CCS of Yolo: Online: 23 (44%) Options: 16 (3%).</p> <p>On our docket: During February and March, we will re-evaluate scholars qualifying for MTSS based on the mid-year diagnostic assessment, which is being conducted the week of February 2. We also plan to offer more weekly study hall sessions for scholars in need of support on completing class assignments and maintaining passing status.</p>
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Action 2	Identify scholars who are English Learners (EL) and provide additional support and resources to ensure their reclassification.
Update	<p>Our English Language Support Department hosted meetings in January to address the importance of the Summative English Language Proficiency Assessments for California (ELPAC) for reclassification and discussed how learning coaches can utilize practice tests provided by the state to support their EL scholars. 16 Initial ELPACs were administered remotely by November 20, 2020. Two additional Initial ELPACs were administered for newly enrolled scholars the second week of December. The EL Support Coordinator continued to host virtual support sessions with EL scholars, to offer instruction and strategies. The focus for December 2020 and January 2021 EL live support sessions was test prep for the ELPAC Summative. So far this semester, approximately 53% of EL scholars have attended the Live support sessions (32% on a regular basis and 21% occasionally). It also appears that attendance is gradually improving. We also held two ELPAC information meetings for EL learning coaches, one on Tuesday, January 26 in English and the second on Wednesday, January 27 in Spanish.</p> <p>On our docket: EL scholars will be tested for the ELPAC Summative starting in February. Counts of EL scholars per charter are as follows:</p> <ul style="list-style-type: none"> ● CCS of Los Angeles: 42 ● CCS of San Diego: 143 ● CCS of Yolo: 7 <p>Additionally, our EL Support Coordinator will implement Listenwise literacy</p>

	and language support during the Spring Semester live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.
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Action 3	Identify and provide additional support and resources for our Scholars With Exceptional Needs (Section 504 Plans and Individualized Education Plans (IEPs)
Update	<p>The Special Education (SPED) team has provided 378 hours of virtual Specialized Academic Instruction (SAI). In January, scholars used the SPED approved programs, Read Naturally for 65 hours, Max Scholar for 34 hours, and Ascend Math for 65 hours. Three initial IEPs were held for scholars this month. The Scholar Support Coordinator held 15 Section 504 meetings in the month of November and six meetings in December. Eight Section 504s meetings were held in January.</p> <p>On our docket: Scholars continue to be seen virtually in all services areas of qualification. In-person services and assessments will continue for scholars that have this service in their IEPs. Requests for assessments from the Scholar Success Team (SST) process as well as learning coaches will receive Assessment Plans.</p> <p>The Scholar Support Coordinator will continue to provide support for the scholars with Section 504 plans. Provided supports include collaboration with the scholar, learning coach, and supervising teachers (STs), ensuring implementation of accommodations, monthly check-ins with STs to determine how well the Section 504 plan is supporting the scholar, and compliance of annual meetings. There are currently eight Section 504 Annual Meetings being scheduled for February and March.</p>

Action 4	Identify and provide additional support and resources for our Foster Youth and McKinney-Vento Scholars
Update	<p>During December and January, the Compliance Coordinator, who serves as our McKinney-Vento Liaison updated the McKinney Vento and Foster Youth identification and verification process. The Enrollment Specialists will now provide more information outlining reasons for their McKinney Vento-eligibility determinations. All McKinney Vento and Foster Youth scholars have received an introduction eMail from the Compliance Coordinator with the scholar’s assigned counselor copied to create awareness of community resources available to families and increase collaboration.</p> <p>At the end of November, we received 150 earbuds from the San Diego County Office of Education as a donation through their Stuff the Bus fundraiser. We plan to distribute these on an as-needed basis to our scholars.</p>

	<p>On our docket: The Compliance Coordinator will be finalizing the Immediate Enrollment Form in Jotform in both English and Spanish to roll out for the 2021-22 academic year. The Compliance Coordinator will be surveying and sending earbuds upon request by eligible families. She will also be preparing for the spring check-ins with all eligible families and support with the re-enrollment process. The check-ins will include a phone call, needs assessment survey, and a follow up eMail including current engagement event information.</p>
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Action 5	Purchase curriculum to support our English Learners (EL) scholars.
Update	<p>NOTE - this action connects with Action 2 above.</p> <p>The EL Support Coordinator has continued to pull reports through Lexia and work with supporting supervising teachers to ensure all scholars meet minimum weekly usage to finish the semester strong. As of December 2020, 86% of EL scholars enrolled in the English Language Development Course are passing the course using Lexia online curriculum.</p> <p>On our docket: We acquired Listenwise literacy and language support and it will be implemented during Spring Semester live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension and writing.</p>

Action 6	Provide staff training to support distance learning.
Update	<p>We have been keeping our focus on Advancement Via Individual Determination (AVID) during Professional Learning Communities (PLCs) and team meetings. Each academic team has been focusing on implementing AVID strategies for Tier 1 supports for our scholars. Teams share best practices by presenting during team meetings and share outs during PLCs. Every supervising teacher (ST) receives continued professional learning by completing weekly AVID prompts and sharing out tools with their colleagues. Furthermore, 20 staff members also signed up to participate in the next Leading Edge cohort, with a goal of 100% of certificated staff Leading Edge certified.</p> <p>On our docket: During open office hours with the Chief Academic Officer (CAO), STs shared professional development opportunities that would be most valuable and essential. The CAO collected and elicited feedback and will be disseminating a survey to all instructional staff to determine what topic(s) are most pressing. Upon review and analysis of the data from the survey, professional development will take place during full team meetings and experts will be presenting on said topics, including but not limited to Tiered Interventions for At-Risk Scholars, EL Resources and Scaffolding Strategies,</p>

	Trauma-informed teaching, Suicide Prevention, and What Educators Should Know/How to Support LGBTQIA scholars.
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Action 7	Purchase IT-related support for scholars and staff as needed to ensure access to high quality academic offerings.
Update	<p>NOTE - this action connects with Action 1 in Section 1 above.</p> <p>Scholars and families who are in need of a laptop and/or hotspot may submit the Computer Loan Form located on the Compass website. The IT Department purchases this equipment as needed and are typically shipped out the next business day. Staff equipment is purchased on a cycle and replaced every 4-5 years or as needed. Staff, scholars and families have access to our support department through our helpdesk for any connectivity/technology questions or issues available on our website.</p> <p>On our docket: The IT Department is in the process of phasing out old staff equipment to ensure our staff have new functioning equipment to ensure they are able to provide high quality academics to our scholars. Our current replacement plan is to phase out 40 laptops that are 5+ years old. We plan to complete this by the end of March.</p>

Action 8	Purchase curriculum to support K-3 scholars experiencing reading difficulties.
Update	<p>Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener, the goal is to pre-screen scholars to address dyslexia concerns prior to Special Education referrals. CCS plans on focusing on continued collaboration between the Scholar Support and Special Education Departments, as well as with our supervising teachers.</p> <p>On our docket: We will continue to monitor and support the scholars with Dyslexia concerns by administering the DIBELS 8 screener. The screener has provided valuable data which is considered in the decision process for scholars (currently five) who may need further assessments.</p>

Action 9	Hire additional staff to directly support scholars with Social Emotional Learning (SEL) and unique needs.
Update	<p>We have added on three new positions for Teacher in Residence. The role of the Teacher in Residence is to offer assistance to scholars as Tutors as well as acting as a support to Supervising Teachers as needed.</p> <p>On our docket: CCS will continue to evaluate the needs of our scholars, and make staffing decisions to ensure they receive the support needed to be</p>

	successful.
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Section 3: Pupil Learning Loss Strategies

Action 1	Identify scholars through Multi-Tier System of Supports (MTSS) and through our tri-annual benchmark assessments who have experienced learning loss and provide additional support and resources needed to ensure scholars learning needs are prioritized and addressed.
Update	<p>Several A Scholar Intervention Team (ASIT) meetings were held in the month of December to allow stakeholders to conference and collaborate on interventions and supports for our Tier 3 scholars. Intervention plans were created to include additional resources for learning coaches 1:1 support sessions, increased outreach and communication, tutoring invites, personalized curriculum adjustments, and recommendations and study hall resources. The MTSS Committee began compiling a library of instructional videos for learning coaches highlighting best teaching practices and instructional strategies. These videos were made available to parents via our YouTube channel and our Monday Morning Updates (MMU) to families.</p> <p>On our docket: During the months of February and March, we will hold another round of ASIT meetings to discuss newly identified scholars (based on the mid-year diagnostic) and assess progress of previous scholars. We also plan to implement live academic workshops to supplement online and at-home instruction.</p>

Action 2	Provide our English Learner Scholars 100% access to Lexia, our new ELD Curriculum, additional live support sessions, and frequent check-ins.
Update	<p>NOTE - This action connects with Action 2 in Section 5 above.</p> <p>The EL Coordinator has continued pulling reports and working with supporting supervising teachers to ensure all scholars meet minimum weekly usage and finish the semester strong.</p> <p>On our docket: We acquired Listenwise literacy and language support and it will be implemented during Spring Semester Live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.</p>

Action 3	Utilize the triannual benchmark results to identify the MTSS tiered level of support necessary to support each scholar through CCS Workshops, tutors, and additional instructional support
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Update	<p>Scholars continue to receive tutoring and instructional support based on the initial benchmark assessment and supervising teacher input. Tutoring groups will be updated and ASIT meetings will be held after analyzing results of the mid-year diagnostic in February.</p> <p>On our docket: The first nine school days in February is the mid-year benchmark testing window (February 2- 12). Full month results will be compiled and analyzed in March to determine if there was growth within each charter, program, grade level, and sub-group.</p>
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Action 4	Provide scholars with virtual college tutors to help bridge any educational gap they are experiencing
Update	<p>Our teams met to ideate on ways to bring in virtual college tutors to support our scholars. The charter administrators are in the early stages of ideation regarding the ways in which virtual college tutors can further support scholar academic needs and help reach the Wildly Important Goal. Additional discussion is needed to determine data collection to target these needs. In the meantime, we continue to use our internal tutors as part of our MTSS framework in supporting tiered interventions for at-risk scholars.</p> <p>On our docket: We will continue to research the feasibility of this project and analyze data from our mid-year benchmarks to see how to best leverage such a resource.</p>

Action 5	Provide staff training to support pupil learning loss strategies
Update	<p>A Professional Development (PD) survey was sent to all academic staff to plan future professional development this school year to ensure scholar academic progress is targeted. The academic team will review and analyze the survey responses to plan next steps and PD for the spring.</p> <p>Further, CCS' Professional Learning Communities (PLC) teams have worked to collaborate on tier 1 interventions and have met to provide specific scholar case studies to determine the effectiveness of these tier 1 strategies in regard to various student groups and programs.</p> <p>On our docket: PD sessions will begin in February, with topics based on the results of the PD survey. Additionally, the results of the mid year benchmarks will be made available to further drive PLC discussions on mitigating pupil learning loss. We will also focus on subgroups that have traditionally required additional support, such as our English Learners.</p>

Action 6	Increase our subscription access to ensure our scholars have the tools they
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	need to improve their academic outcomes
Update	<p>Subscription access has been increased due to continued enrollment and the demand for access to the various academic resources. Our Multi-Tiered System of Supports (MTSS) Committee plans to create resources for learning coaches to further explain the interventions and resources available to them, inclusive of our numerous subscriptions.</p> <p>On our docket: Our MTSS Committee will continue to curate resources for learning coaches highlighting our numerous subscriptions and the tools available within those programs to support instruction.</p>

Action 7	Purchase Advancement Via Individual Determination (AVID) Summer Bridge to strengthen scholars' math and science skills. This program will also provide support for English language learners.
Update	<p>We are continuing to explore the types of support which may have an impact in our partnership with AVID. Both Compass and AVID are currently not 100% sure this is the best route to take for Compass at this time and will continue to collaborate to ensure we choose the best option for our scholars.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p>

Action 8	Implement a schoolwide Wildly Important Goal (WIG) - 100% of qualified scholars will graduate. Each department will develop a goal to aid in achieving the WILD goal by end of the school year.
Update	<p>Each department has continued to update their compelling scoreboards and report out to their division on a bi-weekly basis. The Divisions continue to share their progress with the Superintendent to release schoolwide. Each department has continued to review strategies, collected data and discuss their findings during their team meetings, department meetings, Professional Learning Communities, and Leadership meetings.</p> <p>On our docket: Each department will continue to update their compelling scoreboards and report out biweekly. At the end of the year, we will evaluate if we achieved our WIG, which supports academic achievement and holistic support of our scholars.</p>

Section 4: Pupil and Family Engagement and Outreach & Mental Health and Social and Emotional Well Being

Action 1	Our Engagement Department will provide enriching opportunities for our
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	<p>scholars to connect with each other. There are multiple virtual scholar clubs available for our scholars to join based around scholar interests and requests such as gardening, music, Minecraft and more.</p>
Update	<p>Our Engagement Department has continued to support and work alongside our club advisors. We held our Quarter 2 Club Advisor meeting on December 8, 2020. The Director of Engagement has met 1:1 with various club advisors to provide additional training. Club activity continues to be tracked and Zoom protocols continue to be implemented. We currently have (25) active scholar clubs. The following numbers give an overview of scholar club attendance during Semester 1 by charter: (228) scholar attendance for CCS of Los Angeles, (120) scholar attendance for CCS of San Diego and (145) scholar attendance for CCS of Yolo.</p> <p>On our docket: The Engagement Department will be focusing on preparations for the Semester 2 Scholar Club Kickoff to highlight our scholar clubs program and increase club rosters. The Kickoff will be held on Wednesday, February 10. Scholar clubs will continue to meet on a monthly basis and club activity will continue to be monitored in the Engagement Department Scoreboard. We will also hold our Quarter 3 Club Advisor meeting on Tuesday, March 2 at 11am and continue providing meaningful support and training for our advisors.</p>

Action 2	<p>Our Engagement Department will provide enriching opportunities for our learning coaches to connect with each other. We will provide a school-designed program called Learning Coach Academy which will be facilitated virtually and supports educating our parents on topics such as Back to School Night, Internet Safety, State Testing Overview, Attendance Overview, Preparing for College, Growth Mindset and more. We will translate our Learning Coach Academy sessions to be available in Spanish as well as English. Learning Coaches who complete our Learning Coach Academy will receive a certificate of completion for reviewing all the required sessions. In regards to parent support, we will develop a Learning Coach Ambassador program in order to create additional support options for learning coaches.</p>
Update	<p>We launched sign ups for our Learning Coach Academy program which will cover Back to School Night, Internet Safety, State Testing Overview, Preparing for College, Growth Mindset and more! Learning Coach Academy sessions will be recorded and uploaded to YouTube to allow for Spanish subtitles. There will be two cohorts for Learning Coach Academy and each cohort will last 10 weeks. Learning coaches will watch training videos and answer questions within a ParentSquare group. There will be one training session and one question per week for 10 weeks.</p> <p>On our docket: The Engagement Department is planning to launch our first Learning Coach Academy cohort the week of February 9. There will be weekly interaction, collaboration and support with those participating in Learning</p>

	Coach Academy.
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Action 3	Our Engagement Department will offer a variety of virtual scholar workshops designed to provide engaging extra-curricular activities and socialization for our scholars.
Update	<p>Virtual Scholar Workshops have continued twice per week with a total of 400 scholar participations across all December and January workshops. Scholars have experienced a variety of hands-on and interactive workshops including: a four-part series with Garner-Holt productions, Groovy Lab in a Box, MoxieBox, Virtual Spelling Bee, Marine Science Institute, STEAM Field Trip in a Box, Cat Haven Live Virtual Tour, Vision Boarding, GameU Game Design, Big Life Journal, an Inauguration watch party, a visit from the author of The Colorado CurveBall, an environmental awareness art project and a workshop focusing on Martin Luther King’s “I Have a Dream”! Workshops have included combinations of Q&A sessions, a hands-on project, and interactive activities that encourage scholar participation and socialization.</p> <p>On our docket: Virtual Scholar Workshops will continue twice per week for the remainder of the school year. The Engagement Department will continue to provide hands-on, interactive experiences to scholars as well as track activity on a biweekly basis.</p>

Action 4	We will provide a variety of scholar awards to assist with our scholar engagement. These awards include but are not limited to Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by semester, Perfect Attendance, Samaritan Award, Honor Roll and more. We also engage our scholars virtually in monthly contests and biannual spirit weeks.
Update	<p>Awards. Scholar of the Month awards have been awarded for November and December to one elementary, middle school, and high school scholar in each charter. All Scholar of the Month announcements can be found on the “news” section of the Compass Charter Schools website. Each scholar recipient receives a mention in our press release, a certificate, and a bumper sticker via mail. Core Values (ARTIC) Award Recipients were submitted by staff for Semester 1. We received (105) scholar nominations - (35) scholars nominated from CCS of Los Angeles, (56) scholars nominated from CCS of San Diego and (14) scholars nominated from CCS of Yolo.</p> <p>Contests. Our January contest was Spirit Week inspired. Through the week of January 25, scholars were invited to show their Compass spirit by showing off their outfits during dress-up days highlighting our focus on the Great Kindness Challenge using themes like “Kindness Rocks: Dress like a Rockstar” and “Team Kindness: Wear your Favorite Sports Uniform.”</p> <p>On our docket: The Engagement Department will continue to award the</p>

	Scholar of the Month awards. During the month of February, scholars will participate in a Scholar Steps Challenge and in March, and we will have a reading challenge.
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Action 5	Increase virtual scholar workshops for scholars throughout the year.
Update	<p>A schedule for this year’s currently reserved virtual scholar workshops can be found here. All Wednesday workshops have been filled and Friday workshops are still in process for the remainder of the school year. Virtual Scholar Workshops have been elevated this year to occur more frequently and often include kits that give our scholars the opportunity to be hands-on during our workshops. Live instruction is provided and scholars participate in live Q&A, discussions, and show and tell sessions.</p> <p>On our docket: Friday Virtual Scholar Workshops for the remainder of the 2020-21 school year will be finalized by February 3, 2021.</p>

Action 6	Increase Workshops throughout the year for scholar leaders.
Update	<p>National Honor Society members were invited to attend the LEAD Spark Conference at the end of November and three of our NHS scholars participated. At LEAD, NHS scholars and NHS advisers sharpen their leadership skills to improve school culture and community while networking with peers from around the country. Training opportunities for both NHS scholars and NHS advisers will tackle a variety of topics, including leadership, scholar voice, civic engagement, service, and activities.</p> <p>On our docket: More discussion and collaboration will take place in February and March for this action item.</p>

Action 7	Purchase Personal Protective Equipment, first aid kits and additional sanitation agents to safely follow in-person instructional and engagement events guidelines.
Update	<p>Due to COVID-19, all in person activity has been suspended. The following PPE has been purchased: socially distant desks, office shields, Clorox disinfecting wipes, Lysol Spray, Lysol Cleaner, Microban Aerosol Spray, and hand sanitizer. The sanitation agents are being stored at the Central Office</p> <p>On our docket: Action Complete</p>

Action 8	Our counselors will advocate for the mental health needs of all scholars by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development, short-term counseling interventions, and referrals to community resources for
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	long-term support.
Update	<p>Counseling small groups have continued to support the mental health needs of scholars served under each school counselor with Morning Starter, Firebird Talk and College Road Map. During the month of December, the Counseling Services Team delivered social emotional curriculum lessons that focused on “Emotions” for both our middle school and high school scholar population with a total of 43 attendees. In addition, a social emotional lesson was also provided to our middle school scholars focusing on “Body Image: Taking the Filter Off” with six scholars in attendance. During the month of January, the topic of self-care was the focus of our social emotional lesson for both our middle and high school scholars.</p> <p>On our docket: During the month of February and March, the Counseling Services Team will continue to deliver small groups and social emotional lessons to support the mental health needs of our scholars. The counseling core curriculum calendar has a total of five social emotional lessons scheduled to be delivered to our middle school scholar population and five social emotional lessons to be delivered to our high school population in learning labs during February and March.</p>

Action 9	Partner with community providers to offer mental health services and support to our staff.
Update	<p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p>

Action 10	Partner with community providers to offer mental health services and support to our scholars.
Update	<p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p>

Action 11	Partner with community providers to offer mental health services and support to our learning coaches.
Update	<p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February</p>

	to address this action item.
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