

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

2019

LEA Name	Contact Name and Title	Email and Phone
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## 2018-19 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 independent study charter school, serving scholars who reside in Fresno County and its adjacent counties. The mission of CCS is to 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 core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

CCS serves over 100 scholars. Based on Census Day, our scholar population consists of 59% socioeconomically disadvantaged, 5% homeless, 2% English language learners, and 10% special education.

### **LCAP Highlights**

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

Compass Charter Schools continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our 2018-19 LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement.

### **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 Compass Charter Schools this year. We brought on additional staff in key areas to support our scholars: two Scholar Success Coordinators to provide an academic intervention program to ensure supports were available for all scholars (one for scholars in grades K-5, the other for grades 6-12); and a Family Engagement Coordinator to manage and promote parent engagement opportunities with the school.

We also continue to enhance and expand our communication and outreach efforts, in and out of the classroom, as well as opportunities for scholar support, such as a partnership with a national online tutoring company. We are extremely proud of the virtual program we offer scholars and the various supports they receive along their educational journey with us.

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**

Based on the California School Dashboard, Compass Charter Schools does not have any state indicator or local performance indicator where our overall performance is in the 'Red' or 'Orange,' nor a 'Not Met' or 'Not Met for Two or More Years' rating. We do not believe there are any areas that are in need of significant improvement based on our local performance indicators.

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, Compass Charter Schools does not have any performance gaps reported for any scholar group.

### **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.

Compass Charter Schools will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking within our integrated SIS. Every staff member has access to the SIS and the various flags and alerts on each scholar record, and we will continue to build out workflows and reports to help track scholars as they progress on their educational journey at CCS. We are also creating several staff committees, including MTSS, Engagement, and a few others, to involve a greater number of staff in sharing ideas and opportunities to increase our supports and services for our scholars.

### **Budget Summary**

Total General Fund Budget Expenditures for LCAP Year

\$1,634,685.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year

\$619,806.00

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 roughly 17-percent of our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year

\$1,423,118.00

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

Increase academic achievement at Compass Charter Schools of Fresno

**State and/or Local Priorities addressed by this goal:**

State Priorities	1,2,3,4,6,7,8
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### Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> <li>1. Create a baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)</li> <li>2. Create a baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met)</li> <li>3. Create a baseline for CAST grades 5 &amp; 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)</li> <li>4. Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments</li> <li>5. Create a baseline for for the percent of K-12 scholars at/above grade level on i-Ready Math assessments</li> <li>6. 43% percent of K-12 scholars will be eligible for Honor Roll</li> <li>7. Create a baseline for ELL Reclassification Rate</li> <li>8. 41% of seniors will be eligible for Graduation</li> <li>9. Increase attendance rate to 97%</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) is set at 49%, based on 2016-17 results</li> <li>2. Baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) is set at 18.5%, based on 2016-17 results</li> <li>3. Baseline for CAST grades 5 &amp; 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met) will be set during the 2018-19 year, as 2016-17 was a pilot year and 2017-18 was the field test, neither of which provided scores</li> <li>4. Baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments will be set once we have final 2017-18 results</li> <li>5. Baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments will be set once we have final 2017-18 results</li> <li>6. Data not yet available</li> <li>7. Baseline for ELL Reclassification Rate is set at 50%, based on 2016-17 results</li> <li>8. 86% of seniors were eligible for Graduation, exceeding our goal by 43%</li> <li>9. Our attendance rate was 97.07%, exceeding our goal by 0.07%</li> </ol>

### Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1 - Communication</b> 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.</p>	<p>Teachers provided scholars with timely, specific feedback within 72 hours of work submission. While some of the assignments were graded immediately through the learning management system (LMS), teachers ensured all scholars in their courses received timely feedback on every assignment. Feedback was provided in the LMS, as well as email, text, or meeting, as appropriate.</p> <p>Teachers also conducted parent/teacher conferences, once in the fall semester for all of their scholars, and again in the spring for those scholars in need of additional support.</p>	<p>\$470,133.00</p>	<p>\$420,972.00</p>
<p><b>Action 2 - Response to Intervention</b> 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.</p>	<p>Teachers, with support from our Scholar Success Coordinators, utilized our i-Ready initial and mid-year diagnostic test results to target scholars who were in need of additional supports. These supports included additional instructional resources, tutoring support, and more. The Scholar Success Coordinators, in collaboration with the teachers, monitored success through our RTI model.</p>	<p>\$11,393.00</p>	<p>\$11,393.00</p>

<p><b>Action 3 - Professional Development</b>  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.</p>	<p>Numerous professional development opportunities were provided to teachers and staff throughout the school year. Starting with our in-person All-Staff Retreat, all staff received a week-long training on the new StrongMind Scholar Information System, Learning Management System, and Parent Scholar Portal. Follow-up trainings were hosted throughout August, prior to the start of classes.</p> <p>Professional development opportunities were shared with all staff, on curriculum, instruction, LCAP, ESSA, LCFF, mindfulness, and more throughout the year. In addition, our Counseling Services Team hosted two internal professional development workshops, one on suicide prevention awareness and the other on LGBTQI awareness; and our Information Services Team hosted a workshop on FERPA awareness.</p> <p>Teams also hosted workshops during team meetings, to understand data from our new system, data from i-Ready results, as well as instructional opportunities through our new partnership with AVID.</p>	<p>\$26,584.00</p>	<p>\$23,725.00</p>
<p><b>Action 4 - Educational Planning</b>  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.</p>	<p>In addition to individualized planning from the Counseling Services Team, scholars had access to 39 presentations/workshops on topics within the academic (10), social emotional (6), and college and career readiness (23) realms.</p> <p>AVID was successfully implemented, both as an elective course for online 9th grade scholars, as well as a series of instructional strategies throughout our entire online high school program. Within the entire high school program, one scholar participated in concurrent enrollment, and another four in our accelerated course options program.</p>	<p>\$89,581.00</p>	<p>\$91,886.00</p>

**Action 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.

Data has been collected throughout the year to better support scholars. In terms of attendance, at P-2, CCS had a 97.07% attendance rate. 86% of our scholars were eligible to graduate, 1 earning the Golden State Seal of Merit Diploma Award.

At the time of this LCAP, data was still being finalized on dropout rates, as well as course completion rates.

\$417,754.00

\$451,522.00

**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, as noted in our actions and services update. We increased our level of communication, both in type and frequency, provided individual supports to scholars through our RTI model, provided ample professional development opportunities for our staff, both internally and externally, assisted scholars along their educational journey with supports through our counseling, instructional, engagement and special education team, and enhanced our data-driven culture.

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 scholar achievement. We saw a sharp increase in two-way communication in our independent study program, with expanded supports to scholars to facilitate their learning, and saw a sharp increase in both attendance and scholars eligible for graduation.

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.

We are not making changes to our goal of increasing academic achievement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

## Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno

### State and/or Local Priorities addressed by this goal:

State Priorities	3,5,6
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### Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> <li>1. Increase attendance rate by 97%</li> <li>2. Create a baseline for the number of scholar clubs offered</li> <li>3. Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors</li> <li>4. Create a baseline for the number of Scholar Leadership Council meetings</li> <li>5. Create a baseline for participation in Parent/Teacher Conferences</li> <li>6. At least 50% of our scholars and parents will participate in our satisfaction survey opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance rate, as reported at P-2, was 97.07%</li> <li>2. Baseline for the number of scholar clubs offered set to 14 based on 2017-18 year</li> <li>3. The Parent Advisory Council met five times and shared a formal report at each Board of Directors meeting</li> <li>4. Baseline for the number of Scholar Leadership Council meetings set to at least quarterly based on the 2017-18 year, where they met six times and shared a formal report at each Board of Directors meeting</li> <li>5. Baseline for participation in Parent/Teacher Conferences set to 66% based on the 2017-18 year</li> <li>6. At least 50% of our scholars and parents participated in our satisfaction survey opportunities</li> </ol>

### Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1 - Extracurricular Activities</b> 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.</p>	<p>Numerous extracurricular activities were offered throughout the fall and spring semester to scholars, including 20 field trips across the Fresno region. Scholars also had the opportunity to participate in 14 scholar-led clubs, including National Honor Society, Scholar Leadership Council, Chess Club, Cooking Club, Performing Arts Club, and more.</p> <p>In addition, scholars had the opportunity to participate in 14 virtual contests and 15 virtual workshops.</p>	<p>\$11,393.00</p>	<p>\$27,236.00</p>

<p><b>Action 2 - Social Enrichment</b> Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).</p>	<p>Many opportunities were provided to scholars to engage in enrichment opportunities, both across the Fresno region, and across the state. Scholars were invited to participate in engagement opportunities offered across the Compass Charter Schools community, including opportunities in the LA and San Diego regions.</p>	\$0.00	\$0.00
<p><b>Action 3 - Scholar Recognition</b> 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."</p>	<p>While this year was a year of change, it could also be viewed as a year of celebration. We held our Graduation and 8th Grade Promotion Ceremony on Wednesday, June 13 in Clovis, where 86% of our seniors were eligible to graduate. One of those seniors also earned the Golden State Seal of Merit Diploma. We also awarded the Silver Presidential Award to a deserving scholar.</p> <p>In June, we also celebrated our scholars at various Virtual Awards Assemblies, where teachers recognized scholars for their hard work in and out of the classroom. Throughout the year, scholars were recognized as Scholar of the Month, and in June, one of these scholars (per grade span) was recognized as the Firebird of the Year.</p> <p>Based on scholar feedback, we created the Scholars' Choice Employee of the Year, where scholars and learning coaches nominated staff, and our Scholar Leadership Council selected the winner, who will be announced at our Annual Meeting on June 25. Also at our Annual Meeting, we will present our Learning Coaches of the Year.</p>	\$0.00	\$0.00



<p><b>Action 4 - Learning Coach Involvement</b>  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.</p>	<p>The Parent Advisory Council was active this year, meeting five times. They also sent a survey to all parents, with assistance from StrongMind, to share additional feedback with staff and the Board of Directors on ways to enhance and expand the educational experiences offered at Compass. Welcome Back Nights were hosted the week prior to classes, as well as quarterly Parent Town Halls with the CEO.</p> <p>In addition, a new program called Coaches' Corner was started, which provided resources for learning coaches on our YouTube channel. There are 16 videos currently available for our learning coaches, and the public. We also hosted a total of nine Coffee With Compass events, where we invited our learning coaches and staff to gather in an informal setting to discuss ideas, successes, and suggestions in various coffee shops in our higher enrollment areas.</p>	\$0.00	\$0.00
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**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 scholar and parent engagement, as noted in our actions and services update. We increased the number and types of extracurricular activities, such as field trips, virtual sessions, contests and clubs, enhanced our social enrichment opportunities, increased the amount of scholar recognition, both monthly and at the end of the school year, and increased the opportunities for learning coaches to be involved through workshops and trainings.

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 scholar and parent engagement. We saw a vast increase in the number of engagement opportunities offered to scholars, and a high level of participation in these opportunities. Scholars and their families were engaged, through events, workshops, and celebratory events. This was the second year of our Parent Advisory Council, and inaugural year of our Scholar Leadership Council, both of which met on a consistent basis and provided updates to staff and our Board of Directors.

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.

We are not making changes to our goal of increasing scholar and parent engagement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

# Stakeholder Engagement

LCAP Year 2019-20

## 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 2018-19 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 through our Leadership Team, which consists of our managers and directors. This group spent several days at our Central Office discussing 2017-18 results, reviewing survey data, and planning the 2018-19 year. The Board of Directors, along with our entire community, had one final opportunity to provide 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

New

## Goal 1

Increase academic achievement at Compass Charter Schools of Fresno

**State and/or Local Priorities addressed by this goal:**

State Priorities	1,2,3,4,6,7,8
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### Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our curriculum and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

### Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	49%	Increase by 3% the number of scholars who exceed or meet standards	-	-
SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	18.5%	Increase by 3% the number of scholars who exceed or meet standards	-	-
CAST grades 5 & 8 and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	-
Percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	-
Percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	-
Percent of K-12 scholars eligible for Honor Roll	40%	Increase by 3% the number of scholars eligible for Honor Roll	-	-
ELL Reclassification Rate	50%	Maintain or increase ELL Reclassification Rate	-	-
Percent of High School Seniors eligible for Graduation	86%	Increase by 3% the number of High School Seniors eligible for Graduation	-	-
Attendance Rates	97.07%	Maintain or increase Attendance Rates	-	-

## Planned Actions / Services

# Action 1

This action contributes to meeting the Increased or Improved Services Requirement

## Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

## Scope of Services:

LEA-Wide

## Location(s):

All Schools

## Actions/Services

New

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.

## Budgeted Expenditures

### 2018-19

**Amount** \$453,026.00

### Sources

General Fund	\$453,026.00
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### Budget Reference

1100	Teachers' Salaries
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## Action 2

This action contributes to meeting the Increased or Improved Services Requirement

### Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

### Scope of Services:

LEA-Wide

### Location(s):

All Schools

### Actions/Services

New

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.

## Budgeted Expenditures

### 2018-19

**Amount** \$50,548.00

### Sources

General Fund \$50,548.00

### Budget Reference

1300 Certificated Pupil Support Salaries

### Action 3

This action contributes to meeting the Increased or Improved Services Requirement

#### Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

#### Scope of Services:

LEA-Wide

#### Location(s):

All Schools

#### Actions/Services

New

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.

### Budgeted Expenditures

<b>2018-19</b>	
<b>Amount</b>	\$22,425.00
<b>Sources</b>	
General Fund	\$22,425.00
<b>Budget Reference</b>	
5200	Travel and Conferences
5210	Training and Development Expense



## Action 4

This action contributes to meeting the Increased or Improved Services Requirement

### Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

### Scope of Services:

LEA-Wide

### Location(s):

All Schools

### Actions/Services

New

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 concurrent enrollment options for high school scholars.

## Budgeted Expenditures

### 2018-19

**Amount** \$82,595.00

### Sources

General Fund \$82,595.00

### Budget Reference

1200 Certificated Pupil Support Salaries

## Action 5

This action contributes to meeting the Increased or Improved Services Requirement

### Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

### Scope of Services:

LEA-Wide

### Location(s):

All Schools

### Actions/Services

New

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

## Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

New

## Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno

### State and/or Local Priorities addressed by this goal:

State Priorities 3,5,6

### Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our systems and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

### Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Attendance Rates	97.07%	Maintain or increase Attendance Rates	-	-
Number of scholar clubs	14	Increase the number of scholar clubs to 17	-	-
Parent Advisory Council	Parent Advisory Council meets on a quarterly basis	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Scholar Leadership Council	Scholar Leadership Council meets 6 times	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Participation in Parent/Teacher Conferences	66%	Increase participation in Parent/Teacher Conferences by 4%	-	-
Satisfaction Surveys	50% of parents participate in satisfaction surveys	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	-	-

## Planned Actions / Services

# Action 1

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

## Students to be Served:

All Students

## Location(s):

All Schools

## Actions/Services

New

Extracurricular Activities 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.

## Budgeted Expenditures

<b>2018-19</b>	
<b>Amount</b>	\$11,212.00
<b>Sources</b>	
General Fund	\$11,212.00
<b>Budget Reference</b>	
5811	Student Transportation

## Action 2

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

### Students to be Served:

All Students

### Location(s):

All Schools

### Actions/Services

New

Social Enrichment Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

## Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

### Action 3

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

**Students to be Served:**

All Students

**Location(s):**

All Schools

**Actions/Services**

New

Scholar Recognition Graduating seniors 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 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 scholar at the end of the year as "Firebird of the Year". 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."

### Budgeted Expenditures

<b>2018-19</b>	
<b>Sources</b>	<b>Amount</b> <input type="text" value="\$0.00"/>
<b>Budget Reference</b>	

## Action 4

This action contributes to meeting the Increased or Improved Services Requirement

### Students to be Served:

All Students  
English Learners  
Foster Youth  
Low Income

### Scope of Services:

LEA-Wide

### Location(s):

All Schools

### Actions/Services

New

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.

## Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$211,351.00	16.40%

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 grant funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. We will continue to use our integrated SIS/LMS to track, monitor and support our scholars. We will also continue to identify and provide targeted supports to our scholars. In addition, professional development and training will be offered to our staff to increase the personalization of academic supports for scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

<b>1.1</b>	<b>Communication</b>	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.
<b>1.2</b>	<b>Response to Intervention</b>	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.
<b>1.3</b>	<b>Professional Development</b>	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.
<b>1.4</b>	<b>Educational Planning</b>	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 concurrent enrollment options for high school scholars.
<b>1.5</b>	<b>Attendance Rates</b>	CCS will collect data to monitor attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also monitor course completion rates in grades 9-12 as a way to work towards improvement in future years.
<b>2.4</b>	<b>Learning Coach Involvement</b>	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.