California Department of Education
December 2021

COMPASS
CHARTER SCHOOLS

Dashboard Local Performance Indicator Report 2021-22

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.

- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This 2021-22 Report comes from the California Department of Education Quick Guide identifies the approved standards and self-reflection tools to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.
LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

	Number	Percentage
Misassignments of teachers of English Learners	0	0%
Total teacher misassignments	0	0%
Vacant teacher positions	0	0%
Students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0%
Identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	N/A	

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Mathematics					
Next Generation Science Standards				**X**	
History-Social Science				**X**	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	**X**				
Health Education Content Standards				**X**	
Physical Education Model Content Standards			**X**		

Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and

in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: Communication (weekly Monday Morning Updates, ParentSquare, Workplace, Monthly Town Halls), Engagement (Learning Coach Academy, Virtual Scholar Workshops, field trips and scholar clubs), and monthly connection meetings between our supervising teachers and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: Community Involvement (i.e. community service projects) and increasing field trips, especially for Compass Charter Schools of Yolo.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has developed the Compass Framework for the Future as well as the Compass Blueprint for Success. This is based on work and feedback from our Parent Advisory Council, Scholar Leadership Council, Leadership Team, Staff Advisory Committee, and Board of Directors, with support from our partner, the Learner-Centered Collaborative. The framework is designed to align the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. Compass will also provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS). The framework and blueprint encompasses our underrepresented families and special populations as well.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	**4**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	**4**
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	**4**
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	**3**

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Supports (MTSS), English Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and

areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools is now offering a summer session that utilizes online courses and/or academic subscriptions to increase scholar engagement and outcomes. Compass will also ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs,	4

and implementing strategies to reach and seek input from any underrepresented groups in the school community.	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	**4**

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for decision-making: The expressed need for more clarity behind some of the proposed changes (curriculum, organizational structure, policies and procedures) and extended timelines for responding to surveys and submitting suggestions and recommendations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full time McKinney-Vento Liaison provides a conduit for ensuring that some of

the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support, in addition to expanding our Multi-Tiered System of Supports tutoring hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

Compass Charter Schools conducted a Highlight Survey in partnership with Friday in the Spring of 2022. We had a total of 145 scholars (75 females and 69 males) who participated in the survey. 17% of those scholars identified as English Learner Scholars. The vast majority of scholars who submitted their responses strongly agree that their opinions matter and are taken into consideration at Compass. The vast majority of scholars surveyed also strongly agreed that Compass is a safe place for them to attend on a daily basis.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Compass Charter Schools conducted a Highlight Survey in partnership with Friday in the Spring of 2022. We had a total of 145 scholars (75 females and 69 males) who participated in the survey. In reviewing the disaggregated data Compass determined our strengths are being a safe personalized learning public charter school for scholars to attend, the vast majority of scholars who participated in the survey have a strong sense of belonging, being heard and that they have a safe space with their supervising teachers. Compass also determined the following to be challenges or areas of opportunities: 29% of scholars who participated in the survey disagree that Compass gives them enough food to be satisfied, 16% of scholars do not feel their culture is celebrated in our schools, and 25% of scholars who do not identify English as their first language felt unsure about whether or not they feel excited about future opportunities when it comes to college and career preparedness.

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Compass Charter Schools will continuously collaborate with all of our educational partners consistently throughout the 2022-23 school year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory

Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls to develop, revise, and maintain a plan inorder to continue having scholars feeling safe while attending Compass and to provide solutions for the challenges and areas of opportunities revealed through the responses of the Highlight survey administered through our partnership with Friday.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)

We adopted a research-based internal benchmark assessment this year: STAR Renaissance. We are using that assessment to identify gaps in scholar achievement so we can provide interventions that will close that gap, allowing all scholars to be able to access a broad course of study. We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program, and those in our Options Learning Program who choose to take online courses, have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplement resources to bolster skills to allow full participation in our course of study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses, per their Master Agreement. We expanded our MTSS tutoring offerings and we reach out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a

broad course of study. Over the last two years, we added in project-based A-G approved coursework, on top of the Online A-G course offerings. We also allotted some of our ELO and ESSER III funds to use toward support for unduplicated scholars in the form of tutors and resource specialists. We also used those funds to add another counselor to our staff for further support for mental health, ensuring that social emotional wellness barriers are addressed for full access to our course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We recently contracted with an online tutoring platform that can be accessed 24/7 and has tutoring available in languages other than English to ensure equity in access to such supports. We used ELO funds to purchase additional SEL platforms, such as Panorama, that will allow us to collect more precise information on scholar's connectedness and social-emotional needs. Our San Diego charter is participating in the COPES program with the San Diego County Office of Education, and information learned from that program is being applied to all of our charters. Since the needs of our scholars are so varied, we previously provided the staff with professional learning on Universal Design Learning and intend to provide additional professional learning using our Educator Effectiveness Grant funds in the upcoming 2022-23 school year. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We now have a full time McKinney-Vento Liaison to advocate for and support our homeless and foster youth and ensure their needs are met to be able to access our course of study.