

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

**Compass Charter Schools
*San Diego, Los Angeles, Yolo***

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

January 31 - February 1, 2023

Visiting Committee Members

Christine Feher, Chairperson
Superintendent, California Pacific Charter Schools

Erin Bunch
Director of Student Services, Sage Oak Charter School

Manon Berning
Instructional Coach, California Virtual Academies

Matthew O'Connell
Assistant Principal: Mission Academy/San Diego Mission Academy

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

The Compass Charter Schools (Compass) staff and all educational partners dedicated a significant amount of time and effort to the development of the WASC Combined Self-Study Report. Throughout the process, they focused on identifying the schools' areas of strength, growth, and developing an action plan to support the continued development of the organization. The self-study process included input from educational partners (including parents, students, staff, etc), who met over the course of several months to examine and analyze the various criterion within the report. The Leadership Team and Cabinet members reviewed findings, summarized progression, and correlated the findings to the Local Control and Accountability Plans (LCAP), which serves as the schoolwide action plan (SPSA).

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report section.

Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.
- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Compass Charter Schools of Los Angeles and Compass Charter Schools of San Diego conducted their last WASC Self-Study during the 2018-19 school year. This will be the first Self-Study conducted for Compass Charter Schools of Yolo. Below is a description of any significant developments at Compass that have had a major impact on the schools and curricular programs.

Change in Leadership

Mr. J.J. Lewis, who served as the Superintendent & CEO of Compass Charter Schools since October 2015, tendered his resignation as the Superintendent & CEO at the August Board of Directors special meeting. The Board of Directors hired the search firm McPherson & Jacobson to find Mr. Lewis' successor. After an extensive search, the Board of Directors named Elizabeth (Liz) Brenner as the next Superintendent & CEO and officially started this role on Tuesday, January 3, 2023.

Academic Services Support Services

In the 2019-20 school year, Compass became an approved Certified Advancement Via Individual Determination (AVID) Site. During the 2020-21 school year, 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. The final recommendation was to pursue STAR by 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 the Multi-Tiered System of Supports (MTSS) framework, 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. Students who are identified for remediation are not required to participate in the intervention program.

Online Learning Program Curriculum Audit and New Curriculum Implementation

After an extensive review of various curriculum choices, a multidisciplinary team piloted and ultimately selected a new curriculum for the Online program. During the 2020-21 school year, Compass fully implemented Accelerate Education Learning Management System and online curriculum. STs were trained to use the new curriculum during multiple learning sessions provided by Accelerate Education. Further, STs have access to the Accelerate Education On-Demand Library that provides various resources that can be shared with families and tutorials for customization to ensure teachers can personal scholar learning within the curriculum.

Social Emotional Learning

During the 2019-20 school year, a team of school counselors invested in fostering social emotional learning (SEL) at the elementary, middle and high school levels within the school's live counseling Learning Labs and targeted 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 throughout the 2020-2021 and 2021-2022 school years by providing mental health supports, crisis interventions as well as providing school and community resources.

This school year, 2022-23, Compass has had a significant development in measuring scholars' SEL competencies, such as growth mindset, grit, self-efficacy, etc. Compass has partnered with Panorama Education to capture data to best support scholars in their SEL growth. We are in the process of administering surveys twice per year, in October and May, and scholars in grades 3-12 will be emailed a unique survey link to their Compass scholar email from Panorama.

Wildly Important Goals (WIGs)

During the 2020-21 school year, Compass implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of eligible scholars will graduate by the end of the 2020-21 school year.

Through this school-wide WIG, all departments developed their own lead and lag measures to support the development and data reporting for this WIG. This WIG data, at the department level, is shared bimonthly to provide a compelling scoreboard to report progress on the lead and lag measures. The overall Compass WIG goal is shared with Compass staff on a monthly basis to monitor goal achievement. To further involve the educational partners in the implementation and progress of the WIG, the goal provides the focus for all collaborative ideation and work completed in staff committees, divisions, and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC).

Since implementing this WIG, the school has seen an increase in graduation rates. Though graduation rates have risen, the schools are still below the state averages, and additional

measures need to be considered before transitioning to a new goal.

Progress on WASC Goals

- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events

Since Compass' last self-study, the schools have made adequate progress in all of these areas. They adopted Lexia English Language Development (a program for emergent bilinguals/newcomers in grades TK-12), Lexia Core 5 Reading (a personalized reading curriculum for grades K-5), and Lexia PowerUp Literacy (a personalized reading curriculum for grades 6-12 at Compass who are at risk of not meeting College and Career Ready Standards, and provides targeted support in the areas of word study, grammar, and reading comprehension to help build proficient adolescent readers).

RFEP Percentages by Charter

	2021	2022
San Diego	1.8%	12.59%
Los Angeles	5.1%	18%
Yolo	14.3%	66.67%

To increase Learning Lab participation, Compass now hosts specific orientation presentations for Online Learning program scholars to get them familiar with the course navigation. This informs families of the upcoming Learning Labs and allows the supervising teacher (ST) to effectively orient them to their courses. Compass teachers report an increase in Learning Lab participation due to these new additions.

Compass has also worked on increasing participation at school events. At the start of the school year, the Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These sessions are filled with virtual back-to-school nights, orientations, and department open houses. Parents gain valuable information during these sessions and are able to ask questions and provide feedback to department leaders. These sessions are also recorded and posted to the Compass YouTube channel and shared via ParentSquare. The scholar engagement component is vital in assisting with increasing scholar achievement.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Compass has made satisfactory gains

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Compass Charter Schools (Compass) consists of three free, personalized learning, public charter schools that offer 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 (USD), Mountain Empire USD, and Winters Joint USD for scholars in grades TK-12 who reside in the Los Angeles, San Diego, and Yolo counties and their adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

In the Online Learning Program, scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and this teacher 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 Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the ST to engage in their learning. The Online Learning program STs also provide Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

In the Options Learning program, the school partners with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for his or her scholars and commits to providing a well-rounded education for their child that also addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, submit scholar work throughout each learning period, and review scholars' body of work and activity logs. In addition to academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian

curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

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

Compass Los Angeles

Scholar Enrollment

- 2019-20 School Year
 - Fall 1 Certified: 844
 - EOY Cumulative: 1,241
- 2020-21 School Year
 - Fall 1 Certified: 832
 - EOY Cumulative: 945
- 2021-22 School Year
 - Fall 1 Certified: 852
 - EOY Cumulative: 1,210

Enrollment by Ethnicity

- 2019-20 School Year
 - Hispanic: 441
 - Not Hispanic: 403
- 2020-21 School Year
 - Hispanic: 371

- Not Hispanic: 461
- 2021-22 School Year
 - Hispanic: 413
 - Not Hispanic: 439

Percentage of EL Scholars

- 2019-20 School Year: 9.4%
- 2020-21 School Year: 5%
- 2021-22 School Year: 4.1%

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 50.5%
- 2020-21 School Year: 50.2%
- 2021-22 School Year: 53%

Percentage of Special Education Scholars

- 2019-20 School Year: 7.8%
- 2020-21 School Year: 11.7%
- 2021-22 School Year: 13.3%

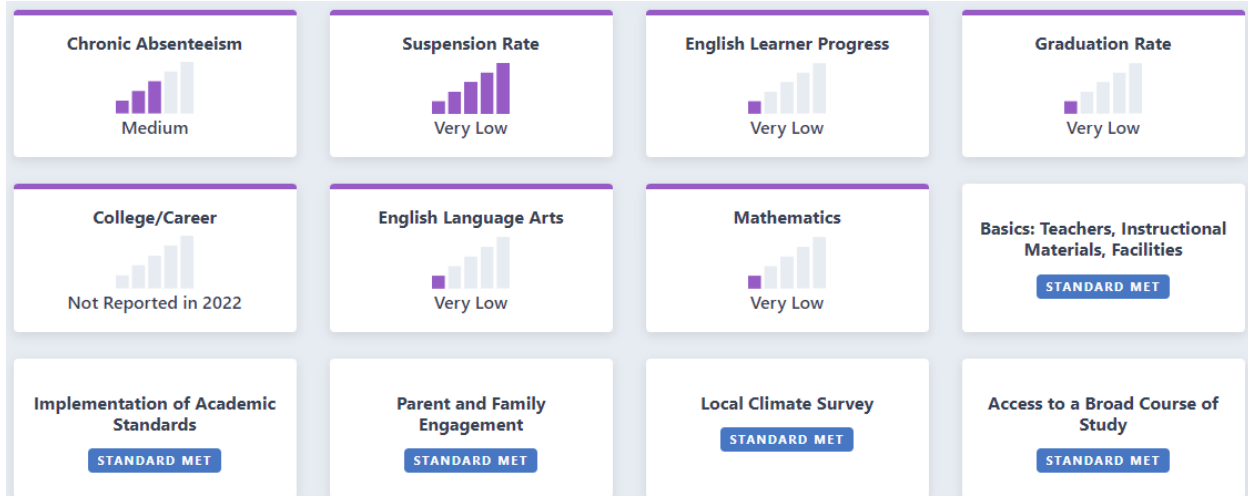
Percentage of Homeless Scholars

- 2019-20 School Year: 2.1%
- 2020-21 School Year: 10.2%
- 2021-22 School Year: 9%

Percentage of Foster Youth

- 2019-20 School Year: 0.1%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0.2%

California School Dashboard School Performance Overview



Compass San Diego:**Scholar Enrollment**

- 2019-20 School Year
 - Fall 1 Certified: 1,239
 - EOY Cumulative: 1,644
- 2020-21 School Year
 - Fall 1 Certified: 997
 - EOY Cumulative: 1,162
- 2021-22 School Year
 - Fall 1 Certified: 853
 - EOY Cumulative: 1,095

Enrollment by Ethnicity

- 2019-20 School Year
 - Hispanic: 818
 - Not Hispanic: 421
- 2020-21 School Year
 - Hispanic: 487
 - Not Hispanic: 510
- 2021-22 School Year
 - Hispanic: 415
 - Not Hispanic: 438

Percentage of EL Scholars

- 2019-20 School Year: 22.8%
- 2020-21 School Year: 15.5%
- 2021-22 School Year: 13.9

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 26.4%
- 2020-21 School Year: 44.2%
- 2021-22 School Year: 49.5

Percentage of Special Education Scholars

- 2019-20 School Year: 3.9%
- 2020-21 School Year: 7.6%
- 2021-22 School Year: 10.2

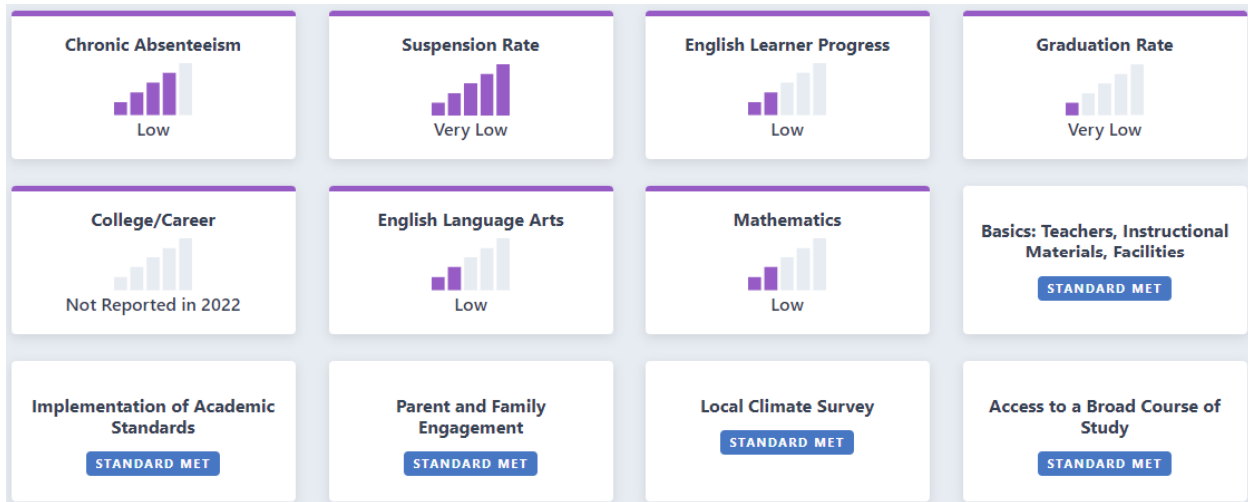
Percentage of Homeless Scholars

- 2019-20 School Year: 0.8%
- 2020-21 School Year: 16%
- 2021-22 School Year: 17.1%

Percentage of Foster Youth

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0%

California School Dashboard School Performance Overview



Compass Yolo:

Scholar Enrollment

- 2019-20 School Year
 - Fall 1 Certified: 591
 - EOY Cumulative: 857
- 2020-21 School Year
 - Fall 1 Certified: 620
 - EOY Cumulative: 720
- 2021-22 School Year
 - Fall 1 Certified: 660
 - EOY Cumulative: 831

Enrollment by Ethnicity

- 2019-20 School Year
 - Hispanic: 112
 - Not Hispanic: 479

- 2020-21 School Year
 - Hispanic: 129
 - Not Hispanic: 491
- 2021-22 School Year
 - Hispanic: 156
 - Not Hispanic: 504

Percentage of EL Scholars

- 2019-20 School Year: 1.2%
- 2020-21 School Year: 1.1%
- 2021-22 School Year: 0.5%

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 33.2%%
- 2020-21 School Year: 35.5%
- 2021-22 School Year: 32.7%

Percentage of Special Education Scholars

- 2019-20 School Year: 3.5%
- 2020-21 School Year: 8.2%
- 2021-22 School Year: 13.3%

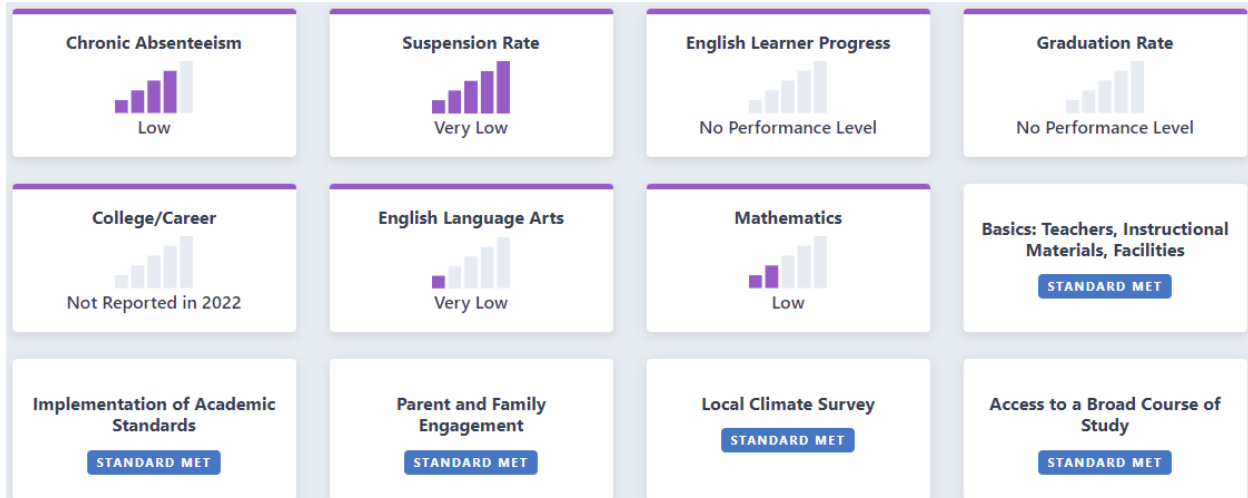
Percentage of Homeless Scholars

- 2019-20 School Year: 0.7%
- 2020-21 School Year: 4.2%
- 2021-22 School Year: 2.3%

Percentage of Foster Youth

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0.5%
- 2021-22 School Year: 0.5%

California School Dashboard School Performance Overview



All three Compass Schools serve diverse learners. All three schools have struggled with test participation, which has resulted in lower test scores. The school has made some progress with internal assessment participation in the 22-23 school year with 95% participation. They have plans to extend this to CAASPP testing in 2023. Graduation rates are also a concern, as the rates continue to fall below state averages.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements. The mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time” is based on students’ needs. The mission and vision statements are present on most school documents, and the school stakeholders are “loud and proud” about the hallmarks of the Compass experience.

To include all educational partners (learning coaches, scholars, staff and community members) involved, Compass completes regular surveys of educational partners, including its Board of Directors, to receive information, guidance, and direction. These surveys, along with discussions at Board of Director meetings, give Compass leaders feedback about the school. Compass has a Staff Advisory Committee (SAC) to oversee the suggestions and feedback received from staff through a Virtual Suggestion Box. This committee is advisory in nature and suggests positive solutions to staff suggestions. Along with employees and the board, there is a Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) that are included in the process, along with a Virtual Suggestion Box for scholars and Learning Coaches. Throughout the visit, the Visiting Committee hears from various education partners that they felt heard through the various feedback loops available.

The Leadership Team meets monthly to review progression towards LCAP goals, which correspond directly to the school’s purpose and schoolwide learner outcomes. During these meetings, achievement and data are analyzed to allocate resources, acknowledge any positive outcomes, and plan interventions. Though teachers and staff members are committed to the academic success of their students and to the overall mission and vision of the school, staff members were unfamiliar with the LCAP goals of the school.

Compass has implemented a new project management system to help with monitoring and accountability of LCAP metrics. The goal is to identify, plan, and take action preemptively in efforts to support the student population. The Blueprint and the Framework for the Future was developed by analyzing survey data, researching learner-centered approaches, hosting forums with educational partners, and engaging in design thinking. The Framework incorporates a scholar profile, mission, vision, values, learning experiences, enabling conditions, and the blueprint for success.

***Vision and Purpose* that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements, which are reflected throughout school documents, agendas, and plans.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

Compass Charter Schools (Compass) is governed by a California nonprofit public-benefit 501 (C) (3), Compass Charter Schools, which has an independent Board of Directors. The Directors meet regularly to oversee the school's management, operation, activities, and affairs. The purpose of the Corporation is to create, manage, operate, guide, direct, and promote one or more public charter schools. The Board of Directors define, compose, and revise (as needed) the policies of the school and ensure compliance with its agreements and applicable laws and regulations.

The board is actively involved in the review, development, and approval of the Compass LCAP. Board meetings regularly include updated information related to the goals in the LCAP, as well as updates on scholar data. Recommendations and information will be provided to the board by the school leadership, learning coaches and other educational partners as they all participate in making decisions that focus on all scholars achieving the schoolwide learner outcomes, the academic standards, and the college-and-career readiness standards.

In a meeting with two members of the Board of Directors, the Visiting Committee found that the board is composed of members with a variety of backgrounds, which contributes to a well rounded group to oversee the operations of the school. Though the Board of Directors is well informed, they trust the leadership to carry out the daily operations of the school.

Compass provides instruction on four different complaint procedures on our website: a comprehensive board approved Uniform Complaint Policy and Procedure, Title IX Complaints, General Complaints, and Charter Complaints.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report section.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

LCAP goals are collectively created using input from the Superintendent and CEO, Cabinet members, directors, staff, families, and the board. The LCAP provides the framework for gathering resources as needed to support all scholars, maintains compliance for programs that support critical learners, and supports the planning and implementation of resources and supports as set forth by the LCAP.

Department, division, leadership, and cabinet teams meet weekly or biweekly to discuss needs, strategies, and growth for schoolwide progress. In weekly Cabinet minutes, information is recorded for what each department completed that week and the actions are specified by which LCAP goal they contribute to. Each department/division and the organization as a whole have Wildly Important Goals (WIGs) that we are working towards and reporting progress on periodically. All staff collaborative opportunities are also available at the All Staff Retreat and In-Service Days. These are some of the effective methods in which all staff come together to discuss, collaborate, and share ideas about scholar learning across all programs at Compass.

Compass Charter Schools (Compass) uses various methods to track scholar progress. One method to track scholars in need of intervention is the use of Google Sheets to track diagnostic testing data and progress. An example of this is the Multi-Tiered System of Supports (MTSS) Headquarters used to track/monitor scholars in need of tiered intervention. This tracker includes data from all internal benchmarks, semester math and/or reading scores, and tutoring attendance/participation.

The Superintendent's Town Halls are another of the many ways that leadership brings the Compass staff together to share accountability updates regarding scholar learning. The Town Halls are also a time to ask questions, so staff can better support scholar learning. The Superintendent also posts a weekly update in Workplace to disseminate information to staff.

Within Compass there are several existing systems for internal communication, planning, and resolving differences when necessary. For example, Workplace is an intranet platform used by all Compass staff so that they are made aware of shared responsibilities and all members of the staff can share updates. On a daily basis, employees are encouraged to partake in interactions with other employees over Workplace, Workplace/Google Chat, texting, phone calls, emails, Google Hangouts, and Zoom. We also utilize a Guidesite (Google Sites) as a central place for all procedures to be readily accessible.

In a meeting with the Visiting Committee, staff commented on how Workplace in particular was helpful in navigating curriculum issues, asking general questions about supporting their students, lesson ideas and even suggestions for leadership. The staff felt this tool was very helpful in keeping them connected to one another and the school.

Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.*

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report section.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing

professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

Compass Charter Schools (Compass) utilizes a competency-based hiring process for all employee positions. All open positions are posted on EdJoin.org as well as on the school website. Once hired, new employees go through mandatory training consisting of mandated state reporting, harassment training, and blood borne pathogen training as assigned by Human Resources as part of a comprehensive onboarding process. New hires are required to meet with HR for new hire orientation. Professional learning opportunities are provided to all staff. Each year, employees participate in the annual All-Staff Retreat as well as calendared In-Service Days. Additionally, staff have ample opportunities to attend various workshops and conferences to support an employee's growth plan.

The Annual All Staff Retreat provides several days of training for departments, divisions, and the entire staff in August. Throughout the year, all staff have access to Alludo.com, which is an online self-paced teacher professional learning and staff training system. Ongoing professional learning is driven by staff input, leadership recommendations, and the instructional leadership who meet to discuss and guide professional training related to instruction. The Staff Advisory Committee provides input for staff professional learning as well.

Once staff members attend professional learning opportunities, they are asked to present a brief summary of their learning to their peers. If Leadership finds that specific topics need to be presented to appropriate divisions, departments, or smaller teams, the staff member shares his/her knowledge. Surveys and anecdotal data are used to determine the effect of professional learning development on scholar achievement.

A review of the 21-22 school year School Accountability Report Cards show that a significant number of teachers are teaching outside of their credential.

When asked by the Visiting Committee, teachers were uncertain how Professional Development opportunities directly supported LCAP goals. In Person PD fostered relationships and team building rather than focusing on research based best practices. However, they shared that teachers share new technology and engaging activities with one another to increase student engagement and achievement. Teachers also shared that they feel well supported in their roles with frequent observations of their connections meeting, live synchronous lessons, pre and post observation meetings and support with professional growth plans. When asked by the Visiting Committee how this support or areas of improvement were reflected in their annual evaluations they were unsure but stated they felt well supported by administration and their instructional coach.

Staff: Qualified and Professional Development that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report section.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

Using the Compass Charter Schools (Compass) Mission, Vision, and Values, the school's resources are allocated to meeting Local Control and Accountability Plan (LCAP) Goals: Increase academic achievement in core academic subjects, increase scholar and parent engagement/involvement, increase college and career readiness for scholars, and ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass follows processes and best practices established by the state of California and their authorizing districts in developing the annual budget, conducting audits, and at all times, conducting Compass school business in a transparent and compliant manner. The Compass budget is developed using both analytical data and financial needs, while also taking into consideration enrollment trend data. Audits are conducted by Christy White Associates, in partnership with Compass' back office provider, Charter School Management Corporation (CSMC). The expertise of CSMC is a critical component in developing the Compass budget, fiscal operations, and financial management.

Compass ensures that all funds are allocated to ensure that the scholars have appropriate curriculum, materials, and support. In the Online Learning program, funds are allocated to the purchase of curriculum, computers, scholar support services, special education, and engagement. However, to help support learning in the Online K-5 program, supplemental learning materials are utilized and incorporated within the asynchronous courses and during live, synchronous instruction. In the Options Learning program, each scholar is offered Educational Support Funds, which are managed in partnership with the supervising teacher (ST) assigned to the scholar. The learning coach (parent or legal guardian) is responsible for choosing approved vendors, curricula, and other materials required for scholar learning with guidance from the ST.

Compass staff have regular access to professional learning opportunities throughout the year. The opportunities include an annual in-person All-Staff Retreat, virtual staff trainings, two In-Service Days per school year, and opportunities for continued education and certifications. In addition to school wide initiatives, all staff have the opportunity to request professional learning by providing information to their department director for review that includes how Compass will benefit from their participation and how they will share what they learn with the Compass staff.

When asked, staff were unable to articulate how fiscal resources were allocated based on schoolwide goals and learner needs. Teachers, parents, and students reported to the Visiting Committee that they have all materials needed to engage in their personalized learning plan.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school effectively allocates resources required to support the achievement of all students.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

Compass ensures that the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly. The LCAP was developed by inviting all educational partners to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, which will allow for reflection and revision in the future.

A Budget Update Presentation is provided by the Chief Operations Officer at each Board of Directors meeting. Within this presentation are revenue and expense updates. The presentation itself can be found within each board packet, as well as the Financial Services section of the school website. Throughout the course of the year, budgets, budget updates, audited financial statements, unaudited actuals, and other funding information are presented to the board during their regularly-scheduled meetings. The board reports feeling confident in the fiscal decisions of administrators, and feels comfortable with a reserve that is approximately 30% of the operating budget.

Compass adheres to legal requirements with regular financial reporting to the authorizing school districts and county offices, as well as completing an annual external audit.

Compass apportions a yearly budget to implement marketing strategies to support charter growth. The school has contracted with Charter School Capital to provide marketing expertise to drive awareness, increase enrollment, and build communities for Compass through strategic advertising and research. The Community Relations Coordinator is responsible for external relations and internal communications including sponsorships, social media sharing and management, graphic production, marketing campaigns, and press releases. Enrollment after the pandemic has been lower than expected, so the school should continue to adapt accordingly.

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Compass adheres to legal requirements with regular financial reporting to the authorizing school districts and county offices, as well as completing an annual external audit. Finances appear to be in order.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Clearly stated and easy access to Mission and Vision Statements and Core Values.
2. Regular meetings of the Board of Directors, school leaders, and educational partners to ensure alignment with moving forward with school mission, vision, values, Local Control, and Accountability Plans, budget updates, and Scholar Learner Outcomes.
3. Brown Act compliant

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Connect PD opportunities to LCAP goals to increase the success of measurable outcomes.
2. A review of the 21-22 school year School Accountability Report Cards show that a significant number of teachers are teaching outside of their credential.
3. Continue to develop communication tools for scholars and families to understand academic standards.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

Compass Charter Schools is a certified Advancement Via Individual Determination (AVID) program offering personalized learning opportunities for students in grades K-12. Compass implements AVID at the middle and high school levels to increase college and career readiness and is emphasized through guest speakers, field trips, projects, and a rigorous curriculum. The high school program also includes support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for scholars. Recently the entire staff was formally AVID trained at the summer institute and are provided continuing professional development to support students in college and career readiness. Teachers reported that having the entire staff trained has helped to create an awareness among staff in helping students have access to resources and strategies to support college and career readiness.

STAR Renaissance and CAASPP results data analysis meetings are held to evaluate instructional needs in math and reading. Supervising teachers (STs) use STAR assessment data to help drive instructional planning and support Online and Options families to focus on scholar learning goals. The designated English Language Development (ELD) curriculum is Lexia, and the online learning program provides daily live virtual support to target English language proficiency skills.

Scholars enrolled in the Online Learning program use Accelerate Education as their primary curriculum which is a curriculum that is rigorous, engaging, and aligned to Common Core Standards for math and English Language Arts (ELA), California State Standards for Social Sciences, and Next Generation Science Standards (NGSS) for Science instruction. The online elementary school provides daily live virtual learning labs with a focus on current teaching strategies for content, SEL, and PE. The online middle school STs provide weekly live virtual

support to grades 6-8 learners that consist of targeted support for each subject area/course. Teachers reported the learning labs are engaging and support students in areas of needed growth, however attendance is not required of any student and therefore most classes are not full. The online middle school provides weekly live virtual support for grades 6-8 with targeted subject area support, daily PE , homeroom, AVID opportunities, and Q&A sessions. The online high school provides weekly targeted live support for core content, foreign languages, and electives with college and career readiness built into the schedule. Science courses have UC A-G approved science wet labs with 20% of class time dedicated to teacher-supervised laboratory activities.

For the Options Learning program, Compass offers a variety of curriculum choices through the Community Providers list. STs collaborate with scholars and learning coaches (parents or legal guardians) to carefully select core curriculum, instructional materials, and classes/services that are aligned to CA state standards. For Options high school scholars, Compass offers two pathways for taking A-G approved courses. One is through Google Classroom, which includes independent study and project-based courses. The second A-G pathway for Options scholars is taking A-G courses in Accelerate Education through the online program. Compass offers an A-G approved course list to fulfill the 15 subject requirements for UC/CSU minimum admission requirements. Compass also offers college board approved AP English courses as well as Honors level courses that add academic rigor via the Online Learning Program. Teachers reported that content is differentiated and support is provided to Learning Coaches to ensure students are exposed to grade level assignments and standards.

Compass School implements a Multi-Tiered System of Supports (MTSS) framework which covers Response to Intervention, Social Emotional Learning, and Positive Behavior Interventions & Supports. Tutors are provided to students that qualify via the benchmark assessments in math and ELA for targeted support. The MTSS includes monthly workshops, SEL warm-up activities, Compass clubs, and Project Based Learning approach. Scholars have annual counseling meetings to discuss their 4-year plan and credit review, and seniors have a separate exit survey to discuss post-high school plans. The Counseling Services Department conducts surveys to obtain feedback on the school's services and improve them.

When the Visiting Committee was asked about the curriculum selection process for the online program, staff did not have a lot of information about the school selection process but discussed that the previously adopted curriculum (Strongmind) was not well liked by students and staff. Some thought there was a committee of teachers that helped choose Accelerate Education but were unsure. Staff expressed interest in providing feedback in curriculum selection and adoption.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Compass provides a variety of standards-based curriculum for all students that support areas of academic achievement, social emotional support, college and career readiness and RTI.

Curriculum is supported by credentialed teachers to ensure appropriateness and rigor as well as

ensures A-G approval options for high school course offerings.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

Compass Charter Schools provides a wide range of educational options and opportunities for students to explore college and career paths. The school offers academic counseling, college and career readiness sessions, virtual college visits, field trips, and elective courses. Additionally, students have access to rigorous, relevant, and coherent curriculum tailored to their individual needs and interests, with many vendors offering classes and programs, including online courses and workshops. The school also provides support for students in tracking their academic progress, setting goals, and achieving success, through regular meetings with teachers, online resources, and access to academic experts.

Compass students have access to a variety of curriculum that includes real-world applications through various resources, programs and services. Students are able to enroll in college courses and attend college and career readiness sessions to help them prepare for life after high school. The curriculum used is aligned with state standards, includes hands-on opportunities, and allows for individualized pacing. The school also recently became AVID certified and every staff member is highly trained in the strategies and principles of the AVID program.

Compass provides a comprehensive student-parent-staff collaboration program, where all parties are involved in developing and monitoring the student's learning plan. A Parent Advisory Council participates in discussion, provides feedback, and guides school leadership in decision making. A Student Advisory Council is able to give school leadership ideas for improvement and suggestions to increase student engagement. Students' reported meeting with leadership recently to improve communication across classrooms. Students in grades 6-12 choose their

courses in collaboration with their parents and a counselor. The online curriculum is rigorous, flexible, and aligned with Common Core, California State Standards, and NGSS. The curriculum is evaluated through monthly meetings, ST-led workshops, connection meetings and weekly live instruction. Overall, Compass provides an individualized curriculum approach that allows scholars to meet or exceed their academic and career goals.

There is a range of programs and services to help with their post-high school transitions. These include academic review meetings, college and career readiness sessions, concurrent enrollment at a local community college, field trips to explore different careers, and individualized course scheduling. Compass offers a rigorous and engaging curriculum through their online learning program, Accelerate Education as the digital curriculum provider which is customizable to fit each student's needs and interests. Scholars have access to over 423 vendors offering materials, classes, and programs that can be used in real-world applications, preparing them for their academic and career goals. The individualized curriculum approach allows scholars to meet or exceed grade-level standards, with academic goals set for each student and progress evaluated regularly. The teachers shared with the Visiting Committee that families have the ability to work in and out of grade level standards, however supporting Learning Coaches at time can have challenges in the area of differentiation and ensuring students are targeting grade level standards and assignments.

The Visiting Committee heard from staff that AVID was an area of great pride in the support, strategies and resources available to students. They expressed that having a school wide focus where they were all trained helped to all have the same goal. When asked by the Visiting Committee the staff shared they were unsure how the school would measure the success of the program, but felt that within their own rosters they were able to see improvements in college awareness anecdotally.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Compass has prioritized college and career readiness with the implementation of a school wide AVID program and certifying all staff. The scholars have access to a wide variety of curriculum options to help them achieve graduation and post graduation goals.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Advancement Via Individual Determination (AVID) supports are provided to implement research-based instructional strategies. Live learning lab sessions provide the opportunity for supervising teachers (STs) to implement these strategies. Scholars apply AVID strategies cross-curricularly in their courses for reinforcement and increased academic achievement.
2. All scholars have equal access to curriculum and are provided support by a counselor to develop a personalized learning plan in meeting graduation requirements and to ensure scholars are graduating college career ready.

3. Scholars at Compass have access to a robust offering of A-G approved courses, whether written by CCS STs or through Accelerate Education.

Growth Areas for Continuous Improvement for Curriculum:

1. Scholars need access to math curriculum and resources that address both remediation and enrichment. As math content mastery continues to be an area of growth for Compass' scholars, we want to continue to engage scholars on various levels to make adequate and meaningful progress.
2. Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP), and that these materials are connected to grade level standards that are identified on the PLP.
3. Working with Learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

The Online Learning and Options Learning programs use Accelerate Education as a standards-based curriculum. The curriculum is personalized by content area teachers/Supervising Teachers (STs) and learning coaches (parents) to meet the needs of each scholar. STs provide direct instruction, activities and projects, and build relationships with scholars and families by getting to know their interests, hobbies, strengths, and areas of opportunity to make learning meaningful and relevant. Scholars also have access to a wide range of supplemental curricula to differentiate learning. There is a Multi-Tiered System of Support (MTSS) in place to offer all scholars Tier 1 support through general education and various synchronous instruction, with additional Tier 2 and 3 support for those in need. Tutoring sessions are guided by data, and all Tier 2 and 3 academic support have identified goals to address specific areas of need. Scholars qualify for Tier 2 and 3 support based on data gathered through diagnostic assessments and observations by their instructional staff and learning coaches. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. Teachers report that while the tutoring sessions are not required, they are encouraged to attend and participate in the targeted instruction.

Compass Charter Schools use multiple modalities to assess scholar progress toward academic standards. The school uses both qualitative and quantitative data, such as subject grades, benchmark assessments, and state assessments, to track scholar achievement and communicate performance levels to scholars and learning coaches. Star Renaissance is used to analyze benchmark data and suggest resources for intervention or acceleration. Both the Online and Options learning programs provide personalized, targeted feedback to scholars through live instruction, online constructive feedback tools, and parent-teacher conferences. In the Online program, scholars learn through Accelerate Education lessons that align with state standards and provide feedback and grades. The Options program is personalized to the scholar's abilities and aspirations, with progress monitored through monthly connection meetings and progress reports. Scholar progress is documented on a Personalized Learning Plan (PLP) which is shared with the learning coach. Both programs provide direct instruction with standard-based objectives and opportunities for feedback, extension with asynchronous learning, and end-of-unit reviews.

The staff shared a great deal about live synchronous learning labs that are offered to all students but did express that improvement could be made in the staffing of those labs. For example all teachers attend the labs, regardless if they are live teaching or not. In observing classroom recordings, there were sometimes more teachers than students attending which might account for some of the feedback the teachers gave about teacher attendance. Teachers also shared that it can be challenging to plan lessons for large grade spans when they hold rosters of K-12 students. One student shared with the Visiting Committee that he felt very prepared for post high school plans and had a lot of access to resources and the ability to provide feedback to school leadership.

In visiting several virtual learning labs and classrooms the Visiting Committee noticed engaging lessons prepared, ample staff to support the virtual classroom management and opportunities for students to engage and share out. The Visiting Committee noted there was not a great deal of student attendance and often times there were more teachers present than students. When classrooms had a more narrow focus in grade spans, the attendance and engagement seemed to increase exponentially.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Compass has the ability to adjust curriculum based on student needs, strengths, preferences and learning style. The school uses relevant assessment data to guide curriculum choice and offers an abundance of community based learning opportunities to enhance academic achievement and college and career readiness.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and

skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

Compass Charter Schools prioritize student learning and the professional development of their supervising teachers (STs). They work to keep up-to-date with the content they are teaching and the instructional tools they use. STs provide personalized experiences and strategies in two academic programs, the Online Learning and Options Learning programs. Both programs offer live sessions to students and use technology and digital tools to engage and support them in their learning. STs use various coaching strategies and provide regular meetings with students to review their progress and discuss areas of need. Academic departments participate in ongoing professional development and training to stay current with research-based trends and developments in technology, curriculum, and instruction. Teachers reported on their school wide growth goals, the school wide WIG, personal growth plans to align to their goals and peer review and support of teaching practices. The school is a certified AVID site, and scholars receive instruction in AVID's WICOR learning strategies, as well as career readiness skills. All staff are provided with ongoing professional development and access to training as needed.

Compass Charter Schools offers personalized learning to its scholars through a wide variety of curricula, resources, and learning tools and has access to additional resources like online subscriptions, workshops, and clubs. The Options program allows scholars to customize their curriculum and work with learning coaches and STs. Both the Options and Online programs provide opportunities for scholars to demonstrate critical thinking and problem-solving skills through discussions, projects, and assessments, with support from STs, tutors, and education specialists. Direct instruction and engagement activities also play an important role in developing critical thinking skills at Compass. Live synchronous classes are offered by every teacher at Compass but when asked by the Visiting Committee, many teachers noted attendance was not consistent across grade levels or subject areas.

Compass Charter Schools has implemented various programs that promote critical thinking, problem-solving, and career readiness. Scholars are provided opportunities to demonstrate learning at monthly connection meetings with their ST where they can demonstrate learned concepts, and engage in discussion. The Counseling Services Department delivers college and career readiness lessons and activities through monthly sessions and the "High School Ready To Launch" group. Additional programs such as AVID and concurrent enrollment further support career preparation.

In speaking with student groups, there was feedback that they found the live synchronous classes beneficial but would like them to be geared more towards their grade level rather than big spans. In visiting many of the live synchronous class offerings the Visiting Committee noticed higher attendance in classes with smaller grade spans.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:

The school's personalized approach to curriculum choice, course selection, and opportunities for assignment completion such as project based learning, online, or traditional text allows students to access instruction and resources and apply their learning in a variety of creative ways.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. By implementing both an Online and an Options Learning program, Compass Charter Schools (Compass) provides a diverse set of options within the independent study model to allow for differentiation.
2. Additional support offered, including technology tools, EL, AVID, and MTSS.
3. Curriculum options available to all scholars along with a plethora of service providers for scholars in the Options Learning program to use.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Compass should find ways to increase attendance and participation in all of the instructional offerings the school is offering.
2. Although Compass holds multiple opportunities for scholars to participate in live direct instruction, more opportunities are needed throughout the week so scholars are engaged and collaborating with peers.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

The Visiting Committee found that Compass Charter Schools (Compass) uses a variety of effective assessment systems to collect, disaggregate, and report scholar performance. As evidenced by the use of the following state assessments: CAASPP, ELPAC, PFT.

In the 2021-22 school year, Compass implemented STAR assessments by Renaissance for grades TK-12. This internal assessment is administered three times a year to assess scholar progress. These benchmark scores are sent home. The reports provided by STAR Renaissance are used to identify scholars who may need additional academic support to close achievement gaps. These results aid in creation of additional resources for supervising teachers (STs) and tutors to support scholars struggling to achieve grade-level standards. This is an ongoing process, and once a month data conversations are had among staff to discuss how scholars are being helped in every subject. This collaboration provides new ideas and helps to identify trends that could be used to best help determine individual scholar learning needs. Staff training occurs through Professional Developments geared toward analyzing data and reports. Supervising Teachers learn how to use the results to inform, and adjust their teaching and learning through a collaborative process. STs also learn how to use the Instructional Planning Report in Renaissance to determine focus skills for each scholar, based on their test results. Multiple communication channels are used to disseminate data, such as Compass' Monday Morning Updates (MMU), Quarterly Newsletter, Compass' website, Compass' Facebook page, Instagram, (OCLC and

Compass-wide), Parent Square for high-level information, and through monthly connection meetings for scholar-specific information. Compass also hosts annual Back-to-School Nights (BTSN) and Superintendent & CEO Town Hall virtual meetings to inform learning coaches about expectations, achievement, and updates, including specific expectations about state and internal assessments. Each department coordinator hosts Weeks of Welcome (WOW) as an introduction at the beginning of the school year. In addition to these, all school-level data is shared through the California School Dashboard, which disaggregates performance and demographic data to identify subgroups. Compass also partners with Parsec Education, a data analytic company, which allows them to visualize data in an interactive dashboard to assist with data presentations to educational partners. Common indicators include EL progress, Graduation Rate, College & Career Readiness, and CAASPP scores for English Language Arts, math, and science. All this data is disaggregated to analyze trends, strengths, and areas of growth.

The Visiting committee observed that Compass' Schools academic growth is determined by using a variety of assessments to examine, analyze, and monitor scholar progress. TK-12 scholars take STAR Assessments (by Renaissance) for Early Literacy (grades K-3), reading and math (grades 1-12). These assessment results set a starting level in "Freckle", which determines supporting instruction used by STS and tutors. In addition, tutors use the assessment results to determine the topics for live virtual tutoring sessions. Compass' tutors hold open office hours weekly. Scholars who are identified as "On Watch" after the STAR benchmark assessment(s) are considered to need between Tier 1 and Tier 2 support. Tutors review data and collaborate with STs to discuss next action steps during their monthly data-driven discussions.

To ensure all stakeholders are on the same page, all STs conduct a minimum of one connection meeting per month with both the learning coach and scholar to partner in academic progress and growth. This meeting consists of at least one interaction that can be virtual or in person, and might also consist of synchronous instruction in addition to the connection meeting. Academic strengths, weaknesses, progress towards learning goals, and mastery of content standards are discussed. Special Education case managers monitor progress through weekly specialized academic instruction (SAI) sessions. Scholars are assessed based on content mastery standards to establish a baseline and re-evaluated monthly or bimonthly to chart growth metrics. Special Education case managers' feedback is provided to the scholars directly in real-time through the SAI sessions. Feedback is also provided through ongoing communication with families via email, phone, and progress reports. The Special Education Team also gathers data from the general education STs for upcoming Individualized Education Program (IEP) meetings to discuss present levels of performance.

All educational partners play a role in the assessment and monitoring process by reviewing assessment data to determine school wide areas of strength, growth and need.. This is shared in Board of Director meetings through the Assessment & Data presentations to the directors, highlighting assessment results for state and internal assessments.

Compass Schools provide appropriate training to STs for California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) test administrator and receive secure logins for Test Operations Management System (TOMS). ELPAC training includes calibration using Moodle, the training tool for ELPAC assessments. Assessment procedures are in place to ensure staff has the appropriate materials to keep the facility or virtual space secure and abide by state regulations. STs check with scholars throughout the fall to ensure they have devices for testing, and extra care goes into planning for all EL students to ensure they have the resources they need to be successful.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report above.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

The Visiting Committee observed that Renaissance STAR assessments are used as a starting point, from which Compass assesses reading and math at the beginning, middle, and end of the school year to track scholars' growth. Supervising teachers (STs) discuss results with learning coaches (parents or legal guardians) to make them aware of the scholars' progress. With these scores, the Scholar Success Coordinator can determine what academic support(s) each scholar needs through the Multi-Tiered System of Supports (MTSS) framework and provide resources and interventions based on their individualized needs. Tutors use intervention groups, Bootcamps, and Freckle as supporting instruction to provide support. STs use assignments, tests/quizzes, projects, performance tasks, collaborative learning activities, and personalized-instruction models to obtain formative data on scholars. In addition, Learning Labs and one on one/small group Q&A sessions for our Online Learning program use

formative assessments, utilizing several tools such as Nearpod, Peardeck, Newsela, Readworks, Kahoot!, Socrative, Quizlet, Quizizz, Desmos, collaborative boards, polls, and adjust lessons accordingly.

Compass also has added Homeroom Synchronous instruction in Fall 2021. Scholars in grades K-5 are offered 30 minutes daily. Scholars in grades 6-12 are offered 30 minutes weekly with their ST. Additional live instruction through tutoring, counseling, or Social Emotional Learning (SEL) sessions are offered 4 times a week. English Learner (EL) scholars are invited to attend English Language Development (ELD) tutoring, in addition to completing their ELD coursework in Lexia asynchronously. ELD tutors work on academic language and vocabulary, guided lessons, and are available for additional 1:1 assistance, as needed. All educational partners play a role in the assessment and monitoring process. This process helps STs understand what standards have been mastered and allows the ST to know when to reteach a lesson or build upon a standard. This is important because of the different curriculum in use by scholars. To monitor assessment data, All Educational Partners are tasked with reviewing data to determine school wide achievement trends and areas of need. Assessment procedures are in place to ensure staff has the appropriate materials to keep the facility or virtual space secure and abide by state regulations. STs check with scholars throughout the fall to ensure they have devices for testing. EPAC testing planning goes a bit further and includes gathering feedback from all STs, EL Staff and a discussion of all EL students on their roster.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in report above

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Multiple measures to track scholar achievement.
2. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
3. Effective Multi-Tiered Systems of Supports (MTSS) framework to identify and support scholars' academic, behavioral, and social-emotional needs.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Compass Charter Schools (Compass) needs to continue to address the participation rates for assessments and school surveys. Ongoing education campaigns about the importance of assessment data, including how we do and don't use the data, can help with parent and staff buy-in.
2. Continue adding data mindset, including completion of Google Data Analytics Course

3. Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
4. Continued outreach for special populations of scholars that may be resistant to benchmark or state testing. This might include identifying an alternate assessment if our current internal assessments are not deemed appropriate for specific scholars.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

The visiting committee observed that learning coaches are invited to get involved with the school in a number of ways including the Parent Advisory Committee (PAC), the Learning Coach Academy (LCA) and Learning Coach Academy ParentSquare group. At the start of the school year, our Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These sessions are also recorded and posted to the Compass YouTube channel as well as shared via ParentSquare. Compass has other avenues for learning coach engagement such as "Town Halls" and "Coffee with Compass" sessions; social media channels, which include Facebook, Twitter, Instagram and LinkedIn as well as a "Virtual Suggestion Box" that is checked monthly by staff. There are required monthly meetings with supervising teachers and Compass staff has 24-hour return call/email policy to ensure that scholars and learning coaches receive a timely response from school staff. All staff email addresses are readily available on the school website as well as an instant "Contact Us" link.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in report above

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

The visiting committee observed that Compass implements several policies to ensure a safe, clean, and orderly learning environment. Compass is affiliated with the National Standards for Quality (NSQ) Online Learning and APLUS+, which promote and support safe learning environments and quality personalized learning schools and services. The School Safety Plan and School Handbooks outline responsibilities of the school, staff, learning coaches (parents or legal guardians), and scholars with regard to school safety. In addition, the Counseling Services Department holds several workshops throughout the year which are shared with families via the Monday Morning Updates (MMU) and ParentSquare calendar, that encourage scholars' safety, academic and social-emotional development, and support their college and/or career readiness.

Compass scholar computers are configured with the most up to date version of Windows Defender with popup blocker. Updates are configured to install automatically to protect from any new online threats. As an added benefit, the BlockSite add-in for browsers is also pre-installed and available for families to configure to prevent scholars from accessing inappropriate websites. Support in configuring any of these is provided to learning coaches through our IT HelpDesk. Staff are also required to complete password security and E-Mail security training in order to ensure the safety of internal information.

Virtual scholar workshops are held on a monthly basis to encourage learning, development, and socialization among scholars. Local field trips are scheduled for scholars and their learning coaches to attend and extend learning beyond class time.

Compass invites all scholars to join its Scholar Leadership Council (SLC), which promotes leadership, problem-solving, and school spirit, a variety of school clubs, and also promotes the ARCTIC core values to encourage a nurturing learning environment.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report above.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of

personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

The visiting committee observed that the Counseling Services Department holds several workshops throughout the year based on scholar safety. A menu of the counseling core curriculum is published in the Monday Morning Updates (MMU) on a monthly basis and includes counseling presentations/webinars/workshops in the areas of academic, social-emotional, and college career readiness.

The instructional staff for the Online Learning program has incorporated weekly online Learning Labs and Q&A sessions for scholars. These Learning Labs incorporate relevant information related to the lessons in the online curriculum, along with additional visuals to stimulate learning. During these Learning Labs, scholars are involved in online discussions about the online content, which helps with their communication skills, part of English Language Arts (ELA) standards. During Q&A sessions offered, scholars get one-on-one support with online curriculum.

The Special Education Department consists of Special Education instructors who conduct Specialized Academic Instruction (SAI) sessions to meet the goals of scholars that have Individualized Education Programs (IEPs). Scholars with IEPs may also have access to online tutoring sessions through Multi-Tiered Systems of Supports (MTSS) services if the scholar is identified as needing intervention/urgent intervention.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

As stated in the report above.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. There are School Safety plans and procedures in place.
2. The T Department ensures staff are up-to-date on internet safety.
3. There is a handbook and board policy manual with complaint procedures and internet safety guidelines.
4. Compass provides learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synch sessions, etc. and establishes these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner
5. Compass supports all scholars through personalized learning using tiered interventions and opportunities for tutoring and intervention under a Multi-Tiered System of Supports (MTSS) framework .

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Parent engagement in the form of more involvement on the PAC.
2. Continue to fine tune the use of data to help scholars with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community
3. Expanding internet safety topics to scholars and explicitly teach about safe ways to interact with technology.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. Clearly stated and easy access to Mission and Vision Statements and Core Values.
2. Advancement Via Individual Determination (AVID) supports are provided to implement research-based instructional strategies. Live learning lab sessions provide the opportunity for supervising teachers (STs) to implement these strategies. Scholars apply AVID strategies cross-curricularly in their courses for reinforcement and increased academic achievement.
3. By implementing both an Online and an Options Learning program, Compass Charter Schools (Compass) provides a diverse set of options within the independent study model to allow for differentiation.
4. Curriculum options available to all scholars along with a variety of service providers for scholars in the Options Learning program to use.
5. Multiple measures to track scholar achievement.
6. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
7. Compass is nurturing learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synchronous sessions, monthly connection meetings and establishing these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner.
8. Scholars are supported with personalized learning using tiered interventions and opportunities for tutoring under the Multi-Tiered System of Supports (MTSS) framework.
9. Regular meetings of the Board of Directors, school leaders, and educational partners to ensure alignment with moving forward with school mission, vision, values, Local Control, and Accountability Plans, budget updates, and Scholar Learner Outcomes.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile*

data, the school program and operation, and the action plan.

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

- Improve the 4 year graduation cohort in each school to meet or exceed state averages.
- Increase participation in state testing to 95% and maintain 95% participation rates in local measures.
- Increase college and career readiness for scholars by expanding the AVID program.
- Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

None.

Chapter 5: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan
- Evaluate the school improvement issues:
 - The effectiveness of the action plan to enhance student learning and support the identified major student learner needs
 - The level of commitment to accomplish the action plan, schoolwide and systemwide
 - The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)
 - The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.

The schools' LCAPs for Los Angeles, San Diego, and Yolo are the action plans as they relate to school goals for student achievements, and are aligned with the goals associated with the WASC Self-Study process.

Compass' goals are created by gathering input and feedback from various surveys, Parent Advisory Council, Scholar Advisory Council, and Staff Advisory Council meetings throughout the year. Progress towards LCAP goals is monitored regularly by the CEO and leadership team. As needed, adjustments are made to the plan throughout the year to better meet the needs of students, pending board approval.

<p style="text-align: center;">Action plan Goal #1-</p> <ul style="list-style-type: none"> ● Improve the 4 year graduation cohort in each school to meet or exceed state averages. 	<p style="text-align: center;">Baseline/Measurement</p> <p>Common measure</p> <ul style="list-style-type: none"> ● Year to year grad rates <p>Equity Measure</p> <ul style="list-style-type: none"> ● Grad rates by subgroup ● Identify gaps
<p style="text-align: center;">Proposed Actions</p> <ul style="list-style-type: none"> ● Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP) and Master Agreement (MA), and that these materials are connected to grade level standards that are identified on the PLP. ● Evaluate how grad rate is tracked and reported. ● Increase parent involvement to support completion 	
<p style="text-align: center;">Action plan Goal #2-</p> <ul style="list-style-type: none"> ● Increase participation in state testing to 95% ● Maintain 95% participation rates in local measures. 	<p style="text-align: center;">Baseline/Measurement</p> <p>Common measure</p> <ul style="list-style-type: none"> ● BOY, MOY, EOY rates in STAR ● Annual rates in State testing- CAASPP, ELPAC, CAST, and PFT <p>Equity measure</p> <ul style="list-style-type: none"> ● Participation by subgroup ● Participation by program

Proposed Actions	
<ul style="list-style-type: none"> ● Increase attendance and participation in all of the instructional offerings. ● Increase opportunities for parents to engage and measure participation. ● Attendance rates in learning labs, tutoring, and enrichment broken down by program and student group and correlated with student achievement data (STAR scores, grades, course achievement) 	
<p style="text-align: center;">Action plan Goal #3-</p> <ul style="list-style-type: none"> ● Increase college and career readiness for scholars by expanding the AVID program 	<p style="text-align: center;">Baseline/Measurement</p> <p>Common measure</p> <ul style="list-style-type: none"> ● The number of scholars who attend college ● A-G completion ● Number of students accepted into college. ● Number of graduates who complete college. <p>Equity Measure</p> <ul style="list-style-type: none"> ● First generation scholars attending college ● AVID impact on all scholars enrolled in AVID and sub-groups ● College entrance by sub group
Proposed Actions	
<ul style="list-style-type: none"> ● Measure the impact of AVID on scholars' college and career readiness. 	
<p style="text-align: center;">Action plan Goal #4 -</p> <ul style="list-style-type: none"> ● Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families. 	<p style="text-align: center;">Baseline/Measurement</p> <ul style="list-style-type: none"> ● Identify key data points that are clearly communicated to the Compass community. ● Develop a Compass dashboard that is updated regularly. ● Provide training to all community members on measurements to monitor student growth.
Proposed Actions	
<ul style="list-style-type: none"> ● Use multiple forms of data to guide instruction, monitor progress & growth, and inform grading practices that ensure all student populations receive appropriate support and interventions. ● Identify specific measurements and how they inform program changes and track student growth. 	

The goals contained in these action plans and the specific actions and services contained within them effectively address the identified major student learning needs, and Compass leadership demonstrates commitment to carrying out all actions contained in the plans.

The schools actively participate in a sound cycle of continuous improvement through progress monitoring through the LCAP cycle. The board, administration, and all community partners engage at various levels to support the goals set forth to drive student achievement and improve schoolwide student outcomes.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The schools have clearly defined goals as outlined in their schoolwide plans. The schools are working to improve areas of growth as identified in the plans.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The schools have each developed their LCAP to align to the identified learner needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school follows the LCAP review process to monitor goals and achievement data.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		