



Academic Services Division Report  
December 3, 2022

This report highlights, for the Board of Directors, areas on which the Academic Services Division team has worked:

- The Academic Leadership Team aligned all department initiatives to prevent siloing of efforts to better serve the scholars while supporting Compass' Blueprint for Success; this also resulted in an increase in proposed academic initiatives being based on data and research.
- Started work on a progressive discipline plan that will focus on preventions/interventions, equity, social emotional learning (SEL) support, and restorative work.
- Assistant Superintendent & CAO is coaching program coordinators on a regular basis on specific areas of leadership expertise and strategies/knowledge for supporting staff.
- Assistant Superintendent & CAO is leading work on the Classified Grant plan available from the CDE to help fund Compass classified staff to pursue a teaching credential in areas of need for Compass; Max Fishman and Brenda Lasley are co-writing the plan with Dr Ebner.
- Attendance at Academic Support live sessions increased by 2% for English Learner synchronous support sessions due to our HERO (Here Every Session Ready and On time) program, where weekly raffles were held to support scholars that are engaged and attending. Baseline was 31% for September and 33% for October. Attendance for MTSS intervention tutoring and resource groups has remained at 70% or above for scholars who RSVP'd yes. This higher rate is attributed to starting the school year with Boot Camp, more familiarity with available supports, and outreach from team members and ST support.
- The Academic Support team is curating resources to add to the Personalized Learning Pathways "resource banks" to create a coherent and aligned set of practices, services, relationships, and approaches to learning to support the diverse needs of our scholars.
- November 2022 high school credit status progress data for scholars in meeting graduation requirements across all three charters: 78.4% of scholars on track (9th-12th); 16.5% of scholars credit deficient with credit recovery options (9th-12th); 5.1% of scholars not eligible in meeting requirements within the 4-year cohort (9th-12th).
- 9% of high school scholars (9th-12th) are participating in fall concurrent enrollment across all three charters, a 1% increase from November 2021 data.
- Engagement lead measures indicate that families are satisfied with both virtual and in-person Engagement offerings, staff are receiving updates about Engagement through monthly team visits, and family awareness of Engagement offerings is being supported by a regularly updated "Engagement Snapshot" slide that staff share with families.
- There have been 1,879 registrations as of mid-November across all scholar-facing Engagement offerings for events such as field trips, back to school picnics, scholar clubs, and virtual scholar

workshops. The charter specific breakdown of registrations is: 753 (Los Angeles), 647 (San Diego), and 479 (Yolo).

- The Online Learning Department data reflects 90% of the department reporting an increase in professional satisfaction and connectedness and 100% of teachers implementing tier 1 interventions that promote scholar choice to increase engagement and achievement.
- The Online Learning department implemented the 2022-23 Online Learning Data Headquarters to analyze scholar data including STAR benchmark assessments, tiered re-engagement, course progress, and tier 1 interventions. The STs, coordinators, and support departments collaborate on the analysis to create a targeted support plan for scholars identified as “on watch” through the STAR benchmark assessments. Of the scholars identified, over 70% of the scholars are using tier 1 supports and have shown an increase in their learning through grade progress in Accelerate Education, participation during synchronous instruction, and/or proficiency demonstrated through course assignments and assessments.
- The Options Learning department’s targeted tier 1 interventions resulted in 60% of scholars improving based on ST and/or LC identified interventions. STs reported increased participation in live synchronous instruction attendance and Freckle usage.
- The Options leadership team is researching and planning grading and assessment guidelines to support LC autonomy and ST support within Compass policies and guidelines, as well as empower scholars to be more involved in their learning.
- As of November 17th, there were 155 scholars with IEPs at CCS of Los Angeles, 112 at CCS of San Diego and 102 at CCS of Yolo. The total enrollment of scholars with IEPs across schools is 369, an increase of three scholars since September.
- The Special Education Team is researching and developing a plan, in collaboration with the Counseling Services Department, to implement the new Alternative Diploma for graduates in 2025, pending regulations from the California Department of Education to complete the planning.
- Participation in STAR Early Literacy from Fall 2021-22 to Fall 2022-23 increased by 51% for all three schools, with CCS of Yolo reflecting an increase of 56%. CCS of Los Angeles and CCS of San Diego each had 95% participation for K-3 scholars in Early Literacy; CCS of Yolo had 93% participation. Staff can use the data to determine if scholars would benefit from taking additional screeners through STAR CBM, in order to provide early and proactive interventions under our MTSS Framework.
- The Data and Assessment team launched the first CAASPP data dig (a deeper dive into Compass data sets, then utilizing data for action planning) of the year. STs, Educational Specialists, and the Academic Support Team were able to interact with the data and discuss contributing factors.
- The Data and Assessment Team launched collaboration time to support STs in providing equitable access to scholars by using the universal tools (access features, such as a calculator, marking, embedded breaks, and mark for review) based on scholar preference and selection.

The hard work of the dedicated Compass academic staff continues to improve the educational experience for our scholars and supports the Blueprint for Success.

Respectfully Submitted,

Aviva Ebner, Ph.D.  
Assistant Superintendent  
& Chief Academic Officer