

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan – Compass Charter Schools of San Diego

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP).

Compass Charter Schools of San Diego (Compass) engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 27, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- **LCFF S&C including One-time 15% Add-On (\$0.00):** Compass did not receive this funding
- **Educator Effectiveness Block Grant (\$186,089.00):** A public meeting/forum was held on 12/04/2021 regarding the Educator Effectiveness Block Grant
- **A-G Completion Improvement Grant (\$41,164):** A public meeting/forum is planned on 01/22/2022 regarding the A-G Completion Grant.
- **Pre-K Planning & Implementation Grant (\$61,070):** A public meeting forum is planned on 06/25/2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Compass Charter Schools of San Diego (Compass) has an unduplicated pupil enrollment of 51.58%. As such, Compass will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, Compass Charter Schools of San Diego (Compass) received input on a variety of programs and services provided to students. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

The LEA engaged its educational partners during the release of these federal funds as follows:

- Compass developed the Extended Learning Opportunity Grant (ELO) in consultation with all educational partners to identify needs and priorities for supplemental and support strategies. Staff members from each department were surveyed during the Staff Advisory Committee meeting held on May 2, 2021. Scholars were surveyed during their Scholar Leadership Council (SLC) meeting held on May 11, 2021. Learning Coaches (parents) were surveyed at their Parent Advisory Council (PAC) meeting on May 21, 2021. The Leadership team was surveyed and provided their feedback during their May Leadership Advance. All feedback provided by all Educational Partners were incorporated into the ELO plan for the Public Hearing on May 23, 2021. Ongoing collaboration with all educational partners has continued throughout the 2021-22 school year at monthly committee meetings, leadership advances, SLC meetings, and PAC meetings. During these meetings all Educational Partners continue to review and discuss the implementation of the ELO plan, feedback on scholar programs, review assessments and benchmark data, and overall progress being made. Any adjustments are made as needed and the Board of Directors are updated during their quarterly meetings in the 2021-22 school year (ELO now includes federal resources 3216, 3217, 3218, 3219).
- Compass reviewed its scholar demographic data as of the first day of school, which was Wednesday, September 1, 2021, in order to identify community members and groups needed for consultation on its ESSER III Expenditure Plan. The following is a breakdown of Compass' scholar demographic data:
 - - 92 English Learners (11% of total scholar enrollment)
 - - 2 Foster Youth Scholar (>1% of total scholar enrollment)
 - - 105 Homeless Scholars (13% of total scholar enrollment)
 - - 65 Scholars with IEPs (8% of total scholar enrollment)

Based on these demographics, all applicable community members (scholars, families, school administrators (Cabinet), school leaders (Leadership Team), teachers and school staff, as well as civil rights organizations, and advocates representing the interests of children with disabilities, English learners, homeless scholars, foster youth, and other underserved scholars (12 in all) were invited to engage in providing feedback on this [ESSER III Expenditure Plan](#). In addition to reviewing the Expanded

Learning Opportunities Grant Plan and Local Control and Accountability Plan, inclusive of Educational Partners for those plans, Compass provided the following specific Community Engagement opportunities:

- Leadership Team Meeting (July 27-29, 2021). During this Leadership Team Meeting, the Cabinet and Leadership Team ideated on uses of the ESSER III funds, which included summer school opportunities for scholars, bringing on an additional counselor, bringing on additional English Learner Tutors, bringing on additional tutors, and creating a Virtual Resource Center for scholars to work with a credentialed ELA Specialist, math specialist, and reading specialist.
- Board of Directors Special Meeting (August 11, 2021). During this Board of Directors Special Meeting, staff presented concepts from the Leadership Team and sought feedback from the Board on those concepts.
- Staff Ideation Form (August 25 – September 3, 2021). All staff were invited to share suggestions on how to best utilize ESSER III Funds to support scholars.
- Community Partner Survey (September 7 – September 13, 2021). Community partners (12) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Educational Partners Survey (September 13 – September 17, 2021). Compass Educational Partners (scholars, parents, staff, authorizer, and board members) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Scholar Leadership Council (September 14, 2021). During this meeting, staff presented the draft plan to scholars and sought feedback from the scholars on the plan.
- Parent Advisory Council (September 17, 2021). During this meeting, staff presented the draft plan to parents and sought feedback from the parents on the plan.
- Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved
 - Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Compass Charter Schools of San Diego (Compass) to ensure the health and safety of scholars, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, Compass has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully implemented curricular support, Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI), targeted intervention - English learners and social-emotional/well-being.

We have also experienced challenges to implementation. These challenges include supports for unduplicated scholars - progress monitoring and program improvement, which created a school psychologist position. We continue to recruit for this open position.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update

Compass Charter Schools of San Diego (Compass) considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.1b - Curricular Support: Creating staff positions in order to write curriculum, map curriculum, and vertically align curriculum, including lesson plans and scaffolding recommendations (**\$77,600.00**)
 - Goal #1, Action 1.2b - Multi-tiered System of Supports and Response to Intervention (Rtl): Creating staff positions to serve as content-area intervention specialists, to enhance the level of support provided to scholars through MTSS and Rtl (**\$334,747.98**)
 - Goal #1, Action 1.1d - Basic Services - Summer Academic Access: Providing all scholars with access to app-based educational subscriptions over the summer (**\$48,000.00**)
 - Goal #3, Action 3.1 & Goal #4, Action 4.2 - Summer School: Providing all scholars with access to summer school through Accelerate Education (**\$60,000.00**)
- ESSER III: Use of Any Remaining Funds - The additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.5b - Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement: Creating a staff position (school psychologist) to support the social and emotional well-being and wellness of scholars (**\$80,000.00**)
 - Goal #1, Action 1.6a - Targeted Intervention - English Learners: Creating staff positions to serve as English Learner (EL) Tutors to enhance the level of support provided to EL scholars (**\$144,000.00**)
 - Goal #4, Action 4.4 - Social-Emotional/Well Being: Developing and providing Social-Emotional Learning workshops for scholars, learning coaches (parents), and staff (**\$30,000.00**)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021