# Local Control Accountability Plan and Annual Update (LCAP) Template

| LEA Name | Compass Charter Schools of Fresno | | |
|---|---|---|---|
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## 2017-18 Plan Summary

**The Story**

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Fresno is an exclusively virtual charter school, serving scholars who reside in Fresno County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and 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. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves over 100 scholars. Based on our 2016-17 P2 data, our scholar population consists of 66% socioeconomically disadvantaged, 1% English language learners, and 7% special education.

**LCAP Highlights**

Identify and briefly summarize the key features of this year's LCAP.

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

### Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

## **Budget Summary**

| | |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $1,777,674.00 |

| | |
|---|---|
| Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year | $1,026,838.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are general operating needs within the operating budget, including dues and memberships, insurance, lease expenses, professional and consulting services, legal fees and more. This accounts for a little over half our overall general fund expenditures.

| | |
|---|---|
| Total Projected LCFF Revenues for LCAP Year | $1,251,449.00 |

# Annual Update

| Goal 1 | Pupil Engagement |
|---|---|
| | Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.<br>Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth. |

State priorities addressed by this goal:   ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☑ 5  ☑ 6  ☐ 7  ☑ 8

Local priorities addressed by this goal:

**Increase opportunities for more robust engagement and accountability for attendance and progression**

## Annual Measurable Outcomes

**Expected**

1. Our attendance will be 94.5% or greater.

2. The number of truancies will decrease by 5% from 2015-2016 rates.

3. 60% of seniors will be eligible for graduation.

4. Participation in school events will increase by 13%

**Actual**

1. Our attendance did not reach our goal of 94.5%.

2. The number of truancies decreased by 44% from 2015-2016 rates.

3. 38% of seniors were eligible for graduation.

4. There was not a baseline established to track this outcome. However, 100 scholars did participate in our engagement offerings.

# Actions / Services

| Action 1 | Informational Sessions |
|---|---|

## Implementation

**Planned**

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

**Actual**

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars. Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

## Expenditures

| Budgeted | $28,000.00 |
|---|---|
| Estimated Actual | $28,000.00 |

| **Action 2** | Monitor weekly attendance |
| --- | --- |

## Implementation

| **Planned** |
| --- |
| Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar. |

| **Actual** |
| --- |
| Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families. Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings. |

## Expenditures

| **Budgeted** | $33,000.00 |
| --- | --- |
| **Estimated Actual** | $33,000.00 |

| **Action 3** | Field Trips and Activities |
| --- | --- |

## Implementation

| **Planned** |
| --- |
| Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities |

| **Actual** |
| --- |
| An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month. |

## Expenditures

| **Budgeted** | $28,500.00 |
| --- | --- |
| **Estimated Actual** | $28,500.00 |

| **Action 4** | Weekly Truancy Audits |
|:---:|:---|

## Implementation

**Planned**

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

**Actual**

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

## Expenditures

| **Budgeted** | $24,000.00 |
|:---|:---:|
| **Estimated Actual** | $24,000.00 |

| **Action 5** | Prep Classes for Low Performing Scholars |
|:---:|:---|

## Implementation

**Planned**

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

**Actual**

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

## Expenditures

| **Budgeted** | $19,000.00 |
|:---|:---:|
| **Estimated Actual** | $19,000.00 |

| **Action 6** | Scholar Clubs |
|---|---|

## Implementation

**Planned**

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

**Actual**

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympaid, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

## Expenditures

| Budgeted | $20,500.00 |
|---|---|
| Estimated Actual | $20,500.00 |

| **Action 7** | Hire Scholar Engagement Coordinator |
|---|---|

## Implementation

**Planned**

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

**Actual**

We hired our Scholar Engagement Coordinator in September 2016.

## Expenditures

| Budgeted | $9,500.00 |
|---|---|
| Estimated Actual | $9,500.00 |

## Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement, as noted in our actions and services update.  We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

**Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.**

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

**Material differences between budgeted expenditures and estimated actual expenditures**

N/A

**Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.**

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

| **Goal 2** | Increase academic achievement |
|---|---|
| | Increase academic achievement by offering a variety of classes taught by credentialed teachers. |

State priorities addressed by this goal: ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☑ 7 ☑ 8

Local priorities addressed by this goal:

**Highly qualified teachers in every core course.**

## Annual Measurable Outcomes

### Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.

2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test

3. 73% of our scholars will complete classes according to the pacing plan.

4. 25% of scholars will qualify for Academic Honor Roll.

5. 73% of scholars will be on task according to curriculum provider's reports.

6. 100% of our teachers will be appropriately credentialed.

### Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 40% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

## Actions / Services

| **Action 1** | Professional Development |
|---|---|

## Implementation

**Planned**

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

**Actual**

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bu-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

## Expenditures

| Budgeted | $15,000.00 |
|---|---|
| Estimated Actual | $15,000.00 |

| **Action 2** | Audit grades |
|---|---|

## Implementation

**Planned**

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

**Actual**

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

## Expenditures

| Budgeted | $5,000.00 |
|---|---|
| Estimated Actual | $5,000.00 |

| Action 3 | Constructive Feedback |
|---|---|

## Implementation

**Planned**

Teachers will grade and return work within 72 hours with constructive feedback.

**Actual**

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

## Expenditures

| Budgeted | $20,000.00 |
|---|---|
| Estimated Actual | $20,000.00 |

| Action 4 | Universally Assess Scholars |
|---|---|

## Implementation

**Planned**

Scholars will be universally assessed one time per semester.

**Actual**

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

## Expenditures

| Budgeted | $27,000.00 |
|---|---|
| Estimated Actual | $27,000.00 |

| **Action 5** | Study Skills/Intervention Classes and Workshops |
|---|---|

## Implementation

**Planned**

Study skills /intervention classes and workshops will be offered to those scholars identified as both "performance risk" and "pacing risk" by our weekly scholar performance reports.

**Actual**

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

## Expenditures

| Budgeted | $27,000.00 |
|---|---|
| Estimated Actual | $27,000.00 |

| **Action 6** | Laptop Program |
|---|---|

## Implementation

**Planned**

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

**Actual**

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

## Expenditures

| Budgeted | $11,000.00 |
|---|---|
| Estimated Actual | $11,000.00 |

## Action 7 — Special Programs

### Implementation

**Planned**

Special programs will increase staffing to allow for smaller case loads.

**Actual**

Not implemented.

### Expenditures

| Budgeted | $50,000.00 |
|---|---|
| Estimated Actual | $0.00 |

## Action 8 — National Honor Society

### Implementation

**Planned**

National Honor Society will be available to those that qualify.

**Actual**

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

### Expenditures

| Budgeted | $1,500.00 |
|---|---|
| Estimated Actual | $1,500.00 |

## Action 9 | Hire Intervention Specialist

## Implementation

**Planned**

Intervention specialist will be hired to create an intervention program for all scholars.

**Actual**

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

## Expenditures

| Budgeted | $10,000.00 |
|---|---|
| Estimated Actual | $10,000.00 |

## Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, auditeded course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

| **Goal 3** | Parent Participation |
|---|---|
| | Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment. |

State priorities addressed by this goal: ☑ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

## Annual Measurable Outcomes

**Expected**

1.40% of parents will complete and return parent surveys.
2.55% of parents will participate in Parent/Teacher conferences
3.55% of parents will attend school sponsored events
4.  School staff will communicate with families at least once a week.

**Actual**

1. On average, 20% of parents completed and returned parent surveys.
2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
3. There was not a baseline established to track this outcome. However, 126 learning coaches and parents did participate in our engagement offerings.
4. School staff communicated with families numerous times each week.

# Actions / Services

| **Action 1** | Family Events |
|---|---|

## Implementation

**Planned**

Hold a minimum of 4 family events. Provide translators.

**Actual**

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

## Expenditures

| **Budgeted** | $18,050.00 |
|---|---|
| **Estimated Actual** | $18,050.00 |

| **Action 2** | <u>Parent/Learning Coaches Events</u> |
|---|---|

## Implementation

**Planned**

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

**Actual**

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

## Expenditures

| **Budgeted** | $14,050.00 |
|---|---|
| **Estimated Actual** | $14,050.00 |

| **Action 3** | <u>Informational Nights and Workshops</u> |
|---|---|

## Implementation

**Planned**

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

**Actual**

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

## Expenditures

| **Budgeted** | $10,500.00 |
|---|---|
| **Estimated Actual** | $10,500.00 |

| **Action 4** | <u>Webinar Series</u> |
|---|---|

## Implementation

**Planned**

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

**Actual**

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

## Expenditures

| **Budgeted** | $8,200.00 |
|---|---|
| **Estimated Actual** | $8,200.00 |

| **Action 5** | <u>Learning Coach Lounge</u> |
|---|---|

## Implementation

**Planned**

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

**Actual**

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

## Expenditures

| **Budgeted** | $4,000.00 |
|---|---|
| **Estimated Actual** | $4,000.00 |

## Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

| Overall effectiveness of the actions/services to achieve the goal as measured by the LEA. |
|---|
| We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars. |

| Material differences between budgeted expenditures and estimated actual expenditures |
|---|
| N/A |

| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. |
|---|
| This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.<br><br>Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement. |

| **Goal 4** | Common Core |
| --- | --- |

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☑ 7 ☑ 8

## Annual Measurable Outcomes

**Expected**

1.50% of Class Connect sessions will include data driven instruction.
2.75% of teachers will have participated in CCSS data analysis workshops.
3.90% of incoming scholars will be universally assessed.

**Actual**

1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.

2. 100% of teachers participated in CCSS data analysis workshops.

3. Over 90% of our incoming scholars were universally assessed.

## Actions / Services

| **Action 1** | Class Connect |
| --- | --- |

## Implementation

**Planned**

Class Connect sessions will include data driven instruction.

**Actual**

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

## Expenditures

| **Budgeted** | $15,000.00 |
| --- | --- |
| **Estimated Actual** | $15,000.00 |

## Action 2 — Professional Development

### Implementation

**Planned**

At least 4 hours of professional development will be provided focusing on data analysis.

**Actual**

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

### Expenditures

| | |
|---|---|
| **Budgeted** | $5,000.00 |
| **Estimated Actual** | $5,000.00 |

## Action 3 — Additional Training

### Implementation

**Planned**

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

**Actual**

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

### Expenditures

| | |
|---|---|
| **Budgeted** | $5,000.00 |
| **Estimated Actual** | $5,000.00 |

| **Action 4** | Teacher Collaboration |
|---|---|

## Implementation

**Planned**

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

**Actual**

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

## Expenditures

| Budgeted | $15,000.00 |
|---|---|
| Estimated Actual | $15,000.00 |

| **Action 5** | Universal Assessment Program Training |
|---|---|

## Implementation

**Planned**

Ongoing training will continue with universal assessment program.

**Actual**

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

## Expenditures

| Budgeted | $16,500.00 |
|---|---|
| Estimated Actual | $16,500.00 |

## Action 6   <u>Hire Intervention Specialist</u>

## Implementation

**Planned**

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

**Actual**

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

## Expenditures

| Budgeted | $14,500.00 |
|---|---|
| Estimated Actual | $14,500.00 |

## Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year.  Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars.  We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

# Stakeholder Engagement

LCAP Year 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Compass Charter Schools of Fresno involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

| Goal 1 | Increase academic achievement at Compass Charter Schools of Fresno |
|---|---|

textBox5

☑ New
☐ Modified
☐ Unchanged

State priorities addressed by this goal:  ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☐ 5 ☑ 6 ☑ 7 ☑ 8

**Identified Need**

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

## Expected Annual Measurable Outcomes

**Metric**  SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

| Baseline | Will create a baseline during the 17-18 school year |
|---|---|
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

**Metric**  SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

| Baseline | Will create a baseline during the 17-18 school year |
|---|---|
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

**Metric**  CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

| Baseline | Will create a baseline during the 17-18 school year |
|---|---|
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

**Metric**  Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

| **Baseline** | Will create a baseline during the 17-18 school year |
|---|---|
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  Percent of K-12 scholars at/above grade level on i-Ready Math assessments

| **Baseline** | Will create a baseline during the 17-18 school year |
|---|---|
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  Percent of K-12 scholars eligible for Honor Roll

| **Baseline** | Percent of K-12 scholars eligible for Honor Roll - 40% |
|---|---|
| **2017-18** | Increase by 3% the number of scholars eligible for Honor Roll |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  ELL Reclassification Rate

| **Baseline** | Will create a baseline during the 17-18 school year |
|---|---|
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  Percent of High School Seniors eligible for Graduation

| **Baseline** | Percent of High School Seniors eligible for Graduation - 38% |
|---|---|
| **2017-18** | Increase by 3% the number of High School Seniors eligible for Graduation |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  Attendance Rate

| | |
|---|---|
| **Baseline** | - |
| **2017-18** | Increase attendance rate to 97% |
| **2018-19** | - |
| **2019-20** | - |

## Actions / Services

| Action 1 |  Communication |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year. |

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students
☑ English Learners  ☑ Foster Youth  ☑ Low Income

Scope of Services
☑ LEA-wide  ☐ Schoolwide  ☐ Limited to Unduplicated Student Groups

Location(s)
☑ All schools  ☐ Specific Schools...  ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

| | |
|---|---|
| **Amount** | $470,133.00 |
| **Sources** | |
| General Fund | $470,133.00 |
| **Budget Reference** | |
| 1100 | Teachers'  Salaries |

| **Action 2** | Response to Intervention |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results. |

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students | ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Services | ☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Groups

Location(s) | ☑ All schools ☐ Specific Schools... ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

| | |
|---|---|
| **Amount** | $11,393.00 |

**Sources**

| General Fund | $11,393.00 |
|---|---|

**Budget Reference**

| 4200 | Books and Other Reference Materials |
|---|---|

| **Action 3** | Professional Development |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year. |

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students — ☑ English Learners   ☑ Foster Youth   ☑ Low Income

Scope of Services — ☑ LEA-wide   ☐ Schoolwide   ☐ Limited to Unduplicated Student Groups

Location(s) — ☑ All schools   ☐ Specific Schools...   ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

| | |
|---|---|
| **Amount** | $26,584.00 |

**Sources**

| General Fund | $26,584.00 |
|---|---|

**Budget Reference**

| 5200 | Travel and Conferences |
|---|---|
| 5210 | Training and Development Expense |

| **Action 4** | Educational Planning |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars. |

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

| Students | ☑ English Learners  ☑ Foster Youth  ☑ Low Income |
|---|---|
| Scope of Services | ☑ LEA-wide  ☐ Schoolwide  ☐ Limited to Unduplicated Student Groups |
| Location(s) | ☑ All schools  ☐ Specific Schools...  ☐ Specific Grade Spans... |

## Budgeted Expenditures

**2017-18**

| | |
|---|---|
| **Amount** | $89,581.00 |

**Sources**

| | |
|---|---|
| General Fund | $89,581.00 |

**Budget Reference**

| | |
|---|---|
| 1200 | Certificated Pupil Support Salaries |

| **Action 5** | Attendance Rates |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years. |

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students      ☑ English Learners     ☑ Foster Youth     ☑ Low Income

Scope of Services      ☑ LEA-wide     ☐ Schoolwide     ☐ Limited to Unduplicated Student Groups

Location(s)      ☑ All schools     ☐ Specific Schools...     ☐ Specific Grade Spans...

## Budgeted Expenditures

| **2017-18** | | |
|---|---|---|
| **Amount** | $417,754.00 | |
| **Sources** | | |
| General Fund | $417,754.00 | |
| **Budget Reference** | | |
| 4100 | Approved Textbooks and Core Curricula Materials | |

---

| **Goal 2** | Increase scholar and parent engagement at Compass Charter Schools of Fresno<br>textBox5 |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | |

State priorities addressed by this goal:    ☐ 1   ☐ 2   ☑ 3   ☐ 4   ☑ 5   ☑ 6   ☐ 7   ☐ 8

### Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

## Expected Annual Measurable Outcomes

**Metric** Attendance Rates

| | |
|---|---|
| **Baseline** | - |
| **2017-18** | Increase attendance rate by 97% |
| **2018-19** | - |
| **2019-20** | - |

**Metric** Number of scholar clubs

| | |
|---|---|
| **Baseline** | Will create a baseline during the 17-18 school year |
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric** Parent Advisory Council

| | |
|---|---|
| **Baseline** | Parent Advisory Council met on a quarterly basis |
| **2017-18** | Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors |
| **2018-19** | - |
| **2019-20** | - |

**Metric** Scholar Leadership Council

| | |
|---|---|
| **Baseline** | Will create a baseline during the 17-18 school year |
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric** Participation in Parent/Teacher Conferences

| | |
|---|---|
| **Baseline** | Will create a baseline during  the 17-18 school year |
| **2017-18** | - |
| **2018-19** | - |
| **2019-20** | - |

**Metric**  Satisfaction Surveys

| | |
|---|---|
| **Baseline** | 20% of parents participated in satisfaction surveys |
| **2017-18** | At least 50% of our scholars and parents will participate in our satisfaction survey opportunities |
| **2018-19** | - |
| **2019-20** | - |

# Actions / Services

| **Action 1** | Extracurricular Activities |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year. |

## Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

| Students | ☑ All  ☐ Students with Disabilities  ☐ Specific Student Groups... |
|---|---|
| Location(s) | ☑ All schools  ☐ Specific Schools...  ☐ Specific Grade Spans... |

## Budgeted Expenditures

**2017-18**

**Amount**  $11,393.00

**Sources**

| General Fund | $11,393.00 |
|---|---|

**Budget Reference**

| 5505 | Student Transportation/Field Trips |
|---|---|

| **Action 2** | Social Enrichment |
|---|---|
| ☑ New<br>☐ Modified<br>☐ Unchanged | Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically). |

## Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students     ☑ All    ☐ Students with Disabilities    ☐ Specific Student Groups...

Location(s)    ☑ All schools    ☐ Specific Schools...      ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

                          **Amount**    $0.00

**Sources**

**Budget Reference**

| **Action 3** |
| --- |
| ☑ New |
| ☐ Modified |
| ☐ Unchanged |

## Scholar Recognition

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

## Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students   ☑ All   ☐ Students with Disabilities   ☐ Specific Student Groups...

Location(s)   ☑ All schools   ☐ Specific Schools...   ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

**Amount**   $0.00

**Sources**

**Budget Reference**

| **Action 4** | Learning Coach Involvement |
|---|---|

☑ New
☐ Modified
☐ Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

## Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students
☑ English Learners   ☑ Foster Youth   ☑ Low Income

Scope of Services
☑ LEA-wide   ☐ Schoolwide   ☐ Limited to Unduplicated Student Groups

Location(s)
☑ All schools   ☐ Specific Schools...   ☐ Specific Grade Spans...

## Budgeted Expenditures

**2017-18**

**Amount**   $0.00

**Sources**

**Budget Reference**

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

| | |
|---|---|
| Estimated Supplemental and Concentration Grant Funds | $117,675.00 |

| | |
|---|---|
| Percentage to Increase or Improve Services | 10 % |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

**1.1**　　　Communication

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

**1.2**　　　Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

**1.3**　　　Professional Development

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

**1.4**　　　Educational Planning

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

**1.5**　　　Attendance Rates

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

**2.4**　　　Learning Coach Involvement

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.