California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met/Exceeded Standard): Increase to 38% or better • Grades 3-5 (Online Program) • Grades 3-5 (Options Program)	2019 SBAC ELA (Met and Exceeded Standard) Schoolwide 28.5% • 42.9% Grades 3-5 (Online Program) • 22.9% Grades 3-5 (Options Program) • 40% Grades 6-8 (Online Program)

- Grades 6-8 (Online Program) - Grades 6-8 (Options Program) - Grade 11 (Online Program)	25.4% Grades 6-8 (Options Program) 50% Grade 11 (Online Program) 30% Grade 11 (Options Program)
SBAC Math (Met or Exceeded Standard): Increase to 17% or better - Grades 3-5 (Online Program) - Grades 3-5 (Options Program) - Grades 6-8 (Online Program) - Grades 6-8 (Options Program) - Grade 11 (Online Program) - Grade 11 (Options Program)	2019 SBAC Math (Met and Exceeded Standard) Schoolwide 11.5% 19% Grades 3-5 (Online Program) 10% Grades 3-5 (Options Program) 20.5% Grades 6-8 (Online Program) 8.3% Grades 6-8 (Options Program) 6.3% Grade 11 (Online Program) 27.3% Grade 11 (Options Program)
CAST (Met or Exceeded Standard) - Grade 5 (Online Program) - Grade 5 (Options Program) - LEA eligible Grades 10, 11 0r 12 (Online Program) - LEA eligible Grades 10, 11 0r 12 (Options Program)	2019 CAST (Met or Exceeded Standard) 14% Grade 5 (Online Program) 15% Grade 5 (Options Program) 35% LEA eligible Grades 10, 11 or 12 (Online Program) 31% LEA eligible Grades 10, 11 or 12 (Options Program
Percent of scholars at or above grade level on Internal ELA assessments - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal ELA assessments - As of March 1, 2020 94% Online Elementary School (grades K-5) 79% Options Elementary School (grades TK-5) 39% Online Middle School (grades 6-8) 26% Options Middle School (grades 6- 8)
Percent of scholars at or above grade level on Internal Math assessments - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal Math assessments 97% Online Elementary School (grades K-5) 89% Options Elementary School (grades TK-5) 73% Online Middle School (grades 6-8) 37% Options Middle School (grades 6- 8)
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) to 48% - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5)	Percent of scholars eligible for Honor Roll - Semester 1 Results 50% Online Elementary School (grades K-5) 84% Options Elementary School (grades TK-5) 23% Online Middle School (grades 6-8) 66% Options Middle School (grades 6- 8)

• Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• 16% Online High School (grades 9-12) • 6% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments • 39% Online Middle School (grades 6-8) • 26% Options Middle School (grades 6- 8) • 15% Online High School (grades 9-12) • 7% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments • 73% Online Middle School (grades 6-8) • 37% Options Middle School (grades 6- 8) • 10% Online High School (grades 9-12) • 1% Options High School (grades 9-12)
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt • 50% Constructed Response Writing: Grades K-5 (Online) • 36% Constructed Response Writing: Grades K-5 (Options) • 43% Constructed Response Writing: Grades 6-8 (Online) • 27% Constructed Response Writing: Grades 6-8 (Options) • 100% Constructed Response Writing: Grades 9-12 (Online) • 24% Constructed Response Writing: Grades 9-12 (Options)
EL Reclassification Rate: Maintain or increase to 20% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate (2019) 18.2% • 25% Online Elementary School (grades K-5) • 4% Options Elementary School (grades TK-5) • 0% Online Middle School (grades 6-8) • 3% Options Middle School (grades 6- 8) • 13% Online High School (grades 9-12) • 0% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation: Increase the percent of Seniors eligible for graduation to 87% • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation - As of March 2020 • 87% Online High School Seniors • 79% Options High School Seniors
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%)	Attendance Rates - Aggregate Data for P2 (2019-20)

Online Elementary School (grades K-5)	
● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6- 8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	● 95.43% - Track A ● 88.68% - Track S

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	4,073,331 LCFF Base LCFF S&C Title I 1100, 4100, 4200, 4410	Actuals: $2,744,537* Estimate: $1,328,794 TOTAL: $4,073,331 *Actuals through 1/31/2020
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.	92,096 LCFF S&C Title I 1200, 2100	Actuals:$55,598* Estimate: $36,311 TOTAL: $92,096 *Actuals through 1/31/2020
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 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.	98,440 LCFF Base Title II 5200, 5210	Actuals:$41,332* Estimate: $57,108 TOTAL: $98,440 *Actuals through 1/31/2020
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	18,319 LCFF Base	Actuals:$14,796* Estimate: $3,523

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 Compass Newsletter and/or class challenge.	2200, 2400	TOTAL: $18,319 *Actuals through 1/31/2020

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services for Goal 1 were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Multi-Tiered System of Supports (MTSS) framework has been a successful implementation to support our goal of increasing scholar academic achievement. The MTSS framework supports all scholars in order to proactively and effectively target behavioral, social-emotional, and academic support. Our Compass Charter Schools of San Diego (CCS) framework provides increasing levels of instructional time and intensity, so that all scholars have the opportunity to learn and succeed. As scholars are flagged for needing tier 2 or tier 3 support, resources are provided to support their academic achievement, including counseling referrals, tutoring, and 1:1 sessions. Utilizing our Positive Behavior Interventions and Supports (PBIS) system and social-emotional learning, has also supported scholars for social-emotional and behavioral needs.

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%) ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	Attendance Rates - Aggregate Data for P2 (2019-20) ● 95.43% - Track A ● 88.68% - Track S
Number of scholar clubs: Maintain the number of scholar clubs at 17	16 Scholar clubs
Parent Advisory Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Parent Advisory Council meeting minutes and Board Minutes 4 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Scholar Leadership Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Scholar Leadership Council meeting minutes and Board Minutes 7 out of 7 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Participation in Parent/Teacher Conferences: Increase participation by 4%	83% Participation in Parent/Teacher Conferences
Participation in Satisfaction/LCAP Survey	Participation in Satisfaction/LCAP Survey: 36%
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS): Increase the percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12)	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) ● 2.70% Online Elementary School (grades K-5) ● 2.80% Options Elementary School (grades TK-5) ● 6.30% Online Middle School (grades 6-8) ● 19.40% Options Middle School (grades 6-8) ● 11.10% Online High School (grades 9-12) ● 7.50% Options High School (grades 9-12)

● Options High School (grades 9-12)	
Suspension Rate: Maintain Suspension Rate at 0% ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	Suspension Rate: **0%** ● 0% Online Elementary School (grades K-5) ● 0% Options Elementary School (grades TK-5) ● 0% Online Middle School (grades 6-8) ● 0% Options Middle School (grades 6-8) ● 0% Online High School (grades 9-12) ● 0% Options High School (grades 9-12)
Award Recognition Program: Increase awards and recognition to parents and scholars in six categories	Award Recognition Program ● 35 Scholars of the Month ● 754 Perfect Attendance

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Compass Charter Schools of San Diego (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. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth.	0	No costs incurred to provide these actions/services
Compass Charter Schools of San Diego (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,	7,383 LCFF Base 5830	Actuals:$2,266* Estimate: $5,117 TOTAL: $7,383 *Actuals through 1/31/2020

lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for the 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		
Compass Charter Schools of San Diego (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.	22,149 LCFF Base 5830	Actuals: $6,797* Estimate: $15,352 TOTAL: $22,149 *Actuals through 1/31/2020

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services for Goal 2 were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In reflecting on the data/metrics for this goal, the Compass Charter Schools of San Diego (CCS) community believes that our actions and services have been effective in increasing stakeholder engagement and involvement to support the success of scholars. As a non classroom based public charter school with two different instructional delivery models, qualitative data from parent surveys and feedback from our Parent Advisory Council (PAC) suggest that families are satisfied and maintain strong ties to CCS, evidenced by our satisfaction rate of 93%, listed on our CCS website.The feedback opportunities and continuous input of active parents and scholars have been invaluable for both the PAC, Scholar Leadership Council (SLC) and the CCS Leadership Team.

Learning Coach Academy was a great success as we covered a variety of topics during four (4) cohorts that each lasted 10-weeks. Topics covered during our Learning Coach Academy cohorts included Back to School Night (Options/Online), How to Help your Child, Internet Safety, Time Management for Scholars, State Testing Overview, Attendance Overview, Social Emotional Learning - Growth Mindset, Preparing for Parent/Teacher Conferences and/or Connection Meetings (Online) (Options), Encouraging and Enhancing Scholar Success along with Preparing for College. Learning Coaches who completed all 10 sessions were awarded with a certificate of completion.

Prior to the Pandemic, we enjoyed a wide variety of field trip opportunities which included but were not limited to Back to School Picnics, WildCare Center Tour, LA Clippers AVID Night, Santa Ana Zoo, Discovery Cube, The Sawdust Factory, Environmental Nature Center, Sherman Library and Gardens, Logan's Candies and many more! Also, a community service opportunity that we provided was offered during a virtual scholar workshop where we created toys to donate to animal shelters. A challenge that we experienced with the pandemic was bringing field trip experiences to our scholars home. We worked tirelessly to provide kitted virtual scholar workshops that had tangible items along with group Zoom sessions in order to still provide meaningful and engaging enrichment experiences despite COVID-19.

In addition to the recognition mentioned in the metrics section, we also awarded six (6) Learning Coach Academy Certificates, nine (9) Excellent Parent Participation Awards and two (2) Learning Coaches of the Year. In regards to our scholar celebration ceremonies, we experienced a handful of successes and challenges as we responded to the challenges presented to us as a result of COVID-19. We experienced great success as we pivoted to offer "graduation in a box" along with a virtual commencement ceremony and reception for our Class of 2021. To celebrate our Kindergarten, 5-grade and 8-grade scholars, we intended to commemorate their success at our Fall 2020 Back to School picnics but ended up having to pivot those to be a virtual experience. All family communication about these offerings were shared out in the Monday Morning Update (MMU) as well as made available on our ParentSquare website.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2%	2019 SBAC ELA (Met and Exceeded Standard) ● 42.9% Grades 3-5 (Online Program) - Schoolwide

- Grades 3-5 (Online Program) - Grades 3-5 (Options Program) - Grades 6-8 (Online Program) - Grades 6-8 (Options Program) - Grade 11 (Online Program) - Grade 11 (Options Program)	- Data for Foster & Homeless Youth suppressed due to privacy 0% English Learners 0% SWD 23.8% Socioeconomically Disadvantaged 23.1% Grades 3-5 (Options Program) - School wide - Data for Foster & Homeless Youth suppressed due to privacy 2.3% English Learners 0.8% SWD 4.6% Socioeconomically Disadvantaged 40% Grades 6-8 (Online Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 0% English Learners 0% SWD 22.5% Socioeconomically Disadvantaged 25.4% Grades 6-8 (Options Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 1.5% English Learners 0.8% SWD 6.9% Socioeconomically Disadvantaged 50% Grade 11 (Online Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 0% English Learners 12.5% SWD 31.3% Socioeconomically Disadvantaged 30% Grade 11 (Options Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 0% English Learners 0% SWD 0% Socioeconomically Disadvantaged
SBAC Math (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2% - Grades 3-5 (Online Program) - Grades 3-5 (Options Program) - Grades 6-8 (Online Program) - Grades 6-8 (Options Program) - Grade 11 (Online Program) - Grade 11 (Options Program)	2019 SBAC Mathematics (Met and Exceeded Standard) 19% Grades 3-5 (Online Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 4.8% English Learners 0% SWD 9.5% Socioeconomically Disadvantaged 10% Grades 3-5 (Options Program) - Schoolwide - Data for Foster & Homeless Youth suppressed due to privacy 0.8% English Learners 0.8% SWD 1.5% Socioeconomically Disadvantaged 22.5% Grades 6-8 (Online Program) - Schoolwide

| | ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 12.5% Socioeconomically Disadvantaged ● 8.3% Grades 6-8 (Options Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 2.3% Socioeconomically Disadvantaged ● 6.3% Grade 11 (Online Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 0% Socioeconomically Disadvantaged ● 27.3% Grade 11 (Options Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 0% Socioeconomically Disadvantaged |
| CAST (Met or Exceeded Standard) ● Grade 5 (Online Program) ● Grade 5 (Options Program) ● LEA eligible Grades 10, 11 0r 12 (Online Program) ● LEA eligible Grades 10, 11 0r 12 (Options Program) | CAST (Met or Exceeded Standard) ● 14.3% Grade 5 (Online Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 14.3% Socioeconomically Disadvantaged ● 15% Grade 5 (Options Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 2% Socioeconomically Disadvantaged ● 14.3% Grade 8 (Online Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 7.1% Socioeconomically Disadvantaged ● 7.1% Grade 8 (Options Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0% SWD ○ 0% Socioeconomically Disadvantaged ● 35.3% LEA eligible Grades 10, 11 or 12 (Online Program) - Schoolwide |

	○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 5.9% SWD ○ 5.9% Socioeconomically Disadvantaged ● 50% LEA eligible Grades 10, 11 or 12 (Options Program) - Schoolwide ○ Data for Foster & Homeless Youth suppressed due to privacy ○ 0% English Learners ○ 0%SWD ○ 12.5% Socioeconomically Disadvantaged
Percent of scholars at or above grade level on Internal ELA assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal ELA assessments ● 94% Online Elementary School (grades K-5) - Schoolwide ● 79% Options Elementary School (grades TK-5) - Schoolwide ● 39% Online Middle School (grades 6-8) - Schoolwide ● 26% Options Middle School (grades 6-8) - Schoolwide *Local assessment data by student group not available for 2019-2020
Percent of scholars at or above grade level on Internal Math assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal Math assessments ● 97% Online Elementary School (grades K-5) - Schoolwide ● 89% Options Elementary School (grades TK-5) - Schoolwide ● 73% Online Middle School (grades 6-8) - Schoolwide ● 37% Options Middle School (grades 6-8) - Schoolwide *Local assessment data by student group not available for 2019-2020
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) to 48% ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6-8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	Percent of scholars eligible for Honor Roll ***Unable to pull data by special populations due to the limitations with our former SIS used for the 2019-20 school year***** ● 50% Online Elementary School (grades K-5) - Schoolwide ● 48% Options Elementary School (grades TK-5) - Schoolwide ● 23% Online Middle School (grades 6-8) - Schoolwide ● 50% Options Middle School (grades 6-8) - Schoolwide ● 16% Online High School (grades 9-12) - Schoolwide ● 38% Options High School (grades 9-12)- Schoolwide
EL Reclassification Rate: Maintain or increase the EL Reclassification Rate to 20%	EL Reclassification Rate (2019)

- Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6-8) - Online High School (grades 9-12) - Options High School (grades 9-12)	25% Online Elementary School (grades K-5) 4% Options Elementary School (grades TK-5) 0% Online Middle School (grades 6-8) 3% Options Middle School (grades 6-8) 13% Online High School (grades 9-12) 0% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation to 87% - Online High School Seniors - Options High School Seniors	Percent of High School Seniors eligible for Graduation - *Data not broken down by individual special population groups* 86% Online High School Seniors - Special Populations 87% Options High School Seniors - Special Populations
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%) - Online Elementary School (grades K-5) - Options Elementary School (grades TK-5) - Online Middle School (grades 6-8) - Options Middle School (grades 6-8) - Online High School (grades 9-12) - Options High School (grades 9-12)	Attendance Rates - Aggregate Data for P2 (2019-20) 95.43% - Track A 88.68% - Track S
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt - *Data not broken down by individual special population groups* 50% Online Elementary School (grades K-5) - Special Populations 36% Options Elementary School (gradesTK-5) - Special Populations 60% Online Middle School (grades 6-8) - Special Populations 27% Options Elementary School (grades 6-8) - Special Populations 100% Online High School (grades 9-12) - Special Populations 24% Options High School (grades 9-12)- Special Populations
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log Data Unavailable
Resource Log	Resource Log

	Data Unavailable

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Compass Charter Schools of San Diego (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.	49,318 LCFF S&C 1200, 2200	Actuals:$45,259 Estimate: $4,059 TOTAL: $49,318 *Actuals through 1/31/2020
Compass Charter Schools of San Diego (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.	28,898 LCFF S&C Title IV 4430	Actuals:$7,003* Estimate: $21,895 TOTAL: $28,898 *Actuals through 1/31/2020

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services for Goal 3 were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the actions/services for this goal were implemented, based on reflections by all of Compass Charter Schools of San Diego (CCS) stakeholders, there was an acknowledgement that the metrics were redundant of goal 1, and would be better accounted for/analyzed through the lens of basic services to meet the needs of these special student groups targeted by LCFF. We have established clearer metrics moving forward into future years.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Graduation Rate ● Online High School Seniors ● Options High School Seniors	Graduation Rate ● 76% Online High School Seniors ● 55% Options High School Seniors
4 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12	4 Year Cohort Graduation Rate ● 59% Online High School Seniors enrolled in grades 9-12 ● 42% Options High School Seniors enrolled in grades 9-12
5 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 + 5th year ● Options High School Seniors enrolled in grades 9-12 + 5th year	5 Year Cohort Graduation Rate ● 10% Online High School Seniors enrolled in grades 9-12 + 5th year ● 3% Options High School Seniors enrolled in grades 9-12 + 5th year
A-G Course Completion at end of Grade 12 ● Online High School Seniors ● Options High School Seniors	A-G Course Completion at end of Grade 12 ● 24% Online High School Seniors ● 3% Options High School Seniors

AP Passage (3 or Higher) Rate ● Online High School Seniors ● Options High School Seniors	AP Passage (3 or Higher) Rate ● Data Unavailable - Online High School Seniors ● Data Unavailable - Options High School Seniors
CTE Course Enrollment and Passage Rate ● Online High School Seniors ● Options High School Seniors	CTE Course Enrollment and Passage Rate (2019) ● 0% Online High School Seniors ● 100% Options High School Seniors
EAP Ready or Conditionally Ready Rates ● Online High School Juniors ● Options High School Juniors	EAP Ready or Conditionally Ready Rates (2019) ● Online High School Juniors – ELA 32%, Math 7% ● Options High School Juniors – ELA 10%, Math 10%
College Acceptance Rate ● Online High School Seniors ● Options High School Seniors	College Acceptance Rate ● 72% Online High School Seniors ● 55% Options High School Seniors
Drop Out Rate: ● Online High School ● Options High School	Drop Out Rate ● 92% Online High School ● 8% Options High School

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Compass Charter Schools of San Diego (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.	38,768 LCFF Base 4200, 5602, 5605	Actuals:$0* Estimate: $38,768 TOTAL: $38,768 *Actuals through 1/31/2020
Compass Charter Schools of San Diego (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.	38,768 LCFF Base 1200	Actuals:$8,961* Estimate: $0 TOTAL: $8,961 *Actuals through 1/31/2020
Compass Charter Schools of San Diego (CCS) will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a	0	No costs incurred to provide these actions/services

FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	Included in 4.2 – No additional costs	
Compass Charter Schools of San Diego (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.	26,422 LCFF Base 1200, 5300	Actuals:$13,778* Estimate: $12,644 TOTAL: $26,422 *Actuals through 1/31/2020

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services for Goal 4 were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While all actions/services for this goal were implemented, it must be noted that more current data is not available to fully assess the effectiveness of actions during the 19/20 academic year. A more in-depth assessment of the effectiveness of the 2019-20 actions and services will be conducted based on analysis of the EOY data.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

1.01 IT Hardware, software and services: Purchase IT-related support for OCLC scholars and staff as needed to ensure access to high quality academic offerings. LLM Funds	$20,000.00	$ 0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Covid-19 suspended in person instruction

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to COVID-19 In-Person instruction was suspended, pausing any expenditures for IT-related support for in-person instruction at Orange County Learning Center (OCLC). However, our OCLC in-person learning center reopened in the Spring per California Department of Education (CDE), Centers for Disease Control and Prevention (CDC), and local county/district guidelines, following a highly detailed Board-approved reopening plan that included dividing scholars into pods, having scholars only attend one day per week as part of the pods, using PPE, following sanitizing guidelines, and all other requirements. The reopening did not face any major challenges, except for ensuring that the constantly changing rules were all being followed, and we did not see any closures occur. Families were quite happy to return to in-person instruction and look forward to a full reopening in the fall. While the OCLC was closed for in-person instruction, additional supports were put into place for the scholars, including special virtual sessions for those scholars.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.01 Curriculum and Instruction: Purchase curriculum to support our English Learners (EL) scholars. LLM Funds	$6,000.00	$ 5,091.11	Y
2.02 Professional Development: Provide staff training to support distance learning. LCFF S&C Funds	$530,000.00	$ 94,681.06	Y

2.03 IT Hardware, Software and Services: Purchase IT-related support for scholars and staff as needed to ensure access to high quality academic offerings. LLM Funds	$40,000.00	$ 44,336.07	Y
2.04 Curriculum Assessment and Software: Purchase curriculum to support K-3 scholars experiencing reading difficulties. LLM Funds	$2,000.00	$ 0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds spent in these action items varied due to factors such as COVID-19. Due to COVID-19 in person training/conferences were either cancelled or moved to virtual only and the demand for IT support for scholars and staff increased.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In order to help scholars achieve academic success, Compass Charter Schools of San Diego (Compass) added on three new positions for Teacher in Residence. The role of the Teacher in Residence is to offer assistance to scholars (students) as Tutors, as well as acting as support to STs as needed. In addition, another counselor was hired to provide scholar support. Scholars were identified through the Multi-Tier System of Supports (MTSS) who needed additional support and interventions based on results of internal assessments and work completion. These scholars were provided access to weekly online tutoring sessions to address specific skill gaps. By providing these additional tutoring services to our scholars, we have seen a significant increase in their assessment performance. Of those scholars attending tutoring sessions 14% performed at or above grade level on their mid-year reading diagnostic assessment (as opposed to 10% at the beginning of the year). 13% of scholars attending math tutoring sessions scored at or above grade level on their mid-year math diagnostic assessment (as opposed to 6% at the beginning of the year). An identified challenge that continues with this action is the participation rate and attendance of identified scholars needing Tier 2 and 3 support in tutoring sessions. Compass will continue to collaborate and discuss strategies that will increase participation and engagement in tutoring sessions. Further, Compass will re-evaluate scholars qualifying for MTSS based on the mid-year diagnostic assessment, which was conducted the week of February 2nd. A revision plan will include offering weekly study hall sessions for scholars in need of support on completing class assignments and maintaining passing status.

Compass provided Lexia, a research-based, targeted English Language Development (ELD) online curriculum which resulted in measurable growth among this scholar group. This growth has been measured with participation in the Lexia curriculum, completion of

lessons within this online curriculum, and final grades from semester 1. Overall, TK-5 scholars moved from 35% working at above grade level material in September 2020 to 51% working at or above grade level in February 2021. Similarly, scholars in grades 6-12 showed growth in performing at intermediate/advanced levels from September to February in all three domains. Word Study improved by 35%, Grammar by 12%, and Reading Comprehension by 16%. For Compass, the percentage of scholars who attended at least one or more live EL support sessions were 58.3% for grades TK-5 and 55.6% for grades 6-12. Of those scholars who attended the EL support sessions from October 2020 to January 2021, these scholars received a final semester grade of 'C'/3 or higher: 75% for TK-5 grades and 82.4% for scholars in 6-12 grades. With the proven efficacy of live EL support sessions, the need for additional learning opportunities and modalities for EL scholars through live sessions was an identified challenge. Therefore, the EL Support Coordinator will implement Listenwise literacy and language support. 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.

Compass used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener to meet the goal of pre-screen scholars to address dyslexia concerns prior to Special Education referrals. Learning Ally and Listenwise supplemental subscriptions were purchased to specifically target skill gaps with reading instruction and differentiation of instruction for this population of scholars. Compass has increased collaboration and alignment between the Scholar Support Coordinator, Special Education Department (SPED), and STs to best support scholar needs. The administering of DIBELS 8 screen has provided valuable data which is considered in the decision process for scholars who may need further assessments. Early identification for scholars with Dyslexia is a challenge. Further research regarding early detection pre-screening for Dyslexia is needed to address this challenge.

The SPED team has provided over 1,468 hours of virtual Specialized Academic Instruction (SAI). Scholars were seen virtually in all services areas of qualification. In-person services and assessments continued for scholars that have this service in their Individualized Education Plan (IEP). Requests for assessments from the Scholar Success Team (SST) process as well as learning coaches (parents) will receive Assessment Plans. Current systems have impacted the efficacy with assessment plan execution. To address this challenge, systems will be created and implemented to ensure appropriate assessment plans are executed for scholars with exceptional needs.

The Compliance Coordinator, who serves as our McKinney-Vento Liaison updated the McKenny-Vento and Foster Youth identification and verification process. The Enrollment Specialist will now provide more information outlining reasons for their McKinney-Vento eligibility determinations. All McKinney Vento and Foster Youth scholars have received an introductory eMail from the Compliance Coordinator with the scholar's assigned counselor to create awareness of community resources available to families and increase collaboration. The Compliance Coordinator routinely checked in with eligible families and provided assistance with the re-enrollment process. These check-ins included a phone call, needs assessment survey, and a follow up eMail including current engagement event information. An identified challenge for this action was the ability to identify this scholar group. There was the need to update the enrollment information and forms that helped identify this scholar group. In order to address this challenge, the Compliance Coordinator created the Immediate Enrollment Form in Jotform in both English and Spanish for rollout in the 2021-22 academic year.

Scholars and families who were in need of a laptop and/or hotspot were able to submit the Computer Loan Form located on the Compass website. The IT department purchased this equipment as needed and were able to typically ship the items out the next business day minimizing any delays in the scholars learning experience. Staff, scholars and families have access to the Compass IT Support Department through the Compass helpdesk for any connectivity/technology questions or issues available regarding the website. Classlink was implemented and created for all scholars and staff to provide an efficient means of navigation to complete school-wide processes, organization of usernames and passwords.

All instructional staff attended the Advancement Via Individual Determination (AVID) Digital XP Conference in August. All Compass staff attended the ASCD Foundations of Building Trauma-Sensitive Schools to address social-emotional learning. Also, Compass sent a delegation to Fall CUE, the California Charter Schools Virtual Conference, and Spring CUE.

As a direct result from stakeholder feedback, virtual scholar workshops and field trips were added to supplement the inability to host in-person field trips due to COVID-19. The Counseling department added counseling learning labs that targeted the various social-emotional needs of our scholars. By increasing these virtual offerings, Compass was able to provide additional resources for support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.01 Scholar Services and Support: Provide scholars with virtual college tutors to help bridge any educational gap they are experiencing. LCFF S&C Funds	$32,403.00	$ 0.00	Y
3.02 Professional Development: Provide staff training to support pupil learning loss strategies. LLM Funds	$55,825.00	$ 6,348.54	Y
3.03 Scholar Services and Support: Increase our subscription access to ensure our scholars have the tools they need to improve their academic outcomes. LLM Funds	$3,900.00	$ 12,305.56	Y

3.04 Scholar Services and Support: Purchase AVID Summer Bridge to strengthen scholars' math and science skills. This program will also provide support for English language learners. LCFF S&C Funds	$3,100.00	$ 0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

A need for scholar services and support increased in response to COVID-19 which can contribute as to why our expenditures in 3.03 were over the total budgeted funds. However, professional development opportunities decreased significantly due to COVID-19.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the nature of our program, we did not see drastic pupil learning loss. Compass Charter Schools of San Diego (Compass) is an independent-study, learning model whereby scholars (students) have accessed curricula, resources, and their supervising teachers (STs) virtually. While brick-and-mortar schools were trying to navigate distance learning, Compass STs were the experts in providing personalized and effective instruction.

However, scholars identified as needing increased academic support were identified during our diagnostic assessments and by ST referral. A variety of resources were offered to these scholars, including small group tutoring, 1:1 sessions, recorded tutoring lessons, open office hours and focused virtual study halls. Scholars with significant academic, behavioral or social/emotional challenges were referred for a collaborative A Scholar Intervention Team (ASIT) meeting, giving all stakeholders a chance to collaborate on concerns and possible interventions. The Multi-Tier System of Supports (MTSS) committee began compiling a library of instructional videos for learning coaches (parents) highlighting best teaching practices and instructional strategies. These videos were made available to families via our weekly newsletter, Monday Morning Updates (MMU) and YouTube channel. We increased access to virtual tools and subscriptions for all scholars by adding additional seats to current subscriptions and broadening our subscriptions package to include a larger variety of intervention tools and resources. All identified English Learner (EL) scholars were given access to Lexia, an online English Language Development (ELD) program, in addition to live support sessions and frequent check-ins. This has resulted in over 90% of EL scholars passing their ELD courses and making progress toward English language proficiency. In addition, as a result of our ability to navigate unprecedented circumstances, we have seen a significant increase in the number of eligible graduates for the 2020-21 school year.

Ongoing collaboration with stakeholders continued throughout the year at monthly committee meetings, leadership advances, Scholar Leadership Council (SLC) meetings, and Parent Advisory Council (PAC) meetings. During these meetings all stakeholders reviewed and discussed the implementation of our pupil learning loss plan, provided feedback on student programs, reviewed assessments and benchmark data, and the overall progress being made. Compass made all adjustments based on the feedback provided by the stakeholders during these meetings.

An identified challenge to implementing this action was the freeze to all weekly live learning labs, scholar club meetings and engagement activities hosted on Zoom due to Zoom bombing. This freeze lasted for several weeks while Compass Charter Schools of Los Angeles developed safety protocols for using Zoom and training staff on new protocols. This resulted in a decrease in attendance by scholars (students) post freeze. Another identified challenge was a delay in our EL Scholars accessing the Lexia curriculum due to not signing their master agreement during Semester 1, access to a computer, or access to the internet. Correctly identifying the scholar and properly placing with a Spanish speaking ST.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Compass Charter Schools of San Diego (Compass) Counselors have proactively supported the mental health needs of all scholars (students). A focus on mitigation of trauma and mental health have been incorporated in all aspects of the direct/indirect services provided to/for scholars and the social emotional curriculum/instruction delivered in small groups as well as learning labs.

Our counseling department has harnessed risk assessment tools, small group settings for scholars and maintaining proactive connections and communications to support the mental health needs of our scholar populations. These strategies have helped to support the identification of warning signs and connect scholars and families to available school and community resources. The counseling department continues to monitor the mental health and well-being of scholars while continuing to be proactive in offering academic guidance, focusing on scholars' emotional and social learning, and providing specific support to scholars who are struggling with various personal and school-related issues.

The counseling department has been challenged with Identifying scholars who need extra mental health support, especially regarding anxiety and depression, that can often be undetected under the best circumstances. Scholars have been reporting experiencing more occurrences of initial onsets of mental health illnesses and disorders. In addition, counselors have recognized a trend with coping

techniques once used to manage anxiety and depression for many scholars are no longer working or are as effective in treating the symptoms.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Compass Charter Schools of San Diego (Compass) Engagement Department launched 25 virtual scholar (student) clubs during the 2020-21 school year, offering a wide variety of subjects areas including Awesome Elementary Artists Club, Adulting 101, Arts & Crafts Club (Elementary), Arts & Crafts Club (Middle & High School), Book Club, Chess Club, Computer Code Club, and so much more. All clubs hosted regular monthly meetings throughout the year. A total of 120 Compass scholars attended a virtual club meeting during Semester 1. One identified challenge for this action was Zoom bombings experienced across the country. Compass paused all live virtual events until proper safety and protocols were in place. The Compass Engagement Department ensured that all club advisors were properly trained and informed of our updated Zoom protocols to safeguard against Zoom bombing attempts. The Engagement Department has continued to support and work alongside our club advisors providing quarterly meeting and training opportunities.

The Compass Engagement Department facilitated two cohorts of Learning Coaches (parents) Academy for our 2020-21 Learning Coach Academy Program which covered Back to School Night, Internet Safety, State Testing Overview, Preparing for College, Growth Mindset and so much more. These cohorts lasted 10 weeks each. Each session included one training session and one question per week. There were weekly interactions, collaborations and support provided for those participating in the Learning Coach Academy. All Learning Coach Academy sessions were recorded and uploaded to YouTube to allow for Spanish subtitles. The only identified challenge to this action item was the pivoting of all the in-person activities to virtual only delayed the implementation of the ambassador program. The Ambassador program will be piloted in the 2021-22 school year.

Compass hosted Virtual Scholar Workshops twice per week during the 2020-21 school year. In collaboration with all three Compass Principals, we implemented the celebration of Heritage Months. We held our Black History Month assembly in February, where scholars had the opportunity to create poetry inspired by Black History, and we also heard from Dr. Walter Milton Jr., our guest keynote speaker. On March 19, we held a Women's History Month assembly. Scholars were invited to complete research on a "Woman in History" and were given the opportunity to present their research live at the assembly, and we also heard from Nicholette Parrish, our guest keynote speaker. 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. One challenge that was identified was the high demand for these workshops resulting in a desire to offer more workshops in addition to our expanded workshop offerings. The challenge we are faced with is that we have limited bandwidth due to the amount of preparation and management required for each workshop offered.

Compass provided a variety of scholar awards to assist with our scholar engagement during the 2020-21 school year. These awards included but were 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 engaged our scholars in monthly contests and biannual spirit weeks. All Scholar of the Month announcements can be found on the "news" section of the Compass website. Each scholar recipient received a mention in our press release, a certificate, and bumper sticker via mail. Core Values (ARTC) Award recipients were submitted by Staff. For Semester 1 we received 56 scholar nominations. Perfect Attendance awards were processed for each Learning Period. Our Honor Roll consisted of 388 scholars. Our October contest was Spirit Week inspired. Throughout the week of October 26-30, scholars were invited to show their Compass Spirit Week by showing off their outfits during Red Ribbon Week dress-up days using themes luke "Proud to Be Drug Free (wear red)" and "Compass Spirit Day (wear your orange, blue or your proud scholar shirt)". Our January contest was Spirit Week inspired. Through the week of January 25, scholars were inverted 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." Additional contests that we offered included a pumpkin decorating contest, thank you poster contest, steps challenge, reading challenge and more! There were no challenges identified when implementing these actions.

Compass scholar leaders had the opportunity to participate in the Scholar Leadership Council, which is offered as one of our scholar clubs. Within this group, scholar leaders worked with the Superintendent and Chief Executive Officer (CEO) discussing ways to enhance and expand the Compass Experience for scholars. 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. National Honor Society members were also invited to attend the LEAD Winter Conference at the end of February and three (3) of our NHS scholars participated. LEAD Winter was a virtual conference on February 26–27, which brought together and inspired scholars from all over the world to make a difference in their schools and communities.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a nonclassroom-based public charter school, Compass Charter Schools of San Diego (Compass) coordinated with our authorizer to provide information and updates on local food service options during the current pandemic. Since our program is based on virtual learning, we have worked with county agencies to ensure families are aware of local resources to provide nutritional meals to scholars through our Virtual Resource Guide (https://www.smore.com/fhw7b) which is continually updated.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	4.01 Personal Protective Equipment (PPE) and First Aid Kits: Purchase of protective equipment, first aid kits and additional sanitation agents to safely follow in-person instructional and engagement events guidelines. LLM Funds	$50,000.00	$16,318.19	Y
Pupil and Family Engagement and Outreach/Mental Health and Social Well Being	4.02 Mental Health Supports: Partner with community providers to offer mental health services and support to our scholars, learning coaches, and staff. LLM Funds	$50,000.00	$ 2,274.93	Y
Pupil and Family Engagement	4.03 Scholar Engagement: Increase virtual scholar workshops for scholars throughout the year. LCFF S&C	$38,000.00	$15,624.98	Y
Pupil and Family Engagement	4.04 Scholar Engagement: Workshops throughout the year for scholar leaders. LCFF S&C	$38,725.00	$ 0.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

COVID-19 resulted in limited access among engagement. Needed PPE was purchased. Virtual scholar workshops slowly increased throughout the school year; more so in 2021 of this year. Compass Charter Schools did partner with one mental health service/support

for staff called Wellness for Educators, though because of COVID-19 access to virtual community providers offering mental health services was limited.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the development of goals for the 2021-21 Local Control and Accountability Plan (LCAP) we learned from our previous LCAP that many of our metrics were unclear and existing systems for data reporting were not adequate to monitor progress at the scholar (student) level and instructional programs (Online and Options). The 2021-24 LCAP will have metrics attached to goals that are tightly aligned to the eight state priorities and our internal data protocol will ensure that data is tracked in a manner which allows us to more accurately assess our progress over time.

In reflecting on our previous LCAP and the lessons from the pandemic, the new goals will be driven by a focus on staff training and development to increase efficacy and quality implementation. All instructional staff attended AVID XP training to focus on implementing AVID academic strategies in all direct learning opportunities across all subjects and grade levels.

Regarding scholars who have participated in the support to address learning loss, those scholars have shown an increase in academic achievement. Identifying these scholars who need extra support will continue to be evaluated and addressed by LCAP goals. Through the implementation of counseling learning labs that focus on social-emotional learning and needs for scholars, mental health and well being of scholars is supported. Also, the risk assessment tools and training provided by the counseling department has increased awareness for staff to continue to support scholar mental health and well being. The need to further identify scholars with anxiety and depression and provide additional coping skills will be addressed in LCAP 2021-24 goals.

Lastly, the pivot from in-person engagement (i.e. Field trips, Welcome Back Picnics) to virtual provided opportunities for reflection regarding how scholars and learning coaches (parents) can continue to participate in engagement activities that will contribute to increasing engagement and retention. With scholar clubs, virtual workshops, learning coach academy, and scholar leadership opportunities, increasing scholar retention and scholar and family engagement will continue to be a goal for the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To provide support for our scholars (students) identified as English learners (ELs), assessments and progress monitoring will continue. Lexia placement is conducted during initial scholar log in. Monthly progress reports regarding reaching goals, time spent in course, placement, accuracy, and overall progress is shared by our EL Coordinator and included on Personalized Learning Plan (PLP) for supervising teachers (STs) to follow up during connection meetings. Pass/Fail grading is provided for each scholar. Lexia implementation and follow up by the EL Coordinator and ST will continue to drive LCAP goals.

For scholars with special needs, support subscriptions will continue to be in place and regularly accessed including Read Naturally for 65 hours, Max Scholar for 34 hours, Learning Ally, and Ascend Math for 65 hours. SAI continues to be implemented and provided for scholars with an Individualized Education Plan (IEP). Annual IEPs and Tri-annual assessments continue to drive the IEP creation, set IEP goals, and IEP services. In addition, end of the semester progress reports are sent out regularly to scholars and Learning Coaches (parents) that focus on IEP goals and progress towards those goals. Progress on present levels as indicated by school-wide internal diagnostics and informal assessments regarding progress are also indicated on progress reports and end of the semester final grade data. In addition, IEP amendments are provided to address learning loss or lack of progress on IEP goals. As needed, in person services are provided where appropriate. Regular communications and collaboration between Special Education (SPED) case managers and general education teachers to ensure appropriate and effective accommodations and modifications are being implemented.

Lastly, for scholars identified as McKinney-Vento eligible, internal diagnostics for math and reading will continue to be administered three times a year. Scholars who are identified as needing Tier 2 or 3 support will receive tutoring through the Multi-Tier System of Supports (MTSS) framework. During A Scholar Intervention Team (ASIT) meetings, scholars identified as foster youth or McKinney-Vento are indicated and supports for social emotional learning (SEL) and academic support are provided.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Compass Charter Schools of San Diego (Compass) provided Lexia, a research-based, targeted English Language Development (ELD) online curriculum for our English Learner (EL) scholar (student) group and held EL learning labs with 100% participation rate from our EL Scholars. Monthly progress reports for EL progress in the Lexia curriculum ensured progress monitoring to increase achievement. Gaps were identified and addressed usings "Skill Builders" to focus on targeted skill development. Further, there was an English Language Proficiency Assessments for California (ELPAC) increase in responsiveness and ELPAC meeting in Spanish/English including process explanation to support families in completing this assessment. With the creation of the translation committee, the committee members reviewed school documents and provided translated versions for Spanish speaking families and scholars.

Listenwise has been piloted for evaluation and determination for further implementation (subscription). Listenwise offers standards-aligned podcasts lessons with scaffolding built in for ELs. The scaffolded lessons focus on building academic vocabulary, reading, comprehension, and writing. These actions and services were aligned with those that were initially identified.

In addition, for our scholars with special needs, support subscriptions were implemented and many were piloted. Specialized Academic Instruction (SAI) sessions continued to be offered as an Individualized Education Plan (IEP) service to support scholars in reaching their IEP goals. These actions and services also align with those that were initially identified.

K-3 online scholars have access to physical readers and personalized learning "kits" to increase reading and math proficiency. Further, implementation of IXL has been provided to address scholar learning needs. These actions and services align with those initially identified.

College Tutors were planned and budgeted, however, no action was taken on this initiative due to health concerns as vaccinations were not readily available.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In order to increase academic achievement for our scholar (student) population, Compass Charter Schools of San Diego (Compass) has implemented several initiatives to support each scholar group to meet their needs: a Multi-Tiered System of Support (MTSS) framework, a Wildly Important Goal (WIG) to increase graduation rates, and an English learner (EL) support program through a partnership with Lexia, a research-based, targeted English Language Development (ELD) online curriculum, to address literacy development for our EL population. We also created a new position, an EL Coordinator, to support our scholars who are ELs by providing asynchronous and synchronous sessions in order to improve ELD. To further support our EL population and provide an equitable experience to our Spanish-speaking stakeholders, we have implemented a translation committee which translates all Compass facing documents. The implementation of this committee has strengthened our communication and provided access for all stakeholders. Our MTSS framework is driven by our Scholar Success Coordinator who oversees our tutoring program. Tutors utilize

benchmark results for screening in order to support scholars who need Tier 3 support by holding weekly live sessions in both math and reading. They also hold open office hours for 1:1 sessions to help address skill gaps. This implementation and framework has drastically increased academic achievement and personalized instruction has been made available due to this framework. Finally, our Wildly Important Goal (WIG) - 100% of eligible scholars will graduate by June 2021 - has been a schoolwide initiative and lead and lag measures have been put in place for each department so progress can be tracked and measured. Each department also has a compelling scoreboard which is shared with each team and is reflected upon each month to ensure progress is being made. Within the academic division, our Professional Learning Communities (PLCs) continually reflect and share best practices and strategies within their PLC teams - these strategies and constant reflection of what is working and what is not, will ultimately increase scholar achievement.

In addition, the translation committee has supported the goal to increase scholar retention and scholar and family engagement through the translated Compass scholar facing document. The transition from in-person engagement opportunities for scholars to strictly virtual has continued to provide enrichment to enhance student learning which increased engagement. Virtual clubs, workshops, and learning coach (parent) academy provided an opportunity for both scholars and learning coaches to collaborate together and socialize to build community and increase engagement. Further, the scholar recognition each month highlights the Compass Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC) core values and contribute to a positive school culture. All of these engagement outcomes provided a baseline to determine the expected outcomes with the implementation of these action items to meet this LCAP goal for the 2021-24 LCAP.

A number of actions have been taken by Compass to address college and career readiness for our scholars. Compass has implemented the Advancement Via Individual Determination (AVID) College and Career readiness program as both a stand alone elective course open to scholars grades 8-12 as well as incorporating AVID strategies school-wide in all direct learning opportunities. Moreover, all Compass instructional staff attend AVID professional development (AVID XD, Compass AVID Mini-Retreat, AVID Summer Institute) and the school had dedicated resources for a dedicated AVID Program Coordinator that leads the AVID Site Team and is comprised of representatives across programs and grade levels. In addition, our Counseling Services Department. offers an expansive offering of College and Career readiness supports which include, weekly live sessions focused on topics related to college entry and career exploration. The Counseling Department has a dedicated College and Career Readiness counselor who supports several college and career readiness efforts including, the creation of personalized learning plans, advising working scholars and authorizing work permits, and supporting scholars in our concurrent enrollment program. Compass has also focused on the development of college level curriculum by developing the school's catalogue of college level courses including A-G and Advanced Placement (AP) courses. To evaluate the effectiveness of these efforts Compass administers internal diagnostic testings for all scholars and facilitates the California Assessment of Student Performance and Progress (CAASPP) testing workshops for scholars and Learning Coaches.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021