

COMPASS

CHARTER SCHOOLS



COMPASS CHARTER SCHOOLS OF LOS ANGELES ACS WASC/CDE MID-CYCLE PROGRESS REPORT

**850 Hampshire Road, Suite R.
Thousand Oaks, CA 91361**

February 25, 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
 - An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.
- Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.

School Description

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. In our Online Learning Program our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in the Online Learning Program participate in learning labs each day where they interact with their ST and peers. During these labs, scholars participate in research-based instructional activities designed by the ST to engage in their learning. Our independent study model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program STs also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars. In our Options Learning Program, the learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. The ST is there to guide the learning coach with curricular options, order requests, academic guidance, and resources for success. In compliance with AB130/167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction. In both programs, each scholar is assigned an ST, who also acts as the Teacher of Record, who helps provide support to the scholar and learning coach on their educational journey.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative,

creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their loving families.

School's Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

School's Vision

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

School's Core Values

Achievement
Respect
Teamwork
Integrity
Communication

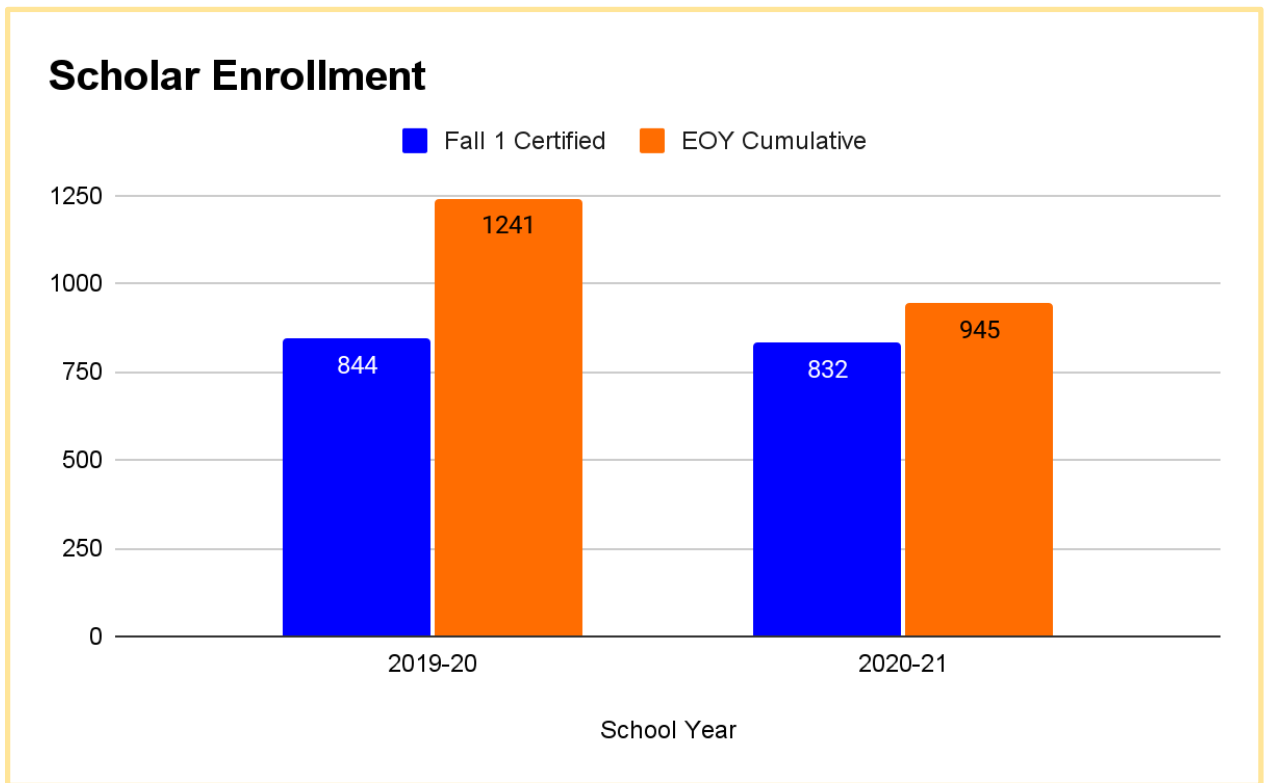
Scholar Demographic Data

Compass Charter Schools of Los Angeles' (Compass) educational program is based on the instructional needs of the scholar profile, which includes scholars from all backgrounds in grades Transitional Kindergarten (TK) through 12. Our target scholar profile is not limited to any particular demographic. Instead, Compass is designed and organized to serve scholars and families that have chosen a personalized educational setting for any of the following reasons or other reasons relevant to the individual:

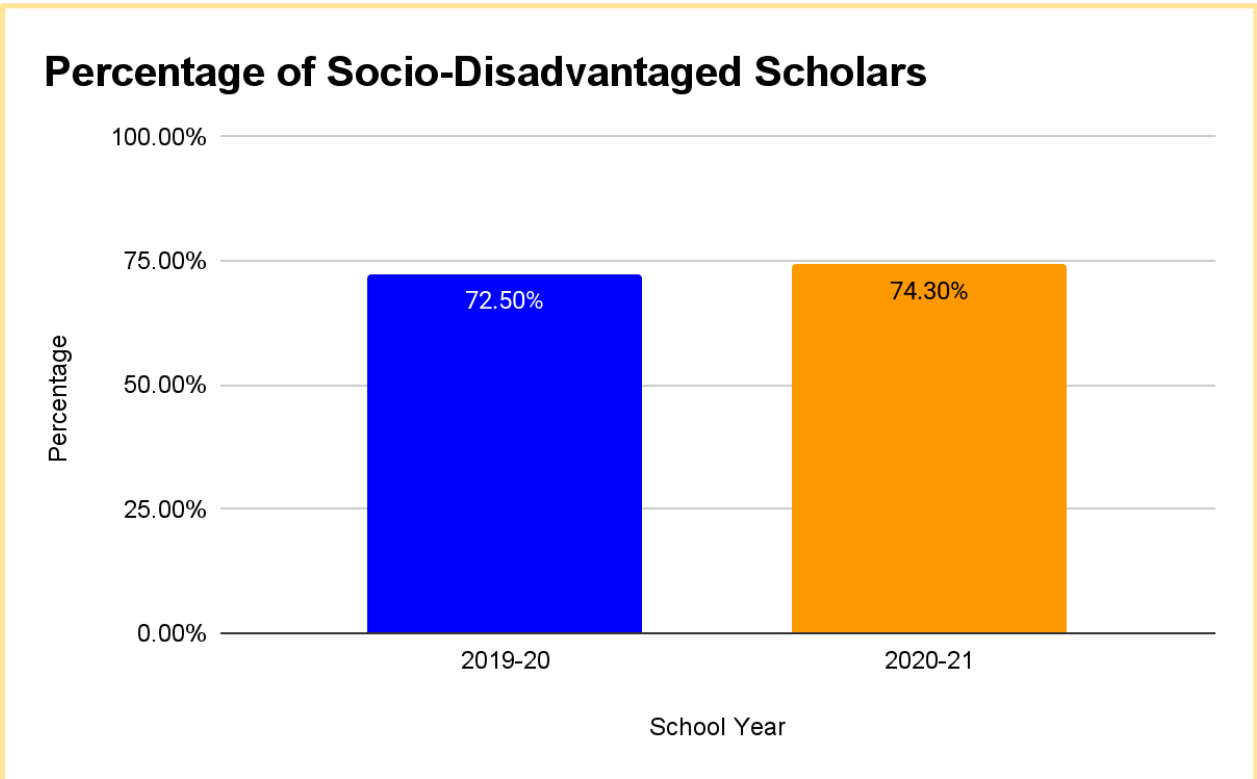
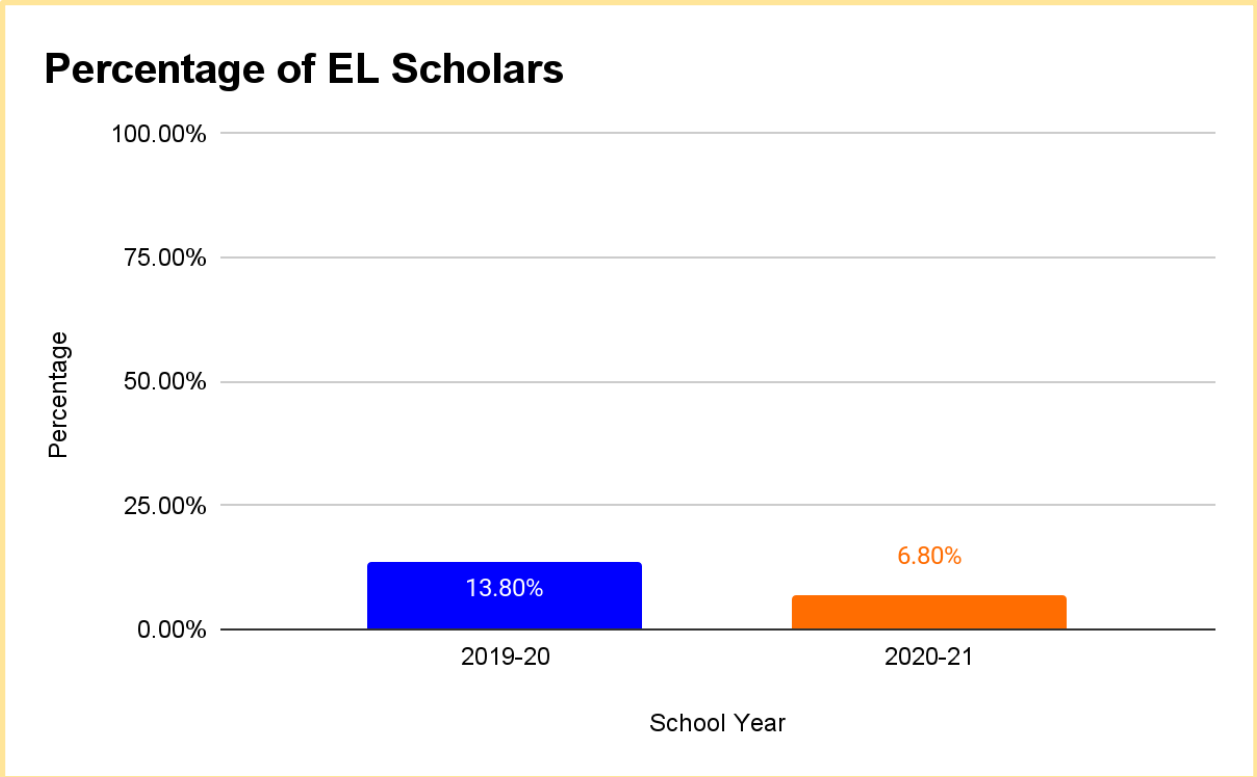
- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer a personalized learning instruction
- Family Schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-promise for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending traditional brick and mortar classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings

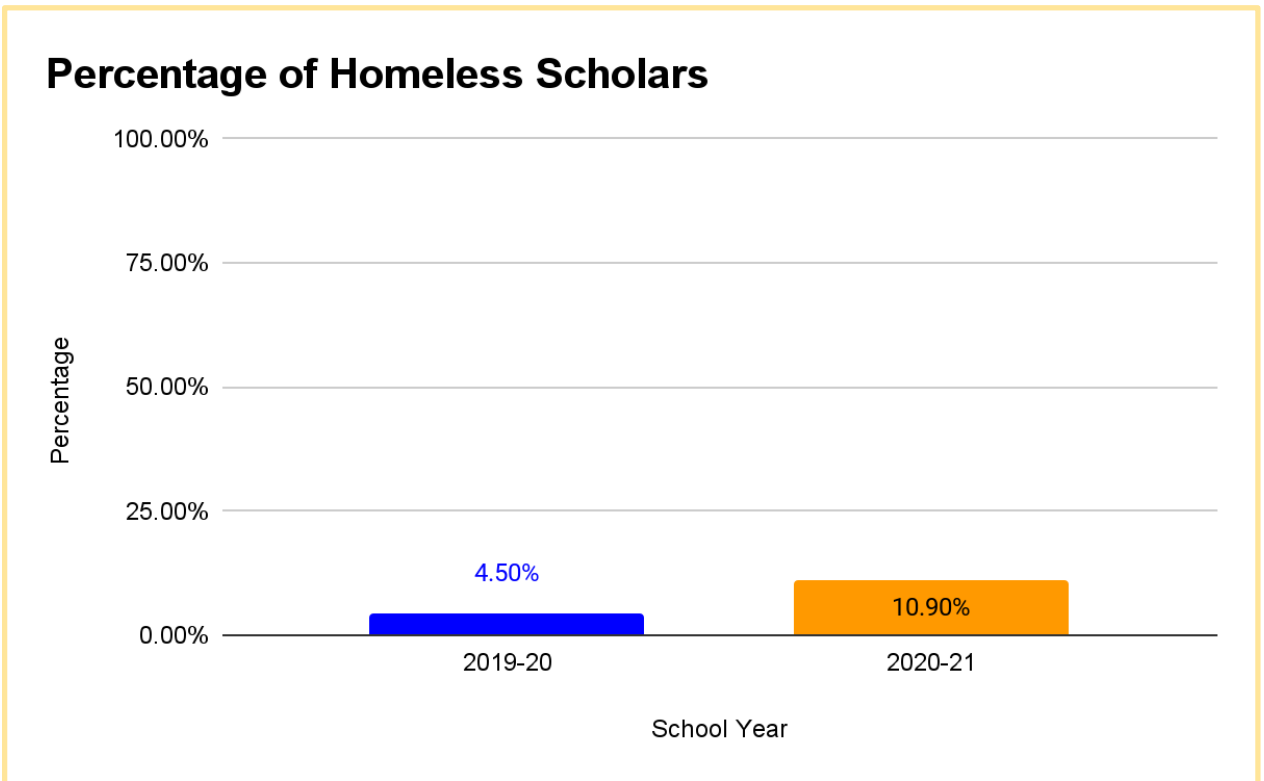
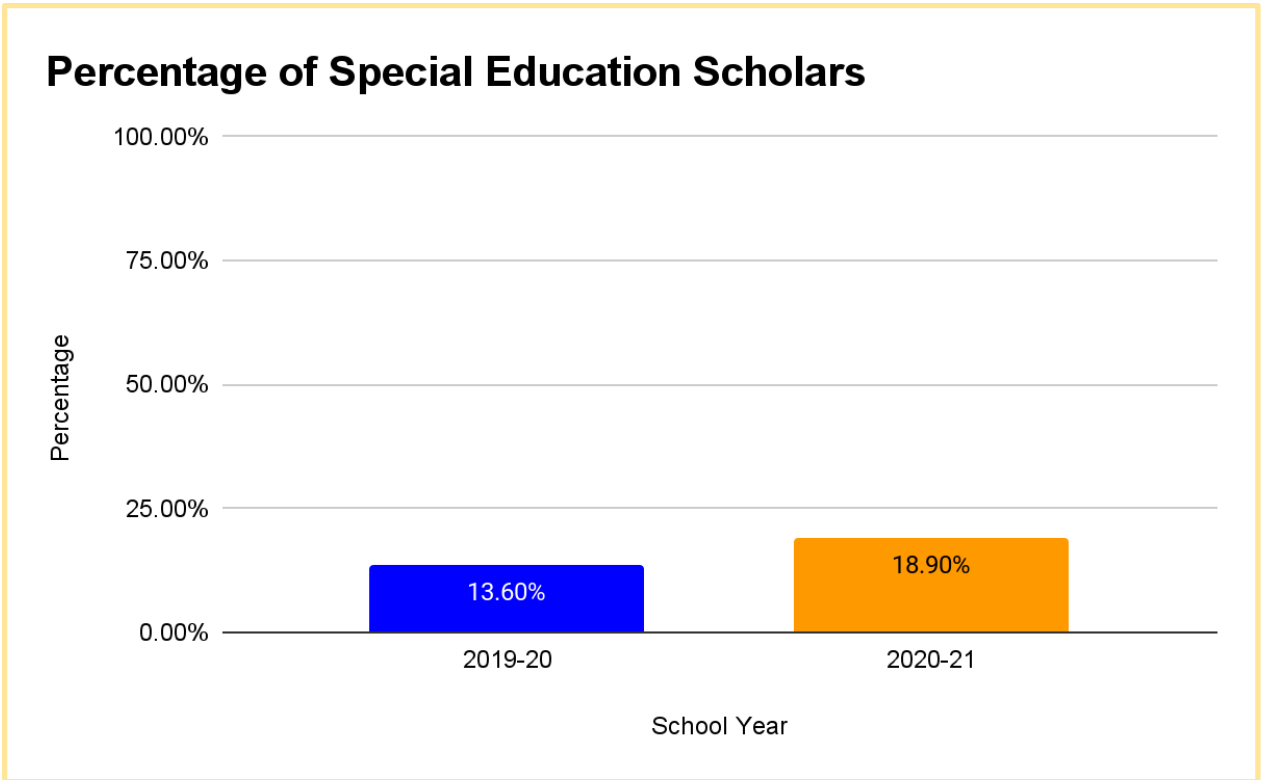
- Scholars with responsibilities such as work schedules that do not fit in an 8 am - 4 pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues

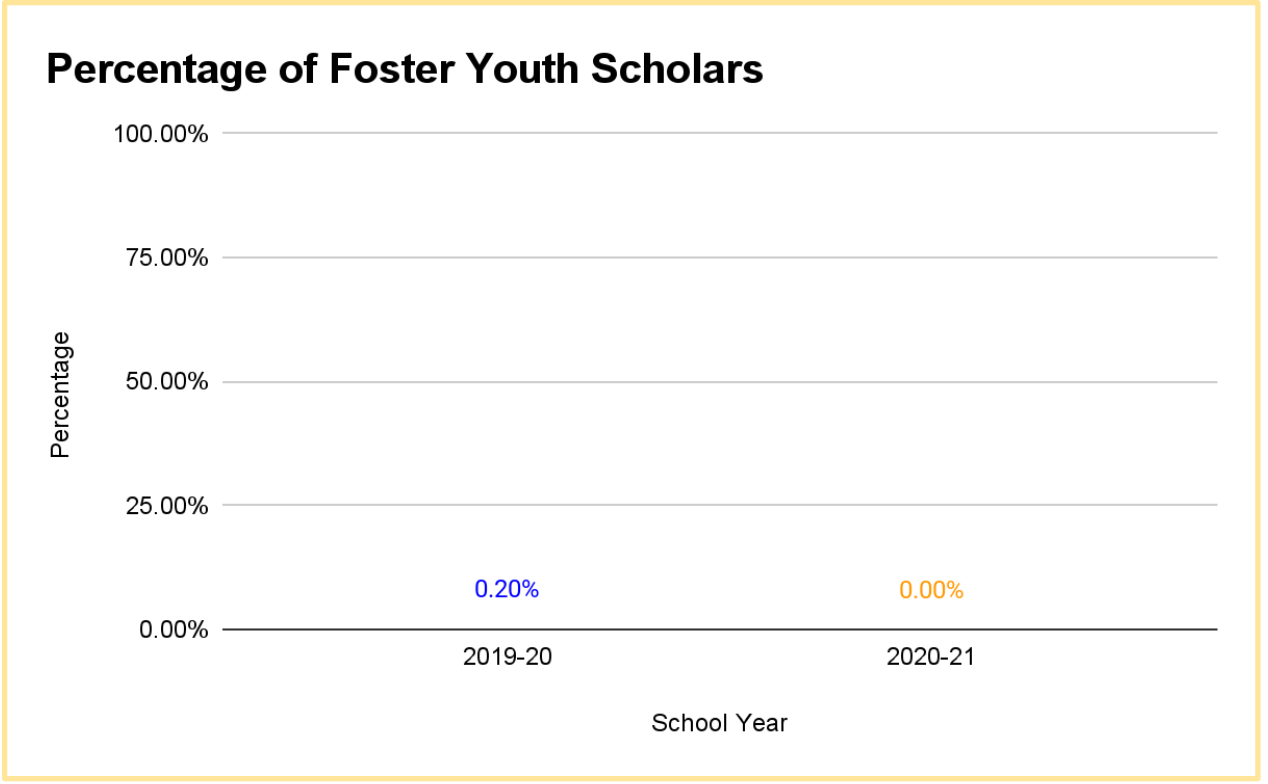
Compass' enrollment has fluctuated during the 2019-20 and the 2020-21 academic years, Compass offers two program for scholars, Online or Options learning. The attrition rate stayed low and steady, mainly due to family circumstances and truancy. The charts below include demographic data for Compass. Data is based on Fall 1 or EOY certified Calpads reports for academic years 2019-20 and 2020-21.



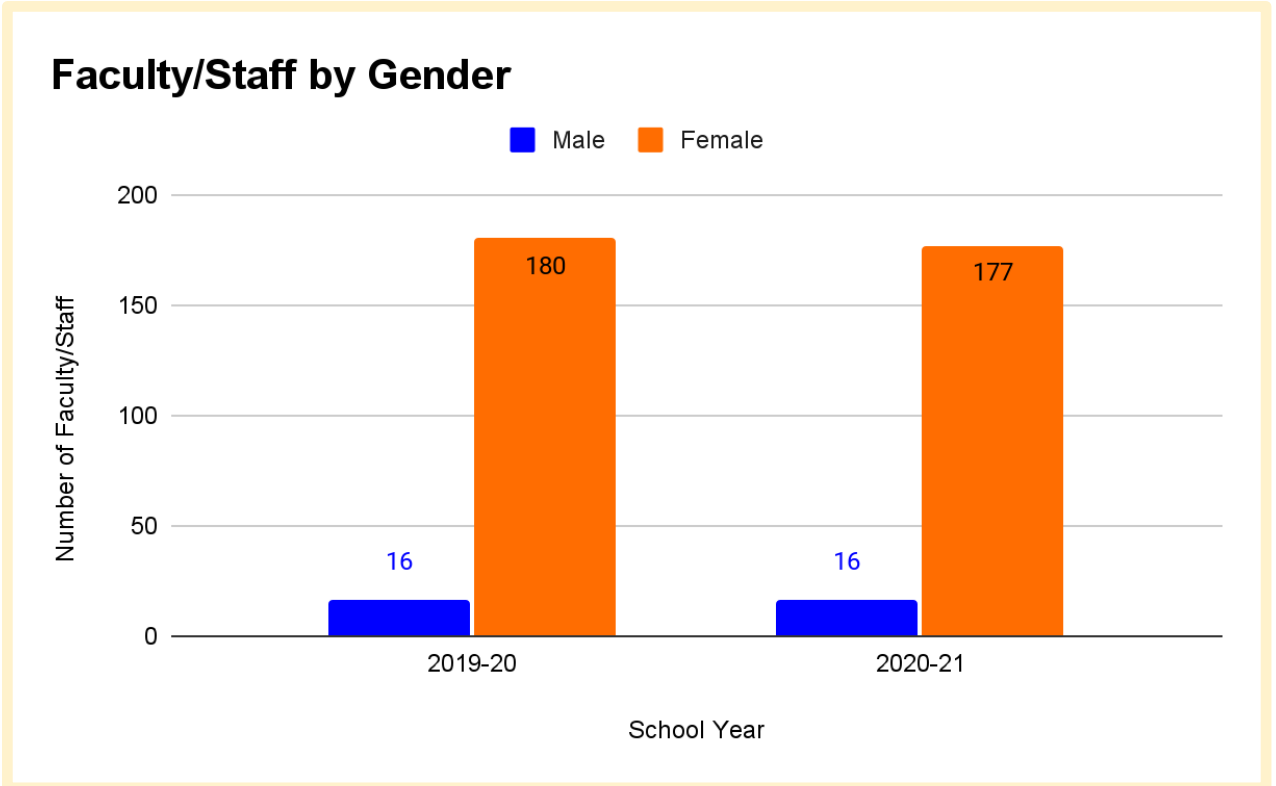
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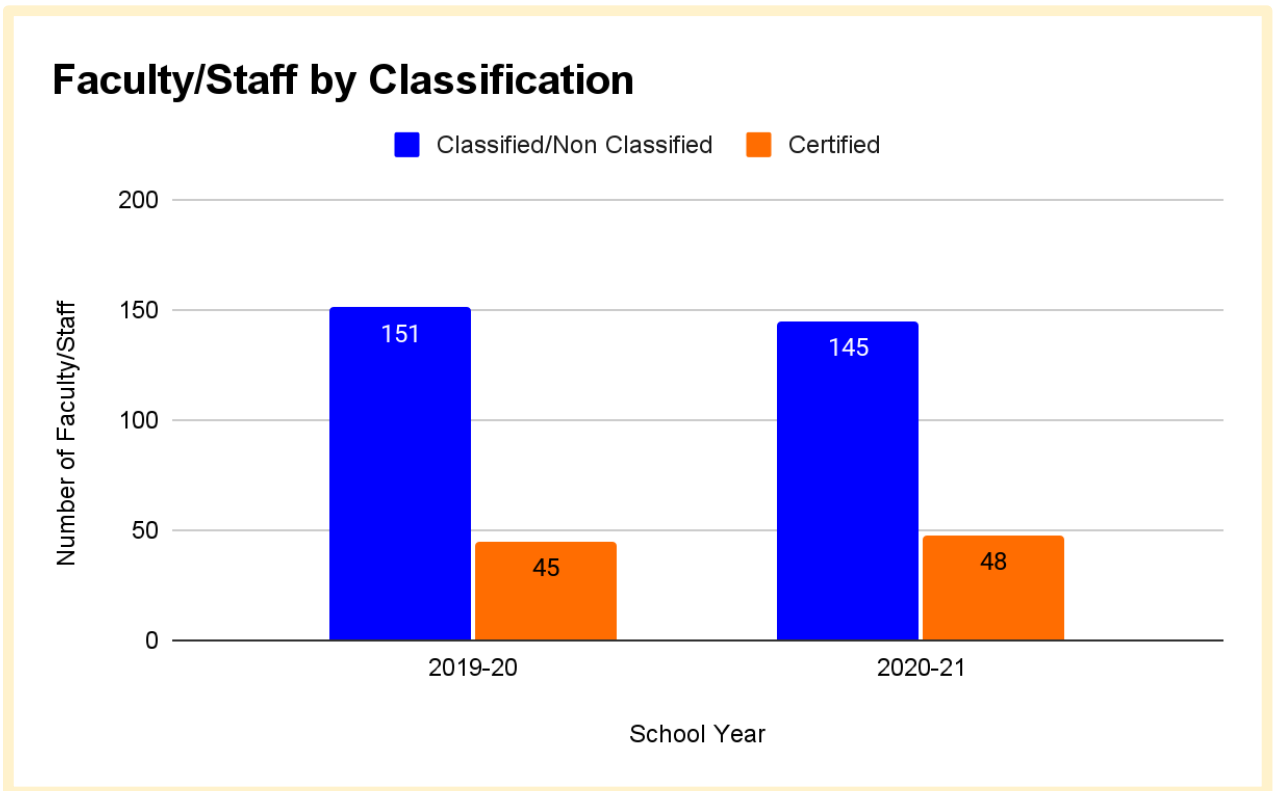
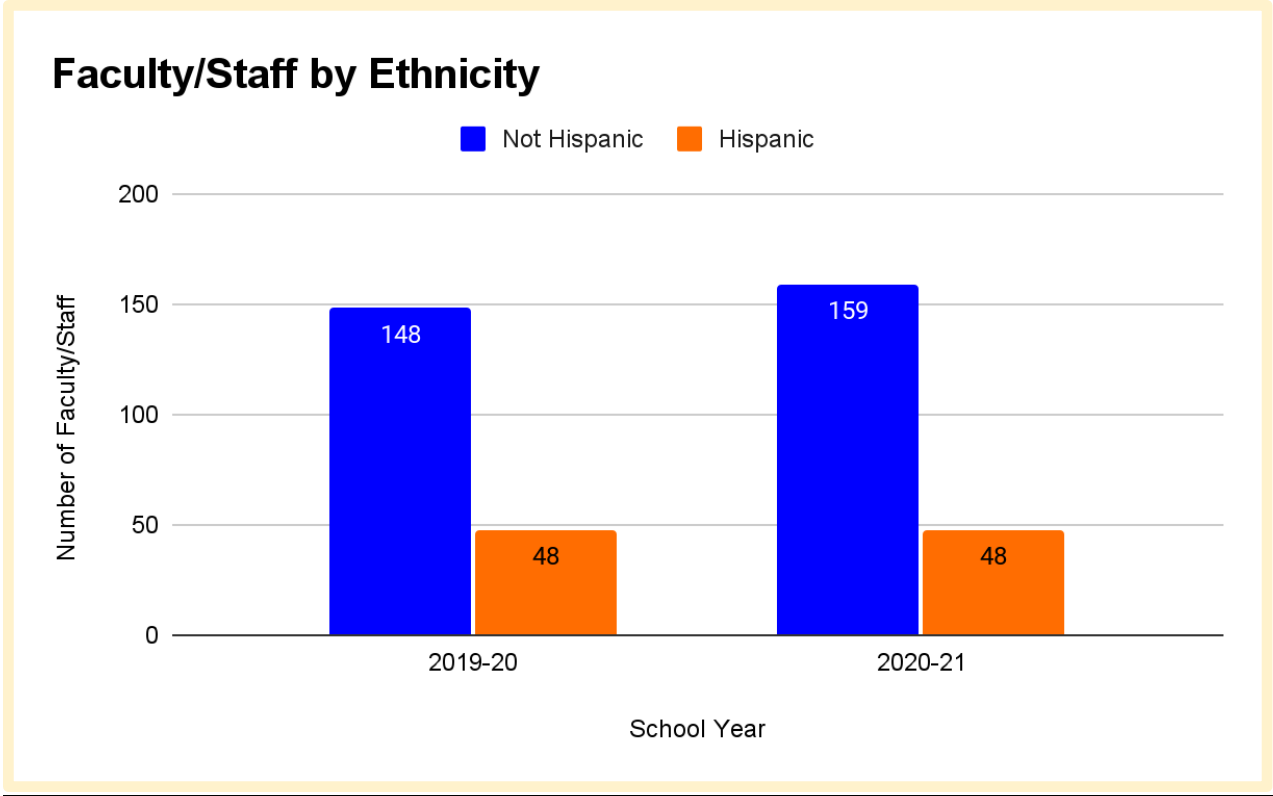


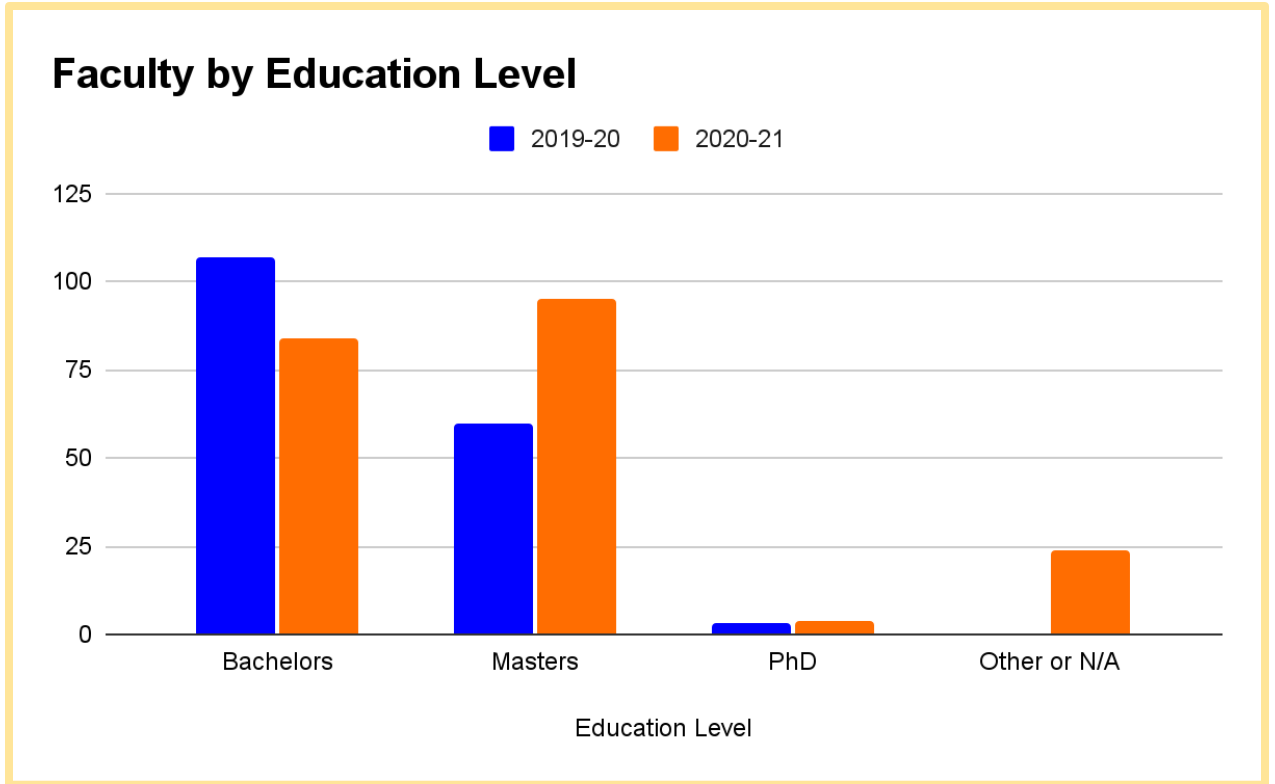




Faculty/Staff Demographic







School Academic Program Data

Compass Charter Schools of Los Angeles (Compass) attracts scholars seeking a personalized learning educational program where parents or legal guardians have the role of “Learning Coach(es)” and play an important role of partnering with the supervising teachers (STs) to educate their children at home.

Compass recognizes that in education one size does not fit all. Compass is designed and organized to serve scholars and families who have chosen a personalized learning educational program that can meet an individual scholar’s unique needs. Compass educates scholars with a wide range of learning styles that allow for flexibility in pacing and are aligned with Common Core standards. Enrollment in our school is contingent on the learning coach(es) and scholar(s) both reviewing and signing the Master Agreement in acknowledgement of the outlined responsibilities.

We encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the pacing plan for each online course. This generally

means scholars need to make daily progress in their courses to finish by the end of the semester.

Regardless of when a scholar starts his or her daily learning, those utilizing our Online Learning program, Accelerate Education, typically start by logging on to get assignments, networking with their STs and classmates, and checking for subject matter lesson sessions for their courses. Scholars participate in learning labs each day where they interact with their ST and peers, take tests and quizzes, and submit papers and projects through our secure Learning Management System (LMS). Scholars' progress and grades can be viewed 24/7 so that both scholars and learning coaches are always aware of their progress. Scholars may seek support and answers to questions either through email, telephone, or by attending their STs weekly synchronous "Q&A" sessions. To provide additional support, STs in the Online Learning program may invite scholars to small group intervention sessions and one on one success where they receive direct intervention to address learning loss and performance gaps.

The Online Learning Program provides live, synchronous class sessions called "Learning Labs". These are offered to scholars each day of the week. These Learning Labs provide instruction that includes research-based strategies that engage scholars in their learning. Further, these labs meet the required synchronous instruction criteria set forth by AB 130 and 167 legislation for each grade level. The lab also serves as live interaction to comply with this legislation as well. These "Learning Labs" require attendance as part of a participation grade but are held both synchronously and asynchronously to meet the schedule of each scholar. Scholars may also schedule appointments with STs to obtain help on coursework. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their STs, up to five hours a week, and more if they schedule appointments with their STs.

In our Options Learning Program, scholars are taught at home primarily by their learning coach and receive ongoing support from their credentialed Compass ST, who is there to guide the learning coach with curricular options, grade level standards, order requests, academic guidance, and resources for success. There is the expectation that work be completed on a daily basis per the curriculum and/or course outlines shared. Our STs offer live, homeroom instruction daily for their TK-3rd grade scholars and once a week for grades 4-12 based on AB130 and 167. The ST also meets with learning coaches and scholars on a bi-weekly basis to discuss progress and current levels. These connection meetings are often held in video conferencing platforms. In addition to these regular meetings, ongoing support is provided via daily instruction, email, phone calls, and texts. Scholars submit a body of work each learning period which consists of at least one completed assignment per enrolled subject so the ST can monitor progress towards standards mastery. Based on this submitted body of work, the ST assigns each scholar a monthly grade for each subject on their Personalized Learning Plan. Additional program supports include live Academic Support sessions, weekly tutoring sessions, and Learning Coach Support sessions. These sessions are recorded and links shared in order to provide asynchronous support for those not able to attend live.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in one or more of our 34 scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests.

Scholar Performance

Compass Charter Schools of Los Angeles (Compass) has focused each year on data analysis to drive instructional supports. In 2019-20 and 2020-21, Compass started looking at our data sources and realized we mostly had raw data from which it was difficult to draw significant correlations. As such, Compass partnered with Parsec, a data organization that works with schools and organizations, in order to determine which data sources were most useful and how to curate that data in order to be able to run analyses on the data. During the 2021-22 school year, we hope to plan professional learning data digs with all members of our academic staff. We have analyzed several years' worth of California Assessment of Student Performance and Progress (CAASPP) data, and just examined the preview of 2020-21 CAASPP data to compare 2018-2019 to 2020-2021. In prior years, we saw some disturbing trends of below grade level performance. However, so far, in the latest available CAASPP scores from the 2020-21 school year, we have seen significant growth, and were able to share wows and wonders within trends in our data. We also look for equity gaps in our subgroups, and special populations, as we are able to disaggregate data by student groups and put resources in place so they have access.

Furthermore, by comparing our internal benchmark results to CAASPP scores, we have been able to use the data to inform on next steps, putting supports and interventions in place to close achievement gaps. Our plan for the 2021-22 school year is to adopt STAR Renaissance as our new benchmark assessment. For example, within STAR, we could pull frequent standards missed and use the Tools for supervising teachers (STs) within Smarter Balance to pull resources and lessons to supplement curriculum. With STAR, we hope to also assign scholars to tutoring groups based on their STAR performance, and utilize Freckle in conjunction with tutoring sessions. We spent 2020-21 reviewing Freckle, which is offered with STAR. Freckle is personalized for each scholar, and scholars are able to access this supplemental tool 24/7 to help close skill gaps. This intervention tool is proven to help scholars make academic progress, evidenced by growth in performance on the midyear and end of the year benchmark assessments.

Additionally, we look at scholar performance in courses, rates of passing/not passing, as data to study. We look for trends in each of our programs. As such, we opted to change our Online Learning platform to Accelerate Education with the hope of a better focus on standards in each content area.

We also look at data on our English Learner (EL) population. In the 2020-21 school year, Compass adopted Lexia as our English Language Development (ELD) program and are able to share out the progress our EL scholars are making. We look forward to cross-referencing this

with their English Language Proficiency Assessments for California (ELPAC) performance.

Compass has always gathered data, but now we are more focused on analyzing the data, not only within our teams, but planning for next year to do so as a whole academic staff. We analyze data to drive instruction, to react to trends, and to implement programs to support our scholars. The value in this data is that it helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational programs, as well as our scholars.

Assessment Scores

Compass Charter Schools of Los Angeles (Compass) participates in state testing and offers internal diagnostic testing to gather data to guide course placement, to direct instruction, to implement English Learning Development (ELD), and to offer scholar support.

State Tests

Due to COVID-19, Compass Charter Schools of Los Angeles (Compass) did not administer the California Assessment of Student Performance and Progress (CAASPP) during the spring of 2020; all assessments were cancelled. However, we did administer remote testing during the 2020-21 school year, and saw significant growth from the last administered test, which was during the spring of 2019. The 2020-2021 CAASPP data is still embargoed, so we are unable to share our results publicly. However, on a global scale, the percentage of scholars in grade 3-5 who met or exceeded standards grew by over 20% in English Language Arts (ELA), and by over 40% in math. More importantly, the number of scholars who did not meet or nearly met standards (level 1 and 2) decreased by about 5% in ELA and about 8% in math for all grade levels.

Compass attributes some of this success to the addition of our Assessment ToSAs during the 2020-2021 school year. The team positively impacted scholar achievement, as they were able to share test taking strategies with our supervising teachers (STs), who then disseminated the tools to their scholars. The ToSAs also held weekly workshops for parents and scholars to review test-taking strategies and CAASPP administration, such as downloading the secure browser. The ToSAs also supported our STs by providing test prep lessons to use in live synchronous instruction.

Compass has a full time English Learner (EL) Coordinator who oversees supports for our EL population. We have also increased test prep, added intervention support opportunities, and hired tutors, with the focus on improved test preparation and an increased Reclassified Fluent English Proficient (RFEP) percentage. Our use of a research and data-based English Language Development (ELD) program, Lexia, has supported these efforts related to testing.

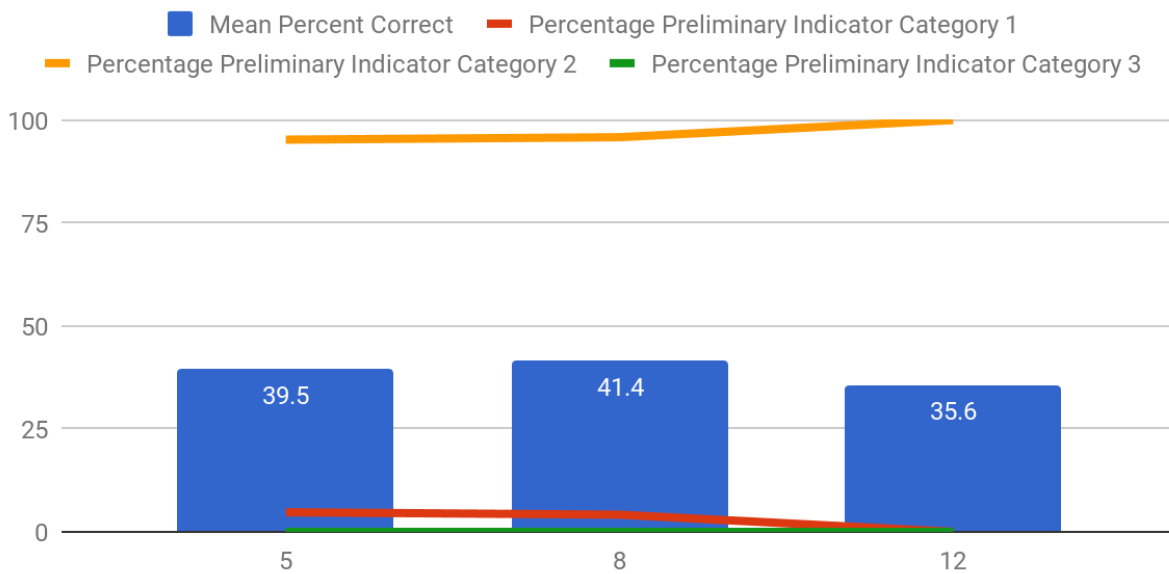
CAST

The California Science Test (CAST) is administered to grades 5 and 8, and once in high school. The CAST Pilot Test was administered in 2016-17, with no scholar scores released. The CAST test results for 2017-18 are preliminary indicators from the CAST Field Test, with no actionable data. The CAST results from the 2018-19 Operational Test are the first scores Compass Charter Schools of Los Angeles (Compass) has seen which indicate our scholars’ achievement in relation to the Next Generation Science Standards (NGSS). The scores were released December 19, 2019 and will be analyzed by a team of supervising teachers (STs) and compared with 2020-21 scores once they are released in December of 2021, to drive instruction and test preparation for our scholars.

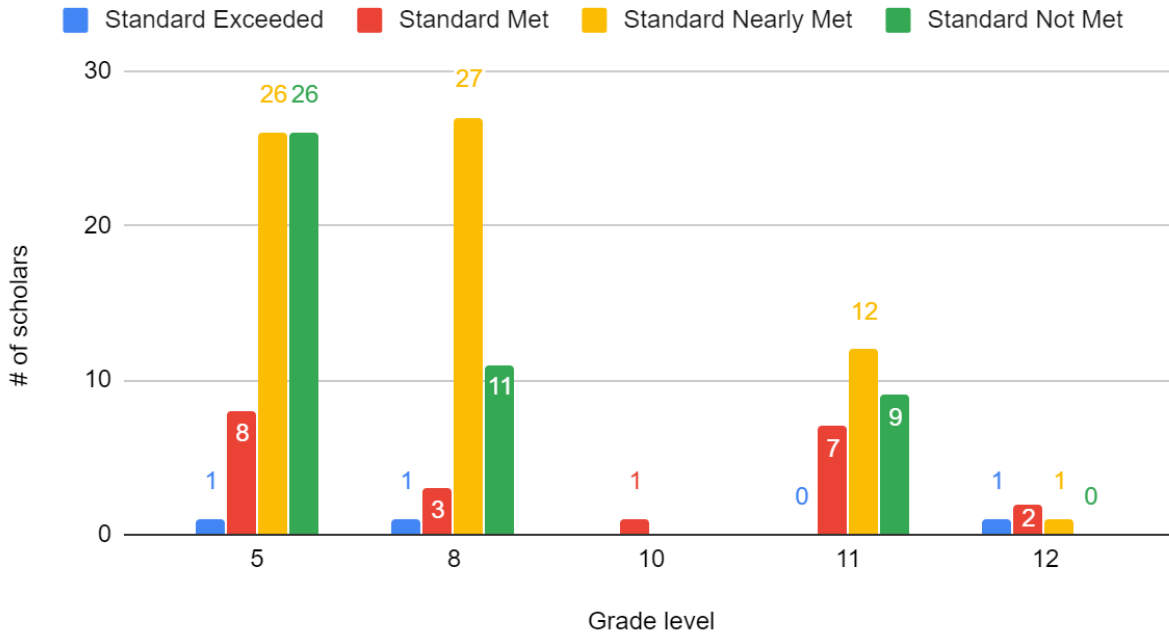
When comparing the percent of scholars in all grades who met or exceeded the standards on the CAST in 2020-21, we see an 11.52% increase over 2018-19 scores. For grades 11 and 12, we see a 21.21% and a 4.66% increase over 2018-19 results respectively in those meeting or exceeding standards on the CAST. Grade 5 shows an increase over 2018-19 of 18.99% and grade 8 shows a slight increase over 2018-19 at 0.68% of those who met or exceeded standards.

CAST 2017-18

Preliminary Indicators by grade



CAST 2018-19



Internal Tests

During the 2019-2020 school year, Compass Charter Schools of Los Angeles (Compass) moved forward with implementing Istation for grades K-5 and Edgenuity for grades 6-12. Both of these programs offered a diagnostic assessment in both reading and math, along with supporting targeted instruction at the achievement level of each scholar based on the assessment score.

In addition to the program changes, Compass hired additional tutors under the Multi-Tiered System of Supports (MTSS framework), to further support scholars who are identified as needing Tier 2 or 3 support after taking the diagnostic assessments.

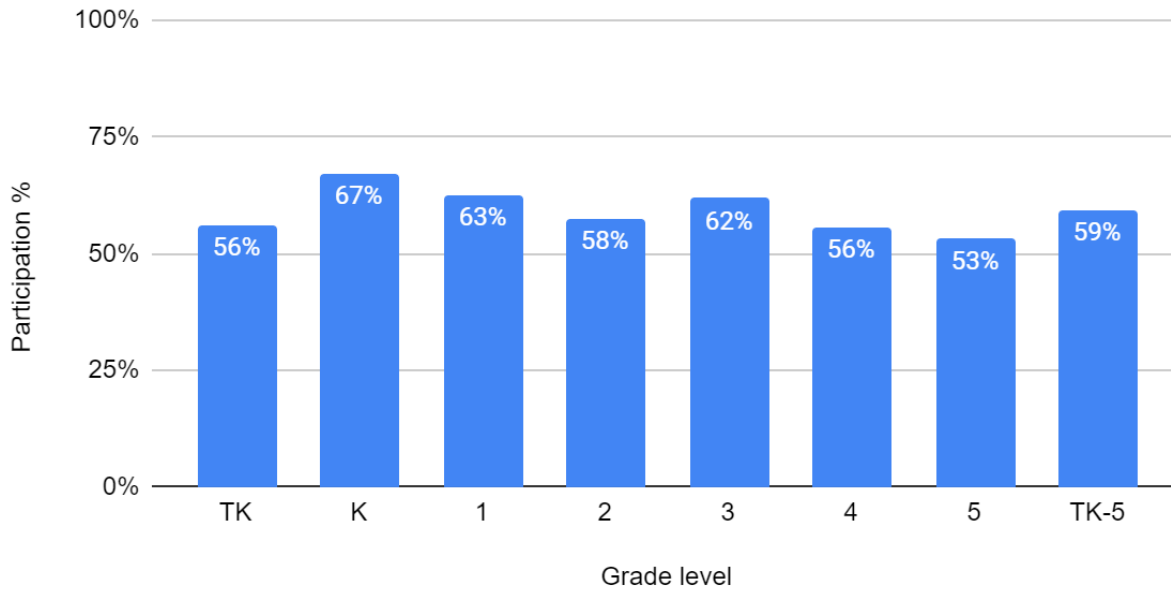
There have been marked improvements in language proficiency evidenced in English Language Proficiency Assessments for California (ELPAC) testing, as we have increased the percentage of scholars in levels 2-4 and decreased the percentage at level 1 from the 2018-19 school year through the 2020-21 school year. In 2018-19 we tested 88.3% of our scholars, and in 2020-21 we tested 97.7% of our scholars. Test scores have been embargoed, but will be shared once the state gives permission to share them.

2020-2021 Istation (K5) and Edgenuity (6-12)

End of the Year Benchmark Data (Istation and Edgenuity):

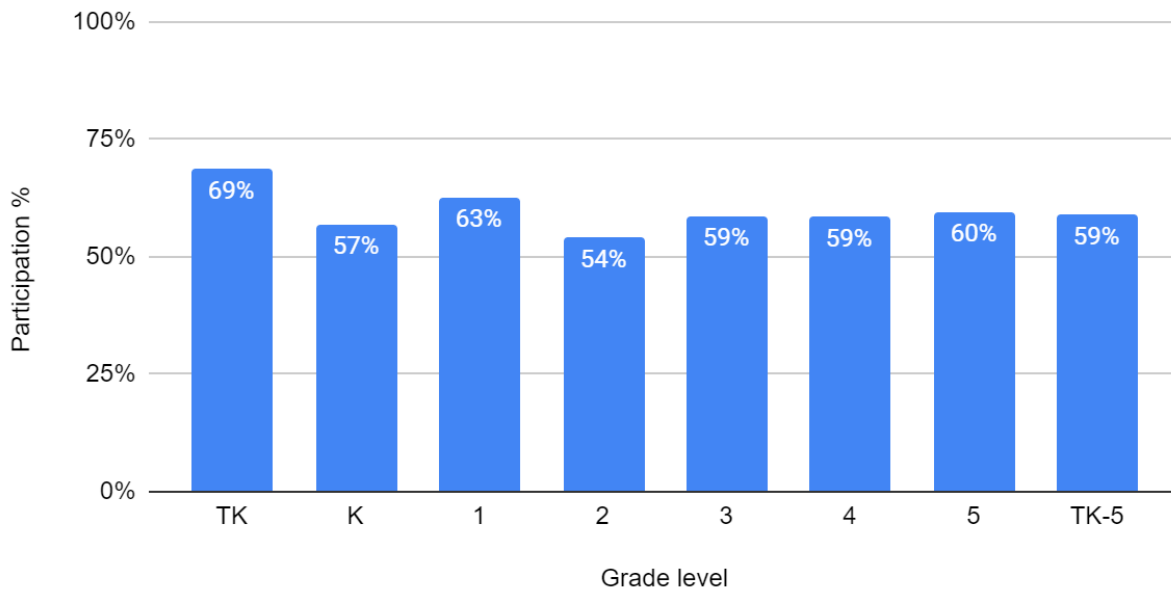
CCS Los Angeles Reading

Online & Options



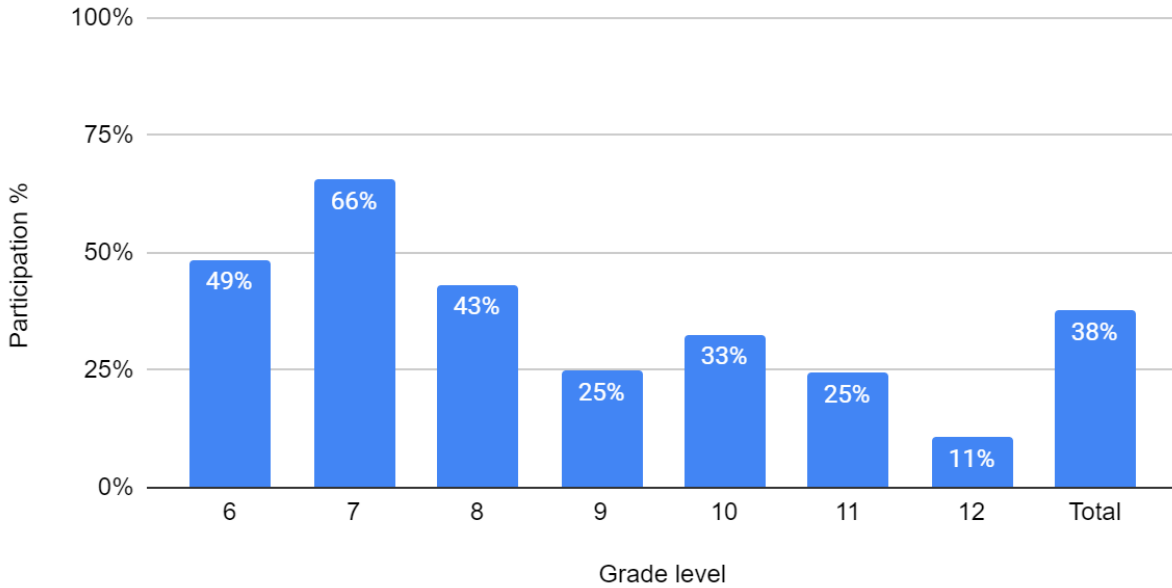
CCS Los Angeles Math

Online & Options



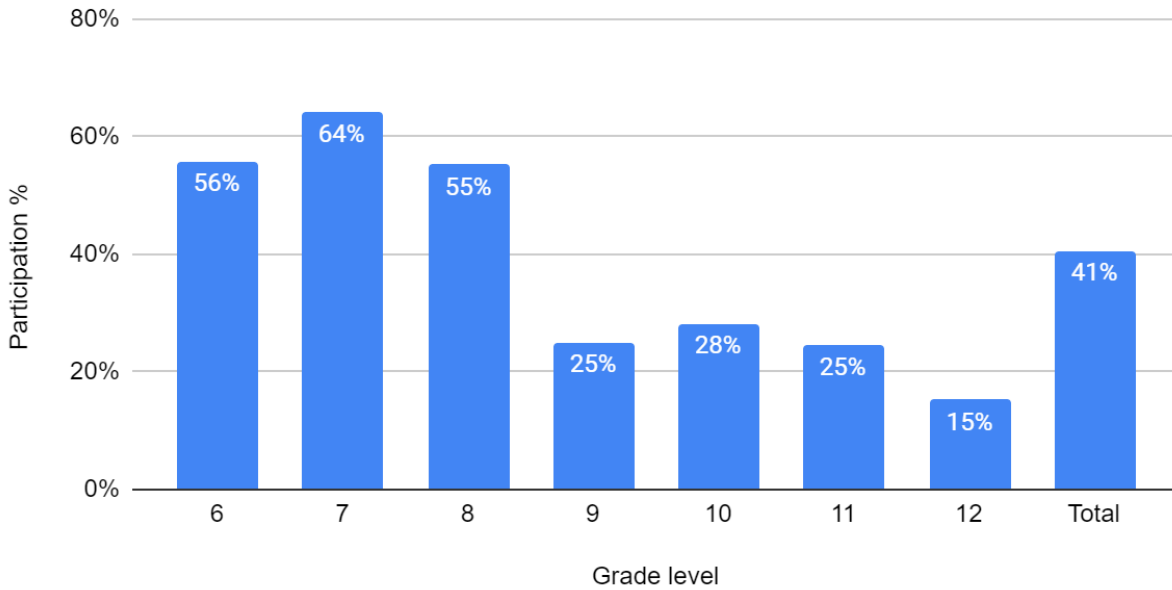
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Online & Options



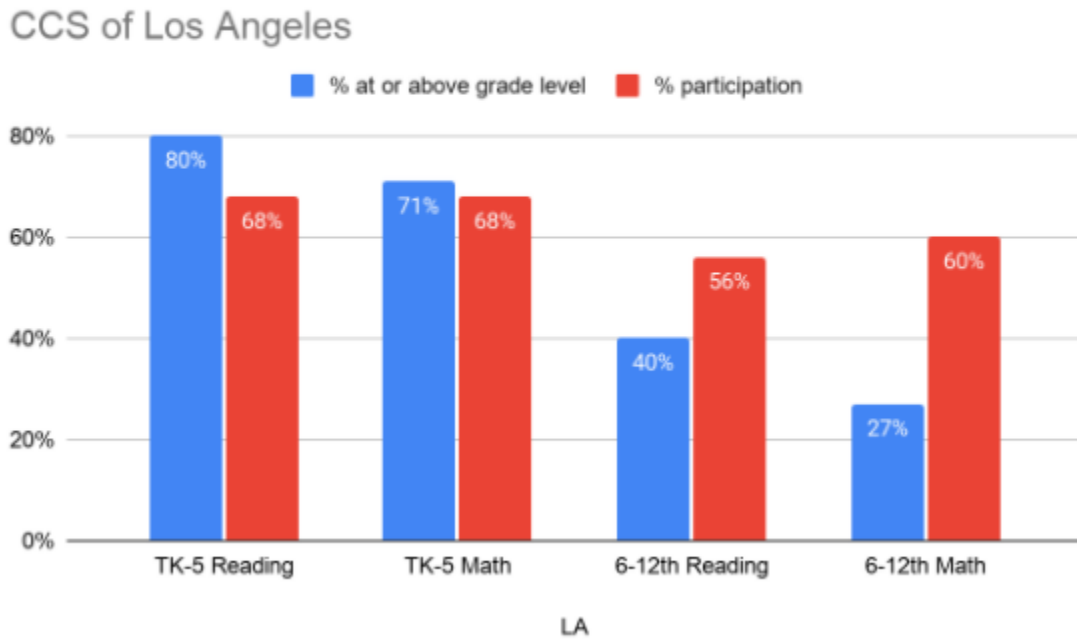
CCS Los Angeles Math

Online & Options



Mid-Year Benchmark Data (Istation and Edgenuity):

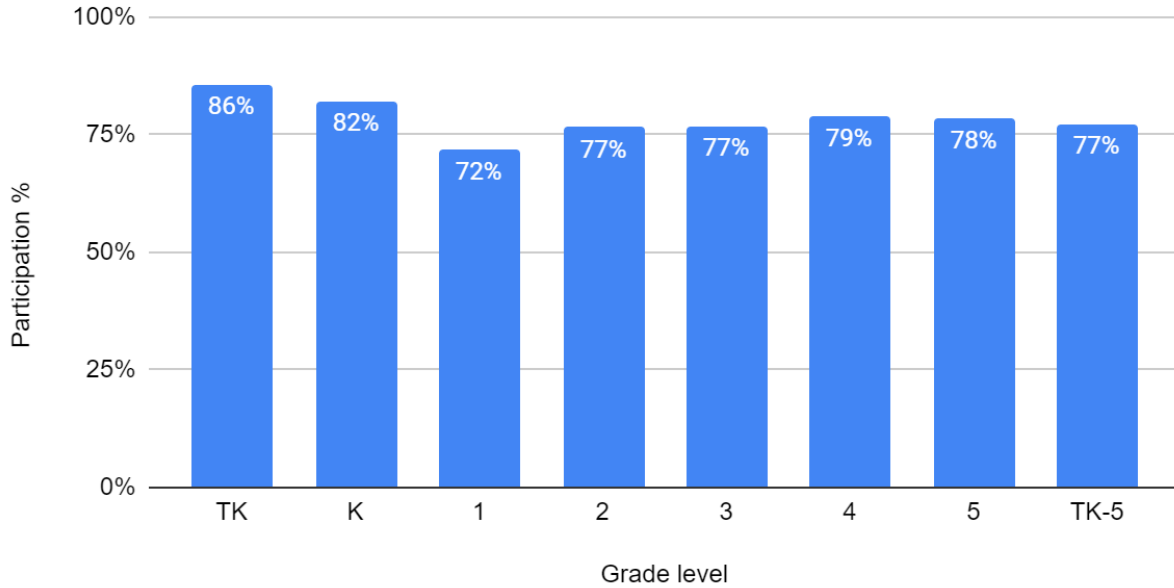
CCS of Los Angeles: Benchmark Assessment
February/MOY Results



Initial Benchmark Data (Istation and Edgenuity):

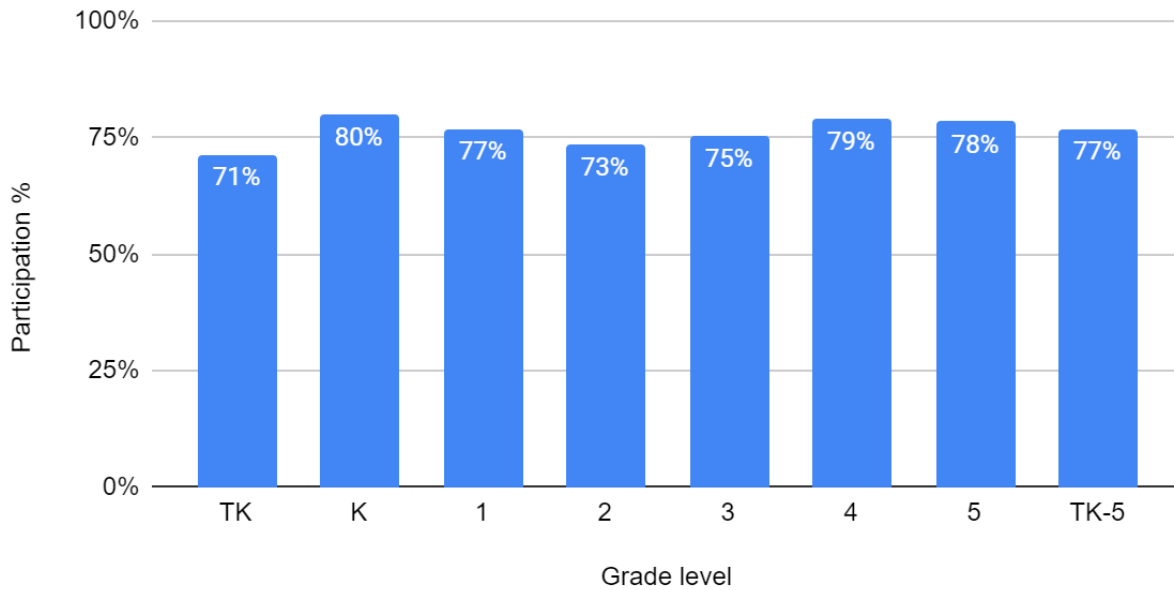
CCS Los Angeles Reading

Online & Options



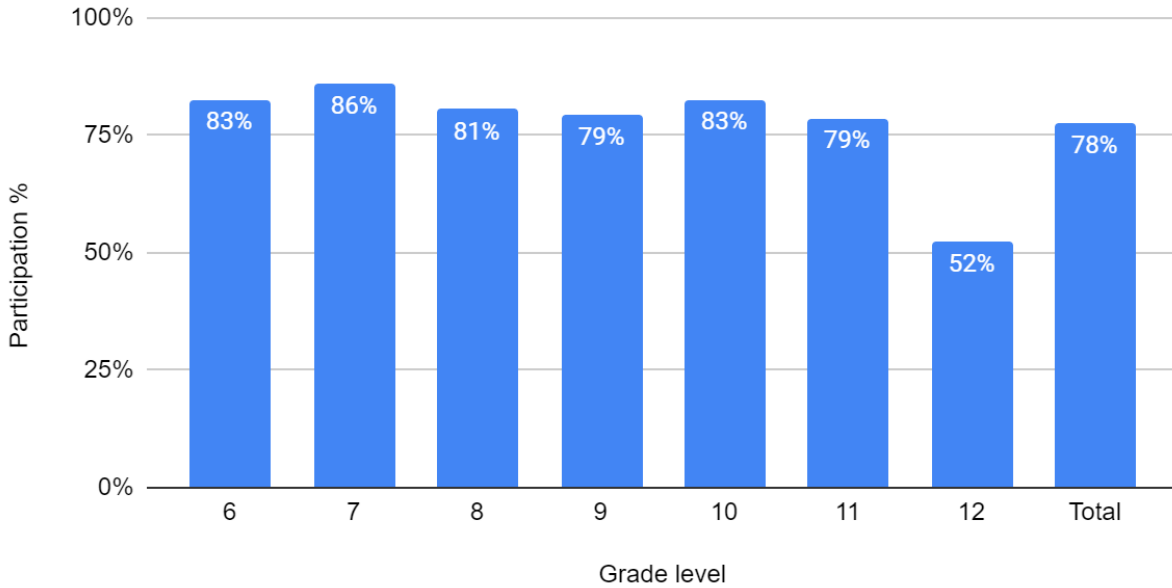
CCS Los Angeles Math

Online & Options



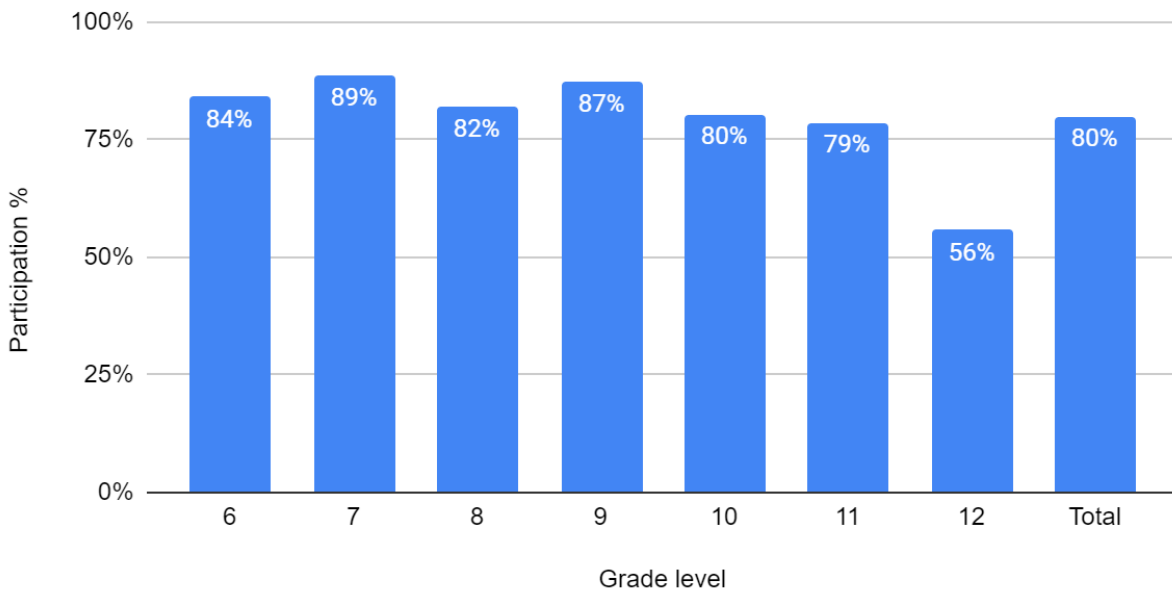
CCS Los Angeles Reading

Online & Options



CCS Los Angeles Math

Online & Options



Counseling

Compass Charter Schools of Los Angeles (Compass) has six counselors assigned to scholars in grades 6-12 as well as a college career readiness counselor. The school counselors are vital

members of the educational team to maximize scholar success. Through the delivery of a comprehensive school counseling program, the counselors support scholars with intervention strategies, managing emotions and applying interpersonal skills. Each counselor meets with scholars' in their caseload individually to provide academic scholar planning, goal setting and social emotional support. In addition, counselors deliver curriculum lessons, small groups and workshops aligned with scholar success standards weekly for grades 4-12 and provide short-term counseling for our at-risk scholar population. The college career readiness counselor assists scholars on college and career exploration, concurrent enrollment within the community college system, work/entertainment permits, college applications, FAFSA and scholarship opportunities. Each counselor collaborates with families, teachers, and administrators to support the success of each scholar.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Operations Department

During the 2019-20 school year, Compass Charter Schools of Los Angeles (Compass) began to experience an increase in enrollment. In order to facilitate this increase and ensure we remained within state and district regulations, the Operations Department added the Records Clerk position. This role supported the organization by promptly collecting and maintaining educational data for scholars. To expand, the department has experienced an increased rate in collecting outstanding records and fulfilling requests. The school policy indicates five business days to process records and 10 business days to compile transcripts, Compass has been able to reduce the processing time and fulfill the request prior to these deadlines.

In the 2020-21 school year, the Operations Department organized the integration from Strong Mind, their current Student Information System (SIS) to the School Pathways SIS. This included an import of data, scholar records, and re-organization of historical information. The goal was to consolidate our data storage and house all scholar information in one system. All staff were trained and granted appropriate permissions during their virtual training all throughout August 2020.

Administrative & Faculty Changes

Compass Charter Schools of Los Angeles (Compass) has experienced some steady changes and growth when it comes to staffing. In the 2019-20 school year, we had 191 staff members and that number slowly increased to 207 staff members during the 2020-21 school year and is set to continue growing at a steady pace for the next several school years. This increase in staff

(certificated and classified) is directly related to an increase in the number of scholars enrolled. Additionally, this growth has led to hiring more support for supervising teachers (STs) to maximize our attendance and increase scholar participation.

Increase in Professional Development opportunities provided to staff include conferences. Our main professional development conference is the Annual All-Staff Retreat during the month of August for all new and returning staff. This conference provides an opportunity to share best practices, prepare staff for the up-coming school year, implement new systems, and focus on team building.

Financial Services

The work of the Financial Services Department is managed by the Chief Operating Officer (COO) and the Finance Coordinator in partnership with our back office provider CSMC. The Finance Coordinator is primarily responsible for executing the daily financial activities that are in compliance with the school and state standards. Working with the COO, the Finance Coordinator is responsible for all accounts payables and accounts receivables, ensuring payments are made on time, and managing reconciliation of Compass Charter Schools of Los Angeles (Compass) credit cards, as well as reconciliation of all deposits. The Finance Coordinator also helps develop strategies that assist in accomplishing the financial objectives of the school. The COO received COB designation on May 13, 2019, which provides competencies needed to successfully run the “Business” of Compass Charter Schools.

Realignment of the Financial Services Division now includes the Information Technology (IT) Department.

Enrollment Department

During the 2020-21 school year, Compass Charter Schools of Los Angeles (Compass) implemented the School Pathways Student Information System (SIS) and an online enrollment application. This enhancement allowed the Enrollment Specialists to minimize time processing applications, as well as time spent by the main office staff in handling mail. Within the School Pathways SIS, we built an Enrollment Workflow that keeps the Enrollment Specialists informed of new prospective scholars and keeps track of where they are in the process so that no scholar slips through the cracks. The workflows have allowed for fewer errors, which contributed to a clean audit.

Also during the 2020-21 school year, our Compliance Coordinator, who served as our McKinney-Vento Liaison updated the McKinney-Vento and Foster Youth identification and verification process. The Enrollment Specialist can 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.

Academic Services Support Services

During the 2019-20 school year, Compass Charter Schools of Los Angeles (Compass) used Istation for diagnostic/benchmark assessments for elementary scholars and Edgenuity for diagnostic/benchmark assessments for middle and high school scholars. Like Istation, Edgenuity offers supporting instruction for scholars based on their level of achievement on the assessments. Compass utilized Edgenuity's Individualized Learning Paths (ILPs) for each scholar. ILPs are courses targeted at each scholar's achievement level for math and reading, based on their placement assessment score. Our tutors worked with scholars to support their learning, using Edgenuity ILPs to guide instruction. Scholars were also encouraged to access their ILPs each week and complete their learning target in order to get more exposure, ultimately closing their skill gaps.

In the 2019-20 School year, Compass became an approved Certified Advancement Via Individual Determination (AVID) Site.

- The program supports a school-wide culture built on College and Career readiness by engaging scholars in academic rigor as well as college and career exploration opportunities. In this regard, the AVID Program has developed several opportunities for our scholars such as weekly guest speakers, AVID Field Trips, College and Career Exploration Projects, weekly articles and quarterly newsletters.
- In addition, all instructional staff attended the AVID Digital XP Conference in August 2020.

In 2020-21, a testing task force was set up to evaluate, audit, and review internal benchmark assessments with specific, agreed upon criteria, to meet the "verified data" definition under AB 1505. Our final recommendation was to pursue STAR Renaissance for grades K-12 for the 2021-22 school year. Scholars are assessed three times annually, with an initial, mid-year, and final end-of-year diagnostic. The initial diagnostic data is used to provide targeted intervention for scholars identified as needing tier 2 or tier 3 support. Under our Multi-Tiered System of Supports (MTSS) framework, our tutors host weekly small group sessions (grouped by grade level) for math and reading. As part of the Renaissance suite, Freckle is being used by the tutors as curriculum to focus on strengthening skills necessary for accessing grade level curriculum.

Our English Learner (EL) population has changed significantly from year to year: 29 in 2019-20, and 79 in 2020-21. In the past, our EL scholars have been supported directly by their supervising teachers (STs) within their courses. However, with the increase of our EL population, we recognized that the support the STs were able to provide directly was not going to be sufficient. This demonstrated the increasing need to have support beyond the individual STs. Due to this realization, in the 2019-20 school year, we created a new position, the EL Coordinator. This coordinator reviews platforms to best assist with English Language Acquisition to improve our EL goals to reclassify or Reclassified Fluent English Proficient (RFEP). In the 2019-20 school year,

ELs were assigned ILPs as interventions to close skill gaps based on diagnostic testing. In the 2020-21 school year, we reshaped our department and offered live tutoring support for EL scholars to help with additional English language development and in preparation for the Summative English Language Proficiency Assessment for California (ELPAC). To provide support for our scholars identified as English learners (ELs), Compass provided Lexia, a research-based, targeted English Language Development (ELD) online curriculum which resulted in measurable growth among this scholar group. We also implemented Listenwise literacy and language support during our live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for ELs. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing. Resources continue to be built out to support our STs in providing integrated instruction.

Online Learning Program

During Fall 2019, Compass Charter Schools of Los Angeles (Compass) organized a curriculum review committee to review the current StrongMind online curriculum and three other online curriculum providers to ensure that Compass provided the most appropriate curriculum to meet scholar needs. The committee met with various curriculum providers, engaged in the curriculum with demonstration accounts, and used a standardized evaluation rubric to score each curriculum. The review committee evaluation scores determined that Accelerate Education online curriculum would best meet scholar needs. In addition to the review committee, two elementary school online supervising teachers (STs) piloted Accelerate Education online curriculum with their scholars to determine best practices and customization to personalize learning.

To increase learning coaches (parents or legal guardians) learning and understanding regarding the new curriculum that would be implemented during the 2020-21 school year, starting in March, 2020 multiple informational sessions were held. These sessions provided learning coaches and scholars with information pertaining to the choice to change online curriculum, the benefits to scholars, and how to navigate the system to best support learning needs.

STs held Parent/Teacher conferences (PTC) twice a year, once in the fall and once in the spring, to review scholar progress and set/review goals. In addition to progress discussions during PTCs, in order to provide further communication regarding scholar academic performance and proficiency, the Online Coordinators sent “at risk of failing” notices to all scholars who were at risk of not earning 70% or higher in one or more of their core content courses in the middle of the fall and spring semesters.

During each semester, STs participated in an in-service day where they attended various training sessions that targeted research-based instructional strategies to best support learner needs. These sessions also focused on specific strategies to support scholar groups with specific learning needs.

During the 2020-21 school year, the Online Learning grade span teams were supported by a

Charter Principal to provide support with the implementation of the new online curriculum. The Online Learning Department adopted and implemented Accelerate Education as the new online curriculum and learning management system (LMS) for online scholars in grades K-12. STs and staff were trained on utilizing this new LMS and additional resources for on-demand training were provided on the Online Department Guide Site. This new curriculum provided an opportunity to further personalize learning and increase academic achievement by enabling STs to add asynchronous lessons, assignments, and assessments to scaffold needed academic supports.

To target synchronous instruction and scholar engagement, the Online Learning Department started using the Zoom platform to host live instructional sessions. These live sessions included core content Learning Labs, small group instruction, and one on one support sessions. By using this platform, STs provided engaging live instruction that used research-based strategies to increase academic achievement.

The Online Learning Department continued to hold PTCs twice a year, once in the fall and once in the spring, to create scholar-centered plans. These plans included learning goals that followed Advancement Via Individual Determination (AVID) goal setting strategies. During these conferences, STs and learning coaches discussed benchmark assessment scores and academic progress and barriers to learning in order to support the scholar. In addition to progress discussions during PTCs, in order to provide further communication regarding scholar academic performance and proficiency, the Charter Principals sent “at risk of failing” notices to all scholars who were at risk of failing one or more of their core content courses in the middle of the fall and spring semesters.

During the 2020-21 school year, the Wildly Important Goal (WIG) - 100% of eligible scholars will graduate by June 2021 - was a schoolwide initiative and lead and lag measures were put in place for each department so progress could 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. The lead measures reported by the Online Learning Department included monitoring scholar attendance rates, scholars on pace in online courses throughout the semesters, and scholars showing passing grades in all core content courses.

Within the Academic Division, our Professional Learning Communities (PLCs) continually reflected and shared best practices and strategies within their PLC teams to introduce this data driven practice to leverage tier 1 interventions that would be further implemented and revised for the 2021-22 school year.

Options Learning Program

In the 2019-20 school year, our Options Department began developing and piloting the Personalized Learning Plan (PLP). This shared google sheet between the supervising teacher (ST) and the learning coach (parent or legal guardian) was a communication tool to help track scholar progress for all enrolled courses for each learning period (LP). STs continued to hold bi-

monthly connection meetings with their learning coaches and scholars to review scholar work, discuss learning, and provide tools and guidance to the learning coaches as needed. At the end of first and third quarters, at-risk notices were sent to all learning coaches of scholars that were in danger of failing courses to provide ample time for grade improvement. STs are provided opportunities for professional development in their team meetings, as well as schoolwide, based on needs, via allocated Professional Development (PD) funds.

In the 2020-21 school year, our Options Learning and Online Learning departments merged together and the school was reorganized by charters. Our Options Advisory Committee helped refine the PLP further and it was fully implemented by all Options STs. The PLP remained a communication tool to help guide the bi-monthly connection meetings with the learning coaches and ST, as well as using it for a resource for the family with various important school related links to the CA state standards, school calendar, and their counselor's contact information, to name a few. At the end of first and third quarters, at-risk notices were sent to all learning coaches of scholars that were in danger of failing courses to provide ample time for grade improvement. We implemented the Schoolwide Wildly Important Goal (WIG) - 100% of eligible scholars will graduate by June 2021. Our Options Department's lead measures were tracking our bi-monthly connection meetings for each LP and were shared on our compelling scoreboard. By focusing on one schoolwide WIG, we have increased our collaboration cross-departmentally, and all worked together on a common goal, to positively impact scholar achievement. Options STs implemented Professional Learning Communities (PLCs) to discuss research based strategies and best practices to positively impact our Options scholars' achievement. Our Options STs provided scenario-based end-of-the-year report card connection meetings to ensure alignment between the ST and learning coaches when discussing final grades for report cards.

Special Education Services

Our scholar population with Individualized Education Plans (IEPs) has increased annually. In the second part of the 2019-2020 school year, we added a Special Education (SPED) Coordinator to the department. The goal was to allow the SPED Director to focus on more global items, while the Coordinator could provide direct support to the Educational Specialists serving the scholar.

Our SPED Director went out on leave and did not return for the 2020-21 school year. The Coordinator became our Interim Director. However, we did tap into the resources and training provided by the El Dorado Special Education Local Plan Area (SELPA). We ensured that Principals and Assistant Principals were trained to serve as the Local Education Agency (LEA) administrator during IEP meetings. This freed up the Interim Director to provide 1:1 support for each Education Specialist to better support scholars' needs. Additionally, we adopted several subscriptions for use during Specialized Academic Instruction (SAI) time. During winter break, we found a new SPED director who was able to further fine tune the supports and track scholar achievement. As our population of scholars with IEPs continued to increase, we added additional staff members and began focusing on expanding our roster of Non-public Agency (NPA) providers, as we experienced an increase in the number of scholars who required not just

our typical virtual services, but some in-person services as well.

Counseling Services

During the 2019-20 school year, counselors invested in fostering social emotional learning (SEL) at the elementary, middle and high school levels within our counseling learning labs and Multi-Tiered System of Supports (MTSS) small groups. The delivery of the SEL curriculum focused on supporting all scholars to better understand their emotions and demonstrate empathy for others. In addition, counselors responded to the crisis of the pandemic by providing direct counseling services during this phase through crisis interventions as well as providing school and community resources. Also, two Career Technical Education (CTE) pathways were piloted under the Health Science and Medical Technology sector. The pathways focused on Patient Care with a career emphasis as a Nursing Assistant or Pharmacy Technician.

During the 2020-21 school year, counselors proactively supported the mental health needs of all scholars. 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 aren't as effective in treating the symptoms.

To foster a stronger college career readiness culture based on early college awareness, our counseling team adopted SCOIR, a cloud-based software that connects students, families, high schools, and colleges for a better admissions experience. This tool has expanded collegiate access and improved scholar outcomes with post high school planning, which includes advisement from the College & Career Readiness Counselor on aptitude based career assessments, exploring strengths, career aspirations, college majors, and college affordability planning. Through SCOIR, the Counseling Department has also expanded scholars' access to college representatives through virtual college visits from universities across the nation. The

counselors continue to provide monthly college and career readiness presentations to parents, scholars and staff through our College Career Success Cafe.

In addition, the Counseling Department has increased collaborative efforts (Counselors, College Career Readiness Counselor, Scholars) to expand our concurrent enrollment in community college courses. Counseling sessions have focused on supporting scholars in advancing, preparing, and participating in rigorous academic college coursework that has resulted in connecting to scholars college and career aspirations/goals.

Counselors are helping to bridge the gap between scholars and community resources and ensure the developmental needs of scholars are being met. In addition to mental health and SEL support, this departmental structural change will support our program in maintaining a 250-1 student-to-school counselor ratio recommended by the American School Counseling Association.

Engagement Department

During the 2019-20 school year, Compass Charter Schools of Los Angeles (Compass) launched the Learning Coach (parents or legal guardians) Academy in January with four cohorts, each lasting 10 weeks. Sessions for Learning Coach Academy were delivered on-demand. We offered a lot of engagement activities for scholars and families such as Back to School Picnics, San Diego Zoo, Taylor Guitars Tour, Oasis Camel Dairy, Natural History Museum, The Getty, Fort Ross, Amazon Warehouse Tour, and many more. In regards to scholar recognition, we awarded Scholar of the Month for all months, Firebirds of the Year, Perfect Attendance for each learning period, Perfect Attendance for the year, Most Improved Attendance, Core Values (ARTIC) awards, Excellent Participation in Learning Labs, and Excellent Parent Participation awards. We celebrated our scholars at virtual ceremonies for 12th grade graduation, 8th grade promotion, 5th grade culmination, and Kindergarten celebration.

We launched 21 Scholar Clubs for the 2019-20 school year such as a Minecraft Club, Arts & Crafts Clubs (One for Elementary School and another for Middle and High School), LEGO Club and more! Our National Honor Society program had six active scholars participating in the program. As previously mentioned, we have offered a plethora of field trips that included a few community service opportunities. Due to COVID-19 the Engagement Team initially attempted to reschedule affected field trips but ultimately had to cancel all in-person engagement activities for the remainder of the school year. Instead we expanded our virtual field trip offerings and added in virtual scholar workshops such as Innovation Generation, Aerospace Innovation, Scholar Social Hours, a 3-part series from Disney about imagineering, Virtual Scavenger Hunt, a 3-part series from Pixar and much more! Additionally, we compiled and regularly updated a list of resources for enrichment options (<https://www.smores.com/fhw7b>)

During the 2020-21 school year, the Compass Engagement Department launched 25 virtual

scholar clubs, offering a wide variety of subjects areas including Awesome Elementary Artists Club, Adulging 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 228 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 Engagement Department facilitated two cohorts of Learning Coach 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, and the delay in 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 faced was that we had 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 35 scholar nominations. Perfect Attendance awards were processed for each learning period. Our Honor Roll consisted of 348 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 like “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 invited to show their Compass spirit by showing off their outfits during dress-up days highlighting our focus on the Great Kindness Challenge using themes like “Kindness Rocks: Dress Like a Rockstar” and “Team Kindness: Wear your Favorite Sports Uniform.” 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 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.

Information Technology (IT) Services

Since the implementation of the ZoHo helpdesk, Compass Charter Schools of Los Angeles (Compass) has been able to create a growing number of self-help articles for our staff and scholars which has reduced our ticket numbers and our time to resolve issues. We continue to create articles and use the data from Zoho to best serve our scholars.

The IT Department released ClassLink to staff and scholars in the spring of 2020. ClassLink provides single sign-on into web and Windows applications for our scholars. Compass uses this as our central place to access everything we offer to our staff and scholars. This has streamlined the way we deliver applications to our scholars and allows us to only provide what the scholars need and are using.

The IT department has worked collaboratively with other departments to implement an internal website that outlines our processes and provides information to new and existing staff on the proper way to accomplish tasks. This is an evolving site that requires regular review and updates especially with the changing legislature during these challenging times.

ClassLink is now being used by all three charter schools and we are beginning to use the analytics offered to determine where changes need to be made in our offerings. The analytics help us see what is and isn't being used which allows us to make the most of our budget and service our scholars according to their needs.

The new vendor we are using, EDTech 101 to supply computers to our staff and scholars has been working extremely well. Even during the times of electronic shortages, they were able to keep us supplied with our demands and needs for our staff and scholars, even handling special requests for one-off items that no other company was able to supply. We will be continuing to work with them in the future.

Compass maintains our website in house and performs scheduled updates and ensures all relevant content about the school, staff, and program offerings is up to date. Recently there have been a number of changes and legislation that have passed, and the IT department works closely with all other departments within the organization to ensure changes are made in a timely manner to remain transparent to the public.

III: Engagement of Educational Partners in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
 - **How were educational partners involved in developing the schoolwide action plan/SPSA?**
 - **How were educational partners involved in implementing and monitoring the schoolwide action plan/SPSA?**
 - **How were educational partners involved in the preparation of the progress report?**

The Compass Charter Schools of Los Angeles' (Compass) Educational Partners (Board of Directors, Staff, Learning Coaches (parents or legal guardians), and scholars) provided feedback on the state of the school and ranked goals based on priorities. The leadership team creates the initial action plan, which is determined based on overall feedback and evaluations from all educational partners. The Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) review and share suggestions on overall responses and initial action plan. The Board of Directors reviews and approves the final action plan at a regularly scheduled meeting.

The leadership team implements and monitors the action plan throughout the school year. The PAC and SAC review and share suggestions on the current action plan. Priorities and goals are monitored based on feedback and evaluations. The Board of Directors is provided updates on the action plan at the regularly scheduled meetings in September, November, January, March, and June. Compass Educational partners then come together at the end of the school year to evaluate and share suggestions on modifications to the action plan.

The leadership team collaborated with appropriate staff members to collect and compile the most accurate and up to date information. Administration worked individually and corporately to provide information that clearly communicates our current progress. The cabinet and project administrator reviewed the progress report to ensure accuracy and fluidity.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**
- **Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Below is the School Wide Action Plan submitted for Compass Charter Schools of Los Angeles

School Wide Action Plan

Action Plan #1 - Increase reclassification of English Language Learners by 10%

Rationale of Critical Need: When English Language Learners are reclassified it means they have demonstrated that they are able to compete effectively with their English-speaking peers. Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because more scholars will have mastered English Language Arts standards.

School Wide Learner Outcome Addressed:

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

Growth/ Targets Measurable Outcomes				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars that qualify for reclassification	1 Fresno; 1 LA	2 Fresno; 0 LA	0 Fresno; 2 LA	1 Fresno 3 LA
Percentage of EL scholars who completed Language Arts	33 % Fresno; 100 % LA This is from those that tested CELDT	66% Fresno (33% w/d in Nov); -- LA	100% Fresno; 81% LA	100% Fresno 89% LA
Percentage of EL scholars who passed Language Arts courses	100% Fresno; 100% LA Of those that completed the course	100% Fresno; -- LA Of those that completed the course	100% Fresno; 100% LA Of those that completed the course	100% Fresno 100% LA
Number of EL scholar participating in SBAC testing	100% Fresno; 0% LA Of those eligible to test	100% Fresno; 50% LA Of those eligible to test	50% Fresno; 70% LA Of those eligible to test	60% Fresno 80% LA
Action Steps	Evidence	Responsible Party	Timeline	

<p>EL scholars receive targeted support in all areas, if needed.</p>	<ul style="list-style-type: none"> • Early identification • Timely IEPs if necessary • Communication with families • Live streaming • Small group instruction • Scholar engagement • Small Group Instruction as part of MTSS framework 	<ul style="list-style-type: none"> • Scholar Success Coordinator • Counselors • Teachers 	<p>Ongoing</p>
<p>See growth in scholar subgroups</p>	<ul style="list-style-type: none"> • Scholars that qualify for RFEP • SBAC scores • Internal Assessment scores • Course progression charts • Small group instruction • Study Island usage • worksheets/lessons 	<ul style="list-style-type: none"> • Assessment Coordinator • Academic Coordinators • Academic Directors • Teachers 	<p>Annually</p>
<p>Move scholars from Nearly Meeting Standards to Meeting Standards</p>	<ul style="list-style-type: none"> • Internal assessment reports • Report cards • Course progression charts 	<ul style="list-style-type: none"> • Academic Coordinators • Academic Directors • Teachers 	<p>Ongoing</p>
<p>Analyze EL scholar test results from CAASPP, reading assessments, and</p>	<ul style="list-style-type: none"> • CAASPP test scores • Reading assessment scores • Internal diagnostics ELA 	<ul style="list-style-type: none"> • Teachers • Coordinators • ELAC (EL Advisory Committee) 	<p>August and ongoing</p>
<p>Increase Professional Development opportunities for staff on English Language Acquisition</p>	<ul style="list-style-type: none"> • Internal in-services • PD opportunities shard out to staff • Anecdotal data 	<ul style="list-style-type: none"> • Teachers • Counselors • Third Party Tutoring 	<p>Ongoing</p>

Action Plan #2 - Increase math proficiency by 5% as measured by various assessments and standardized test

Rationale of Critical Need: CAASPP and internal diagnostics data indicate gaps in math skills. Scholars are underperforming in the area of math. Determining how to help virtual scholars be successful at math is a challenging task that Compass has been working on for several years. Graduates heading to college or beginning their careers need to know how to apply mathematical concepts and how to solve real world problems, so we need to develop and continuously improve plans to ensure our scholars are successful in math.

School Wide Learner Outcome Addressed:

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

Growth/ Targets Measurable Outcomes				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars who have scored Met or Exceeded standards on the SBAC math test.	13% Fresno 33% LA	18.5%Fresno 17.3% LA	13.6% Fresno 18.3% LA	(5% +)
Number of scholars who have scored Not Met on the SBAC math test.	54%Fresno 43% LA	57.4%Fresno 50%LA	52.2% Fresno 53.1% LA	(% -)

Number of scholars that perform at or above grade level on internal diagnostic assessment	--	43.5% Fresno 44.8% LA	41.9% Fresno 32.2 % LA	(5% +)
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Action Steps	Evidence	Responsible Party	Timeline
Increase Math Proficiency	<ul style="list-style-type: none"> Internal Assessment score reports Number of live math sessions Small group instruction Professional development SBAC scores Math scholars on track Selection of math courses taken Learn Pop participation 	<ul style="list-style-type: none"> Teachers Academic Coordinators Academic Directors 	Ongoing
Move scholars from Nearly Meeting Standards to Meeting Standards	<ul style="list-style-type: none"> I-Ready assessment reports Report cards Course progression charts 	<ul style="list-style-type: none"> Teachers Academic Coordinators Academic Directors 	
	<ul style="list-style-type: none"> SBAC scores Success Academy Small instructional groups Flexible 		

	instructional groups • Learning Lab sessions		
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Action Plan #3 - Compass Charter Schools will increase the academic knowledge skill set of LC/parent so that the LC/parent is able to help their scholars be academically successful in the home setting by improving their teaching/coaching skills and increasing parent and scholar engagement.

Rationale of Critical Need: Parents of scholars in virtual schools require a higher level of involvement in their scholar’s educational activities. Compass Charter Schools will provide them with trainings that will help to increase their knowledge of study skills, virtual learning, teaching methods, educational technology, assessment, curriculum, and college and career planning. By providing parent trainings, parent - scholar engagement and academic growth will improve. Our LCAP goal is to increase engagement as well.

School Wide Learner Outcome Addressed:

Effective Communicators

Collaboratively Minded

Action Steps	Evidence	Responsible Party	Timeline
Provide parents training on how to help their child be successful learners.	<ul style="list-style-type: none"> • Coach’s Corner webinar • Targeted blogs • Goal setting with scholars at PTC and check-ins 	<ul style="list-style-type: none"> • Engagement Team • Teachers • PL Admin Assistant 	Monthly

Plan round-table discussions	<ul style="list-style-type: none"> • Attendance of participants at round-table. • Increasing attendance 	<ul style="list-style-type: none"> • Teachers 	Monthly
Translate all pertinent communication documents into Spanish or other necessary languages	<ul style="list-style-type: none"> • Parent letters • Report cards • School information • Website information 	<ul style="list-style-type: none"> • Team Office Staff 	Ongoing
Providing parents communication and insight on educational activities and resources that they can use at home	<ul style="list-style-type: none"> • Weekly bulletin updates • Parent Square messaging system • School website • Quarterly newsletters 	<ul style="list-style-type: none"> • Admin team • Add academic departments 	Ongoing
Parents and students will be provided with college & career readiness presentations throughout the school year	<ul style="list-style-type: none"> • Schedule of workshops by counseling team • PD opportunities shard out to staff • Anecdotal data 	<ul style="list-style-type: none"> • Counseling Team 	Counselor led parent meeting

Below are the updates on the goal mentioned in our School-wide Action Plan:

	GOAL	RESPONSIBLE PARTY	DONE	IN PROGRESS	NOT STARTED	GOAL PROGRESS UPDATE
1a	EL scholars receive targeted support in all areas, if needed.	Scholar Success Coordinator, Counselors,		x		In Fall of 2019-20, an English Language (EL) Support

		Teachers				Coordinator was hired to improve the prompt identification of incoming EL scholars and to further develop our designated and integrated ELD instruction. In 2020-21 we reshaped our department and offered live tutoring support for EL scholars to help with additional English language development and in preparation for the Summative English Language Proficiency Assessments for California (ELPAC). Resources continue to be built out to support our supervising teachers (STs) in providing integrated instruction. For our designated English Language Development (ELD), Compass Charter Schools of Los Angeles (Compass) adopted Lexia in 2020-21 as our new online curriculum to focus on language acquisition, development, and overall increasing scholar performance. Lexia supports EL scholars in developing academic language to support them in all subject areas and lead to overall academic success whilst improving ELPAC Summative scores.
1b	See growth in scholar subgroups	Assessment Coordinator, Academic Coordinators, Academic Directors, Teachers		x		EL subgroup: during the 2020-2021 school year- We continued to see growth in scholar groups with semester final grades. However, we are still continuing to implement this goal to show global growth in multiple assessments and areas of data.

1c	Move scholars from Nearly Meeting Standards to Meeting Standards	Academic Coordinators, Academic Directors, Teachers		x		Professional Learning Communities (PLCs) meetings were held throughout the 2020-21 school year and there was a focus on helping scholars improve academically. Instructional Coach positions were created with the intent to hire for the 2021-22 school year when they will work with our supervising teachers (STs) to improve instructional practices, to enhance scholar learning and increase academic achievement. The goal is for them to hold professional learning workshops for all STs to attend, as well as 1:1 coaching sessions to target areas of growth.
1d	Analyze EL scholar test results from CAASPP, reading assessments, and Increase Professional Development opportunities for staff on English Language Acquisition	Teachers, Coordinators, ELAC (EL Advisory Committee), Teachers, Counselors, Third Party Tutoring		x		California Assessment of Student Performance and Progress (CAASPP) results are analyzed immediately upon release, and supports are put in place to provide access to our English Language Learner (ELL) population, such as tutoring and English Language Development (ELD) curriculum (Lexia).
2a	Increase Math Proficiency	Teachers, Academic Coordinators, Academic Directors		x		Compass Charter Schools of Los Angeles (Compass) continues to address the goal to increase scholar math proficiency. There are plans for the 2021-22 school year for , the Staff Support Department and Academic Departments to collaborate to target math proficiency through weekly, synchronous instruction lessons and “Daily Dose of Math’ lessons that provide scholars the opportunity to practice foundational math

						<p>skills in all subject areas to increase proficiency in these identified skill gaps.</p> <p>In 2019-20 and 2020-21, through the Multi-Tiered System of Supports (MTSS) framework, scholars in need of tier 2 and 3 intervention for math are invited and encouraged to attend weekly math tutoring sessions that target skill gaps identified through benchmark assessments.</p> <p>Lastly, supervising teachers have continued to address math proficiency through tier 1 instructional support during live synchronous sessions and PLC collaboration</p>
2b	Move scholars from Nearly Meeting Standards to Meeting Standards	Teachers, Academic, Academic Coordinators, Academic Directors		x		<p>In 2020-21, we created job descriptions with the intent to hire Instructional Coaches for the 2021-22 school year. The plan is for these coaches to work with our supervising teachers (STs) to improve instructional practices, to enhance scholar learning and increase academic achievement. The Instructional Coaches will have several professional learning workshops for all STs to attend, as well as 1:1 coaching sessions to target areas of growth. We are also forming a new department, The Staff Support Team; the plan we created in 2020-21 will ensure that there are several professional learning sessions on Data Digs so STs can interact with their data and use the Tools for Teachers to close achievement gaps and ensure scholars are</p>

						mastering grade level standards, evidenced by CAASPP.
3a	Provide parents training on how to help their child be successful learners	Engagement Team, Teachers, PL Admin Assistant		x		In 2020-21, we saw the need to plan for the following year by adding to our Engagement team and specifically adding someone to specialize in orienting families and scholars. The plan for the 2021-22 school year is to have additional offerings that will include Weeks of Welcome (WOW) and Learning Coach Academy. Weeks of Welcome will include orientations, department open houses, and social hours for two weeks prior to the start of the 2021-22 school year. Learning Coach Academy continues to provide targeted sessions that cover relevant topics to better support learning coaches as they support their scholars. If all goes as planned, we will have a weekly orientation program to create regular onboarding for incoming families. This will also include hosting a mini-WOW for scholars that start semester 2.
3b	Plan round-table discussions	Teachers		x		Collaborative sessions have been scheduled by the teachers and instructional coaches, as they share best practices to improve live instruction. 'Teacher Talks' and Instructional coaching sessions are on-going so teachers have an opportunity to reflect and share ideas with colleagues.

3c	Translate all pertinent communication documents into Spanish or other necessary languages	Team Office Staff		x		In the 2020-21, a translation committee was created by a group of bilingual supervising teachers (STs) who created a process for ensuring all pertinent communication documents were translated into Spanish and reviewed for accuracy. In 2020-21, we noted the need for a dedicated translation team, and we hope, in 21/22, to partner with Alboum Translation Services to translate all major documents, while ParentSquare already allows translations to support all areas of general communication needs - we will continue to ensure that staff have access to Parentsquare and are aware of this feature.
3d	Providing parents communication and insight on educational activities and resources that they can use at home	Admin Team, Academic Departments	x			Both academic programs hold connection meetings and use a personalized learning plan to provide communication and insight regarding scholar academic progress and provide additional resources and share educational activities that families can utilize to further support scholar learning.
3e	Parents and students will be provided with college & career readiness presentations throughout the school year	Counseling team	x			Learning coaches (parents or legal guardians) and scholars are provided presentations through our monthly College Career Success Cafe and video logs (VLOG). The VLOG recordings on various college career readiness topics are posted in the MMU and housed in our Counseling Virtual Office.

Evidence:

- **Academic Program evidence**
 - [Online Learning 2019-20 Year End Data and Review](#)
 - [Fall 2019 In-service Agenda](#)
 - [Spring 2020 In-service Agenda](#)
 - [CCS of Los Angeles Year End Data and Review June 2021](#)
 - [Online Parent/Teacher Conference Template](#)
 - [Accelerate Education Parent Info Session: The Who, What, When, Where, and Why](#)
 - [Accelerate Education Training Resources Guide Site](#)
 - [Options Personalized Learning Plan 2020-21](#)
- **Academic Support**
 - [Academic Support Guidesite](#)
 - [ELD Rollout](#)
 - [Lexia Core 5 Training](#)
 - [Lexia PowerUp Training](#)
 - **EL Parent Information night (hosted in both [Eng](#) and [Span](#))**
 - [Data Coaching- Core5 and Power Up slide deck](#)
 - [Instructional Materials Training slide deck](#)
 - [EL Program Overview 20/21](#)
 - [EL Program Overview 21/22](#)
 - [EL Tutoring Schedule](#)
 - **Scholar Subscriptions ([Online](#) and [Options](#))**
 - [2021-2022 2021-2022 MTSS Data Headquarters- FOR INTERNAL CCS USE ONLY](#)
 - [21/22 Tutoring Schedule](#)
 - [Tutoring FAQ](#)
 - [Tiers Form and ASIT FAQ](#)
 - [MTSS Super Resource File](#)
- **Counseling Services Department**
 - Counseling Virtual Office: [College Career Resource Library \(VLOG\)](#); [College Career Success Cafe Learning Lab Recordings](#)
- **Engagement Department**
 - [Weeks of Welcome recording example](#) (Engagement presentation)
 - [Weeks of Welcome slide decks](#)
 - [Learning Coach Academy recording example](#)
 - [Learning Coach Academy slide deck example](#)
- **Special Education Department**
 - [Special Education Guidesite](#)
 - [Agenda of PD and training for SPED staff](#)
- **Staff Support**
 - [Fall Math Starters \(Daily Dose of Math\)](#)
 - [Instructional Coaches' GuideSite](#)

- [21-22 Fall Benchmark Scores \(STAR Renaissance\)](#)
- [Data Dig Training](#)
- [STAR Data Dig](#)
- [CAASPP Data Dig](#)
- [Star Reports and Using Data to Inform Instruction](#)
- [Tools for Teachers Training](#)
- [Peardeck vs. NearPod PD](#)
- [Assessment PD](#)

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.**
 - **LCAP GOAL 1 - Increase Academic Achievement**
Raise % ELPAC Assessments Taken
Temporary Flags to alert Supervising Teachers
Increase the number of Reclassified Fluent English -Increase the number of Proficient Scholars to 10% - now 4%
 - **LCAP GOAL 2 - Scholar & Parent Engagement**
PAC Meetings / ELAC Meetings under PAC Umbrella
EL Clubs and Award Ceremonies

Update: We did not launch an English Learner (EL) club due to insufficient interest on the part of families and scholars; instead, we focused efforts on developing more robust EL supports school-wide. Award ceremonies have continued to be refined and we offered a virtual award ceremony for all scholar award recipients on Wednesday, June 2, 2021.

- **LCAP GOAL 3 - Achievement & Engagement in Special Populations**
Increase Academic Achievement Test Scores and GPA
Increase the number of Reclassified Fluent English -Proficient Scholars 4%
Provide additional support

Update: We were unable to administer the California Assessment of Student Performance and Progress (CAASPP) for the 2019-20 school year due to COVID-19, however, we saw significant improvement in our special population scholars' academic achievement evidenced by our graduation rates and end of the year data (passing rates).

Update: We are utilizing subscriptions purchased specifically for supporting our special education scholars during Specialized Academic Instruction (SAI) sessions that we are monitoring for impact on progress in academic achievement and graduation rates.

Update: By leveraging tier 1 research-based interventions and increasing supervising teacher (ST) collaboration through the professional learning community (PLC) process, the Academic Programs will target scholar English and math proficiency.

Update: By focusing on our Wildly Important Goal (WIG) our STs were tracking connection meetings with learning coaches to discuss scholars' academic progress and ensure standards mastery.

- **LCAP GOAL 4 - College & Career Readiness**
EL, AVID & College Prep Workshops
College Entrance Exams A-G

Note: College entrance exams are not required at this time for college admission. Our scholar population A-G completion rate has been stagnant for several years and at this time a focus on increasing concurrent/dual enrollment would better serve our scholar population in preparation for meeting college career readiness and making gains towards improving our College Career Indicator (CCI).

Update: Increased A-G course offerings in our master schedule with 21 self-authored courses in the content areas of History/Social Science, English Language Arts, Math, Science, and Electives.

Update: We have focused on implementing Advancement Via Individual Determination (AVID) schoolwide as a Tier 1 strategy. Supervising Teachers meet in Professional Learning Communities (PLCs) to share best practices on how they implement AVID through live instruction and asynchronous work. All academic staff have been trained in utilizing AVID strategies, and we continue this professional learning year round in PLCs, AVID WICOR Wednesdays, AVID XP Professional Development, and through our AVID ToSA sharing resources in our instructional GuideSite and highlighting tools in team meetings.

Edited Schoolwide Action Plan:

Action plan #1- Increase Reclassification of English Language Learners by to 10%.	
Reflection	There is a need to increase the number of English Language Learners that meet the qualifications for reclassification.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> • The number of scholars that qualify for reclassification will increase to 10%. • At least 70% of EL scholars will complete Language Arts courses. • At least 70% of EL scholars will pass Language Arts courses. • There will be an increase in the number of EL scholars participating in the SBAC test.
Impact on Scholar Achievement	<ul style="list-style-type: none"> • Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because scholars will need to master Language Arts standards to qualify.
Monitor Progress Tools	<ul style="list-style-type: none"> • ELPAC scores • Course completion rates • Course grades • Istation and Edgenuity reports

Action plan #2- Increase math proficiency by 5% as measured by various assessments and standardized tests.	
Reflection	Scholars are underperforming in the area of math.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> • There will be a 5% increase in the number of scholars that have scored Met or Exceeded standards on the SBAC Math test. • There will be a decrease in the number of scholars that score Not Met on the SBAC Math test. • There will be a 5% increase in the number of scholars that perform at or above grade level on the i-Ready Istation and Edgenuity

	assessments.
Impact on Scholar Achievement	<ul style="list-style-type: none"> • Higher math scores reflect standard mastery.
Monitor Progress Tools	<ul style="list-style-type: none"> • SBAC scores • Istation and Edgenuity scores • Math grades • Teacher observations • Participation in Learning Lab