



## Local Indicators

### Priority 1: Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

| Field  | Result |
|--|--------|
| Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:             | 0%     |
| Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home: | 0%     |
| Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):    | 0%     |

Criteria: **Met**



## Local Indicators

### Priority 2: Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards.

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

#### Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | X |   |
| ELD (Aligned to ELA Standards)                            |   |   | X |   |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | X |   |
| Next Generation Science Standards                         |   |   |   | X |   |
| History-Social Science                                    |   |   |   | X |   |

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | X |   |
| ELD (Aligned to ELA Standards)                            |   |   | X |   |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | X |   |
| Next Generation Science Standards                         |   |   |   | X |   |
| History-Social Science                                    |   |   |   | X |   |

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   | X |   |   |
| ELD (Aligned to ELA Standards)                            |   |   | X |   |   |
| Mathematics – Common Core State Standards for Mathematics |   |   | X |   |   |

|                                   |  |  |   |  |  |
|-----------------------------------|--|--|---|--|--|
| Next Generation Science Standards |  |  | X |  |  |
| History-Social Science            |  |  | X |  |  |

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Career Technical Education                 |   | X |   |   |   |
| Health Education Content Standards         |   |   |   | X |   |
| Physical Education Model Content Standards |   |   | X |   |   |
| Visual and Performing Arts                 |   |   | X |   |   |
| World Language                             |   |   | X |   |   |

Support for Teachers and Administrators

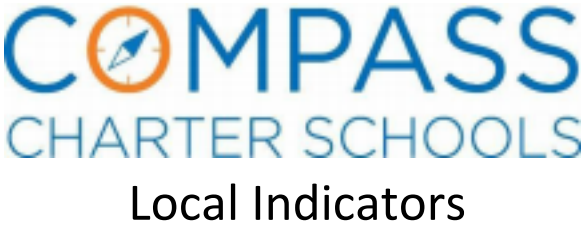
5. During the 2018-19 school year (including summer 2018), rate the LEA's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
|  |   |   |   |   |   |

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| Identifying the professional learning needs of groups of teachers or staff as a whole |  |  |   | X |  |
| Identifying the professional learning needs of individual teachers                    |  |  | X |   |  |
| Providing support for teachers on the standards they have not yet mastered            |  |  | X |   |  |

Criteria: **Met**



**Priority 3: Parent Engagement**

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement.

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
| Building Relationships between School Staff and Families |   |   |   | X |   |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| Building Partnerships for Student Outcomes                                 |  |  | X |  |  |
| Providing support for teachers on the standards they have not yet mastered |  |  | X |  |  |

| Description  |
|--|
| <p>Compass Charter Schools conducted a planning survey in order to ensure input from all groups of families, staff and scholars in the LEA, including families of unduplicated scholars and families of individuals with exceptional needs as well as families of underrepresented scholars. In reviewing the results, Compass demonstrated consistent performance. For example, this survey included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication.</p> <p>Compass utilized the support of the Parent Advisory Council (PAC) as a method to strategize and engage all stakeholders of the organization. The PAC serves to provide learning coach (parent) feedback on school policies and procedures at Compass to ensure that they are consistent with its Mission, Vision, and Values.</p> <p>Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of Compass. They provide feedback and insight from the learning coaches' perspective on school process, policies and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory that makes recommendations, encourages brainstorming and provides opportunities for learning coach involvement on committees.</p> <p>The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from social media, to surveys, to the weekly Monday Morning Updates. We continue to solicit the advice of our PAC and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for all student groups, including families of unduplicated scholars and families of</p> |

individuals with exceptional needs as well as families of underrepresented scholars. These findings and measures reflect and findings relate to goals established for other LCFF priorities in the LCAP.

Criteria: **Met**



## Local Indicators

### Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate.

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard

School Climate Results

This survey assesses in more depth issues of academic quality, respectful relationships, the relevance of virtual classroom lessons, scholar learning motivation and virtual classroom involvement. In comparison to previous years, 89% of families agree that Compass Charter Schools is committed to the success of each scholar. Families were also asked if they agree that teachers are responsive to scholar needs, and 91% agreed. There was also an overall positive program satisfaction rating from 89% of our families. As a response to the survey results, the LEA continues to solicit stakeholder feedback throughout the year, and makes improvements to programs and school-wide initiatives for continuous improvement purposes.

Criteria: **Met**



## Local Indicators

### Priority 7: Access to a Broad Course of Study

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for Access to Broad Course of Study Standard: Local educational agency annually measures their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study that includes the adopted courses of study specified in the California Education Code for Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated student and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.



Compass Charter Schools utilizes School Pathways Student Information System (SPSIS) to track the extent to which all scholars have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. School leaders have access to Scholar Summary and School Summary reports within the SPSIS that provide real time data on total enrollment within their scope as well as specific enrollment data on grade span, unduplicated pupils, individuals with special needs, race, gender, age, language, and residential category. The Leadership team works collaboratively to draft a master calendar and works directly with both the Counseling Services and Special Education departments to ensure the schedules are set to meet individual scholar needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All scholars have access to, and are enrolled in, a broad course of study using locally selected measures. Our curriculum is aligned with the Common Core State Standards across the LEA and is equally offered to all scholar groups in accordance to grade level and academic capabilities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Although Compass Charter Schools provides loaner laptops and hotspots to our scholars upon request (the Loaner Laptop Form can be accessed on our website) one identified barrier as preventing Compass from providing access to a broad course of study for all students was having equitable access to high-speed internet service and desktops/laptops. In order to address this barrier, Compass will be

providing laptops and hotspots for scholars in elementary and middle schools. All high school scholars will be provided with iPads and a hotspots

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Compass will continue to observe the use of SPSIS to track and manage broad course study offerings. In addition, we will make revisions and enhancements to systematic procedures as needed.

Criteria: **Met**