

*Focus on Learning*



Western Association of Schools and  
Colleges  
*Self-Study Report*  
January 2019



# Compass Charter Schools

850 Hampshire Road, Suite P  
Thousand Oaks, CA 91361  
[www.compasscharters.org](http://www.compasscharters.org)

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Compass Charter Schools of Fresno  
**Orange Center School District**



Compass Charter Schools of Los Angeles  
**Acton-Agua Dulce Unified School District**



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**Jessica Franco**

Focus Group A

**Nora Barnhart, Jeanne Hlebo, Sophia Trivino**

Focus Group B

**Ashley Daugherty, Vanessa Plascencia, Debra Stephan**

Focus Group C

**Jason Bee, Erin Smith, Janae Smith**

Focus Group D

**Gaby Golan, Beth Sneyd, Kasey Wingate**

Focus Group E

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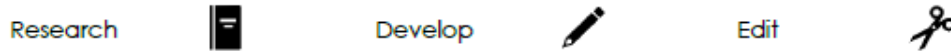
Principal  
Valley Oaks Charter School

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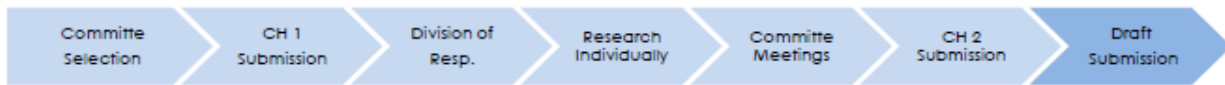
# Preface

The Compass Charter Schools (“CCS”) staff dedicated a significant amount of time and effort to the development of our WASC Self-Study Report. Throughout the process, the focus has been on identifying our areas of strength, growth, and developing an action plan to support the continued development of our organization. We have ensured that our self-study process included input from all stakeholders. Staff had the opportunity to self-select their preferred focus group(s). Each participated and met continuously with their teams for two months to examine and analyze areas to which each of the criteria are being met. The leadership team reviewed findings, summarized progression, and correlated to our Local Control and Accountability Plans (“LCAP”). Below is our self-study milestones designed to guide all staff in the preparation for submission of our Self-Study:



## WASC Self-Study Mile Stones

**Due Date (Final Draft):** December 14, 2018



X	Complete by	Activity or Product
<input type="checkbox"/>	08/17/2018	Submit CH 1: Progress Report on School wide Action Plan (coordinator)
<input type="checkbox"/>	08/25/2018	Select Committee (all staff)
<input type="checkbox"/>	Week of 08/27	Meet as a committee and divide responsibilities (all staff)
<input type="checkbox"/>	September	Research individually , begin to develop answers to questions (all staff)
<input type="checkbox"/>	Mid Sep - Oct	Meet as a committee to review progress and submit completed answers (all staff)
<input type="checkbox"/>	October	Compile CH 2: Student/Community Profile (coordinator)
<input type="checkbox"/>	October	Finalize answers, seek any information still needed (all staff)
<input type="checkbox"/>	11/5/2018	Submit Committee findings to Coordinator (committee chairs)
<input type="checkbox"/>	November	Edit and compile final draft (coordinator)
<input type="checkbox"/>	12/14/2018	Submit Self-Study to CEO (coordinator)

**Visit Schedule: 1/28 - 1/30**

# WASC Focus Groups

Organization, Leadership, and Governance		Curriculum		Instruction		Assessment and Accountability		School Culture and Support	
Focus Group A		Focus Group B		Focus Group C		Focus Group D		Focus Group E	
Staff Name	Department	Staff Name	Department	Staff Name	Department	Staff Name	Department	Staff Name	Department
Linda Eddy	Options	Gabriela Gonzalez	Counseling Services	Alyssa Ginn	Online Learning	Kim Noller	Online Learning	Alissa Beamish	Options
Ruth Chavez-Rivera	Options	Kari Watt	Online Learning	Kristen Winter	Online Learning	Erin Thomson	Online Learning	Andrea Lomeli	Online Learning
Tricia Gallagher	Options	Dario Eminente	Operations	Susan De La Pena	Options	Joyce Popelar	Online Learning	Carrie Talcott	Online Learning
Heather Hardy	Options	Sharon Rosen	Online Learning	Karen Lewers	Online Learning	Claire Harding	Options	Erica Angelo	Online Learning
Donnell Tyler	Options	Stacy Burns	Options	Katie Hooper	Online Learning	Kristin Beasley	Options	Jacob Samples	Scholar Support
Erin Whitehead	Options	Lynn Woodley	Online Learning	Kristin Valdez	Options	Mandi Schwartzberg	Scholar Support Services	Jan Marquez	Options
Shalimar Slobojan	Options	Crystal Villegas	Online Learning	Meghan Fisher	Online Learning	Wendy Sottile	Options	Jen Hobson	Online Learning
Melissa Alcaraz	Operations	Hermogenes (Alex) Vazquez	Online Learning	Becky Jans	Options	Monique Grimes	Online Learning	Karissa Hyross	Options
Danielle Del Negro	Marketing	Sharlie Walker	Options	Andrea Heinrich	Options	Amy Wormald	Options	Karla Gonzalez	Scholar Support Services
Rayna Alexander	Personalized Learning	Michelle Kenbeek	Online Learning	Jennifer Jennings	Online Learning	Anne Bachand	Options	Karle Roberts	Options
Silvia Neri	Operations	Terrasa McGuire	Online Learning	Melissa Ramon	Options	Rachel Bartlett	Options	linda larson	Options
Sarah Eagleton	Online Learning	Gabriela Ayala	Counseling Services	Morgan Kohler	Options	Kelli McCaulley	Options	Melissa Collier	Options
Jennifer Tatum	Online Learning	Danielle Arnheiter	Options	Arris Shabaglian	Online Learning	Mataya Olson	Scholar Support Services	Michelle Vreeman	Options
Kim Love	Online Learning	Barbara Johnston	Exceptional Scholar Services	Russ Nielsen	Online Learning	Erin Wakefield	Exceptional Scholar Services	Michelle Whitney	Online Learning
Cristina Compalas	Options	David Spink	Online Learning	Rachel McKee	Options	Irene Midler	Exceptional Scholar Services	Roxi Slakey	Online Learning
		Shannon Davis	Online Learning	Lindsey Chalco-Paz	Options			Cindy Galvez	Exceptional Scholar Services

## Chapter I

### Progress Report

Since the last Self-Study:

#### *School Wide Critical Areas for Follow-up*

After our 2016 visits, the recommendations for Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles were the same: improvement in student outcomes including targets/goals and a school-wide plan that covered three years plus through June of 2019.

#### *Improvement in Student Outcomes including targets/goals*

CCS has a goal of increasing academic achievement across all of our charters. Accordingly, we created a baseline for Smarter Balanced Assessment Consortium (“SBAC:”) results, California Science Test (“CAST”) results, internal assessments, honor roll, English Language Learner (“ELL”) reclassification, graduation eligibility, and attendance rates. Our LCAP defines expected results versus actual; highlights include exceeding our graduation rates goal by 37% for Los Angeles and 43% for Fresno.

#### *Action Plan*

After reviewing our plan, it was requested that CCS make revisions to the original submission during our 2016 visit. This included connecting to the school-wide critical areas for follow-up, modifying our timeline, and including specific data to address the needs of each charter. Due to a change in leadership, CCS did not officially submit these revisions, but made immediate changes to support the identified areas of identified growth.

CCS continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement. There is much to be proud of at CCS over the past several years. We brought on additional staff in key areas to support our scholars: a Scholar Success Coordinator to provide an academic intervention program to ensure supports were available for all scholars, and a Director of Engagement to manage and promote parent and scholar engagement opportunities.

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.

#### *Assessments*

The implementation of a universal assessment program is a key component to our program has also seen growth. We have tried assessment programs that have been difficult to administer and challenging to aggregate. In 2016, CCS entered into a relationship with Curriculum Associates and their assessment program, i-Ready. The assessments can be given online and are easily tracked. Reports are easy to run and simple to read. The results are used by teachers and the Scholar Success Coordinator. From there, scholars are identified as being at grade level or above, or below grade level by either 1-2 years or 3-4 years. In 2018, CCS entered into a relationship with Istation and utilize their assessment program for scholars in grades TK-8. CCS also utilizes Galileo assessments, through our curriculum provider StrongMind, for scholars in grades 9-12. Our Multi-Tiered System of Supports (“MTSS”) program is designed to work with those scholars that scored below grade level. The utilization of these assessment systems has been beneficial in meeting the needs of our underperforming scholars.



### *Counseling*

Another area of growth can be found in our Counseling Services Department. At the time of our initial visit, we did not have a high school counselor. Today, our Counseling Services Department consists of a Director, four counselors, a College & Career Readiness Counselor, a Scholar Success Coordinator, and a Transcript Technician. The counselors are responsible for administering graduation checks, helping with course placement, reviewing transcripts, and assisting with college preparation, college applications, and financial aid. Counselors work closely with families and provide support and service needed to prepare scholars for college or career choices. In addition, scholars are assigned a counselor starting in 6th grade, rather than waiting until high school.

### *Exceptional Scholar Services*

Another area of growth can be found in our Exceptional Scholar Services Department. CCS has grown the department from one staff member to six; we are currently in the process of hiring 2 additional staff members. Scholars work with Special Education Instructors, as well as with general education teachers, to better access the virtual curriculum. Daily check-ins and constant communication has become part of the culture and have set expectations for both families and staff. Our special education scholars are receiving a quality education in our virtual environment.

## Chapter II

### Student/Community Profile and Supporting Data and Findings

Compass Charter Schools (“CCS”) was founded and received its first charter in 2014. With a handful of scholars and teachers, CCS was determined to offer the community an educational program that was different than those more commonly available. By offering a rigorous curriculum and dedicated staff, CCS was able to reach scholars that might have otherwise fallen through the cracks. Scholars with extracurricular activities, such as sports, dance, and acting, were able to continue with training schedules and commitments without jeopardizing their education. Scholars that were homebound, or those with negative experiences in large, comprehensive traditional schools, now had a safe place to learn. Some scholars believed that CCS was their last option before dropping out, finding traditional schools incompatible with work schedules and family obligations. CCS was also able to offer scholars an opportunity to learn at a pace conducive to various learning styles. Regardless of personal situations or experiences, activities, or learning styles, CCS has been able to offer all scholars a place to learn and express themselves.

During the 2016-17 school year, and after much reflection, the organization decided to hit the restart button. CCS redirected its course by completely transforming its image with the help and support of all stakeholders. The goal was to spotlight the innovative, scholar-centered, and individualized approach starting with a name change. At the start of the 2017-18 year, we have been proud to serve the educational needs of scholars that reside within 17 counties throughout the great state of California. We are Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego.

CCS has continuously reflected upon and improved our educational program, opportunities for scholar and family engagement, and scholar/teacher interactions. We have refined best practices and contributed to the evolution of virtual learning through our participation in organizations such as the Association of Personalized Learning Schools & Services, California Charter Schools Association, Digital Learning Collaborative, International Association for K-12 Online Learning (iNACOL), Michigan Virtual Learning Research Institute, and Military Child Education Coalition.

According to the National Survey of Scholar Engagement, online learners experienced “better use of higher order thinking skills, integrative thinking, and reflective learning” (NSSE, 2008). Through our program offerings, we promote higher level thinking, provide tools for better time management and organizational skills, and encourage reflective practice.

CCS is an adaptive organization. We are ever evolving to better meet the needs of scholars and staff alike. As our organization has undergone leadership changes, we stayed true to our goal of serving scholars. In 2014, the founder and CEO left the organization, allowing a new direction to be taken. From 2014-2015, CCS focused on “shrinking to grow.” During this time, we closed our site based schools and focused on the independent study program. At the beginning of the 2015-2016 year, the then CEO left to pursue an opportunity that couldn’t be passed up. At that time, our board president stepped in as Interim CEO, and after a nationwide search, was offered the position of CEO. During the 2016-17 school year, we underwent a rebrand. This involved the creation of a new mission, vision, and values, as well as a new name, Compass Charter Schools, and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider.

With each change came additional innovative thinking and scholar centered focus. Under this new leadership, CCS has come together and created a new mission and vision, one that is reflective of its current staff and families. Because they were created by the entire staff, with input from scholars and parents, there is buy-in and pride surrounding our mission, vision, and core values. Our new guiding principles are:

### **Mission Statement**

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

### **Vision Statement**

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.

### **Core Values**

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

### **Community Profile**

Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment patterns.

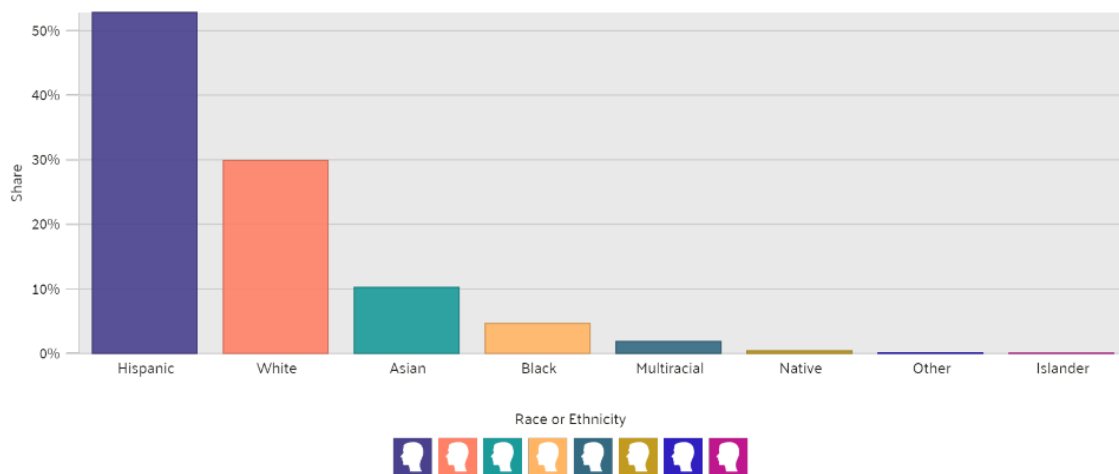
While CCS sees itself as its own community, we do still belong to the communities in which our schools service. The following is a snapshot of each of those counties and cities.

### **Fresno**

Fresno County is in the central part of California bordering eight contiguous counties. It has a population of about 989,00 people, and is home to California State University-Fresno that had over 4,000 graduates in 2015 (United States Census Bureau, 2015). Of this population, 19.4% have school age children. There are 10 independent study charter schools operating within Fresno County. Fresno has a median household income at \$45,963 with about 61% of a civilian labor force. The demographics of Fresno are:

### **Race & Ethnicity in Fresno County, Ca**

The closest comparable data for the county of Fresno County, CA is from the state of California.



Dataset: ACS 1-year Estimate  
Source: Census Bureau

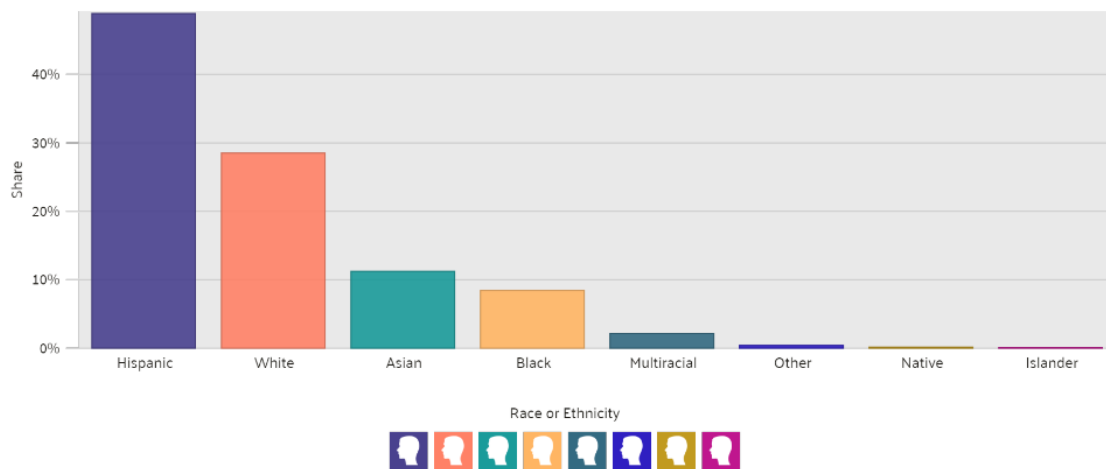
DATA USA:

## Los Angeles

Los Angeles County is located in southern California and is home to the second most densely populated city of Los Angeles (after New York). It is widely recognized as the home to a diverse ethnic, racial, and economic community. Home to over 10,000,000 people, Los Angeles has a significant amount of public schooling options including 29 independent study charters. The demographics of LA are:

### Race & Ethnicity in Los Angeles, Ca

The closest comparable data for the census place of Los Angeles, CA is from the state of California.



Dataset: ACS 1-year Estimate  
Source: Census Bureau

DATA USA:

## WASC Accreditation History

In the fall of 2015, CCS had its Initial Visit. The visit took place at our Central Office, and was for AAS Fresno (now known as Compass Charter Schools of Fresno) and AAS Los Angeles 9-12 (now known as Compass Charter Schools of Los Angeles). In January 2016, the WASC Board of Directors approved our applications for both schools and gave us an initial three-year accreditation. In January 2017, we had a renewal visit for Compass Charter Schools of San Diego, which where we received six-year accreditation status by WASC.

## School Program Data

Compass Charter Schools is a growing and innovative network of California public charter schools, serving scholars from Transitional Kindergarten through 12th grade. CCS attracts scholars seeking an alternative educational program where parents have the responsibility of being the “Learning Coach” and play an important role of partnering with CCS teachers to educate their children at home. Enrollment in CCS is contingent on parent and scholar signing a Master Agreement in acknowledgement of the responsibilities of both the scholar and the Learning Coach.

CCS offers two educational program options for families: online and traditional home study (Options). We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar’s unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with Common Core standards.

While some of the components of our program is offered offline, such as coursework in grades TK-5 and our homeschool option, most of our curriculum is delivered through an online LMS. CCS utilizes an interactive, scholar-centered, e-learning curriculum that builds on prior knowledge and cultivates higher-order thinking skills using instructional methods such as examples, practice, and feedback to promote learning. This rigorous education provides a wide variety of regardless of ability level, and strives to ready scholars for the next grade level.

As a result, we encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the teacher-created pacing plan for each course. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure LMS. Additionally, scholars' progress and grades can be viewed 24/7 so that both scholar and Learning Coach are always aware of their progress.

Every CCS teacher conducts one, one-hour virtual classroom sessions of direct instruction for their class every week, known as "Learning Labs." Scholars are required to attend these either synchronously or asynchronously. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to five hours a week, and more if they schedule appointments with their teachers. Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholars work collaboratively with their teachers and Learning Coach in creating a pacing plan that will allow them to complete all classes by semester end. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Scholars in grades Kindergarten through 5th grade in our online program receive online delivery of our curriculum along with a physical box of materials which includes textbooks, hands-on materials, and assignments to complete. The combination of hands-on materials, online instruction, parent guidance and an online credentialed teacher provides a complete educational experience for elementary scholars.

For those scholars using our home study option of independent study, scholars and Learning Coaches check-in with their Educational Facilitators (EF) on a consistent basis. Each day there is the expectation that work will be completed and that meetings with EFs will be kept.

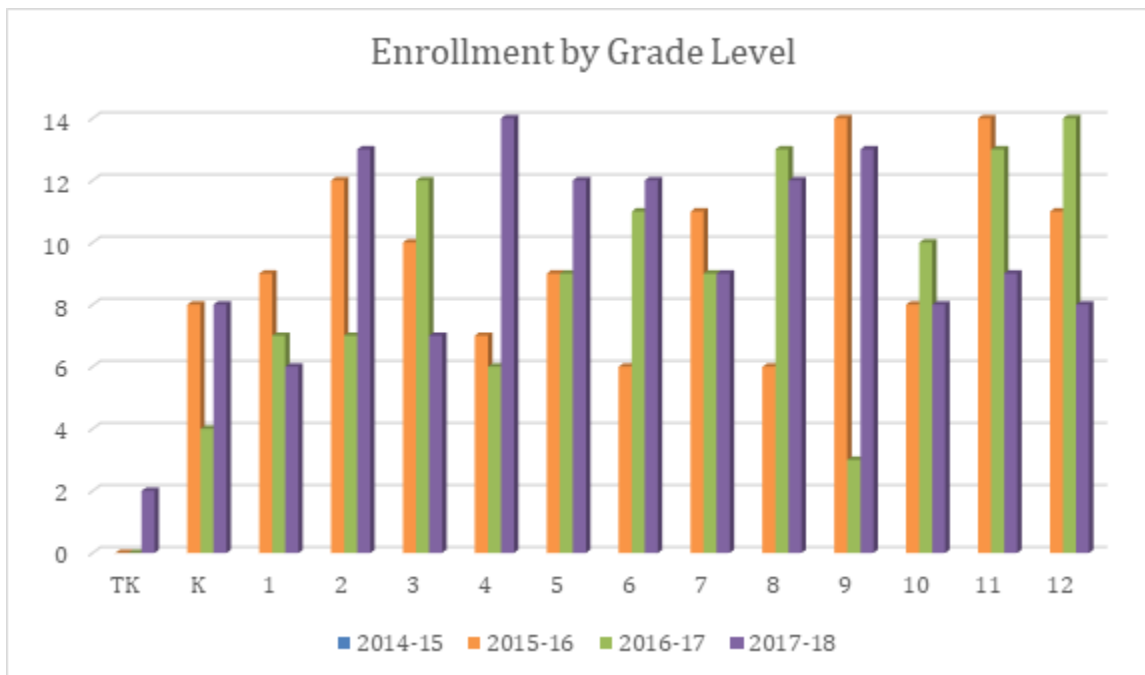
## Demographic Data

### Enrollment

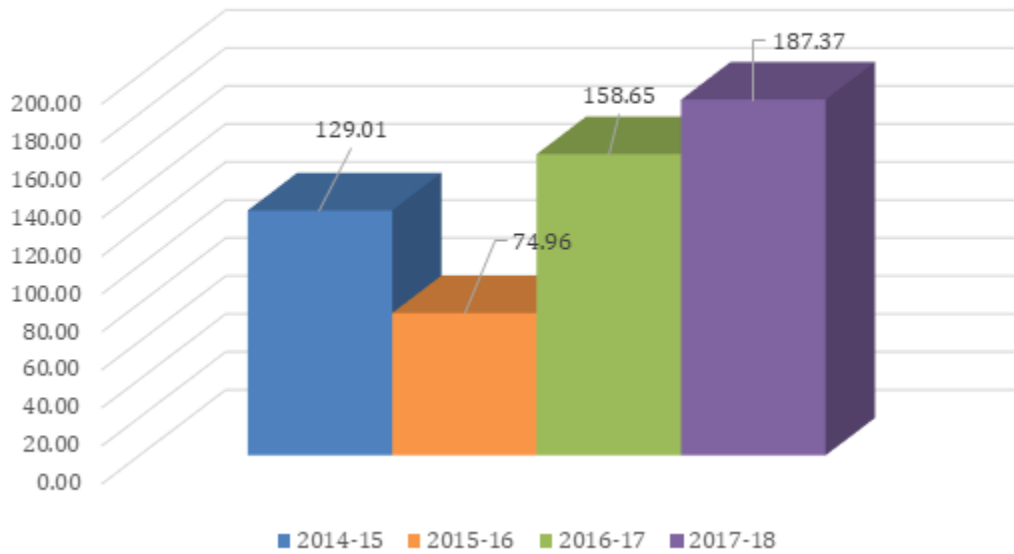
Our educational program is based on the instructional needs of our scholar profile, which is scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family Schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

Over the years, CCS enrollment has fluctuated due to various circumstances. Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment patterns.

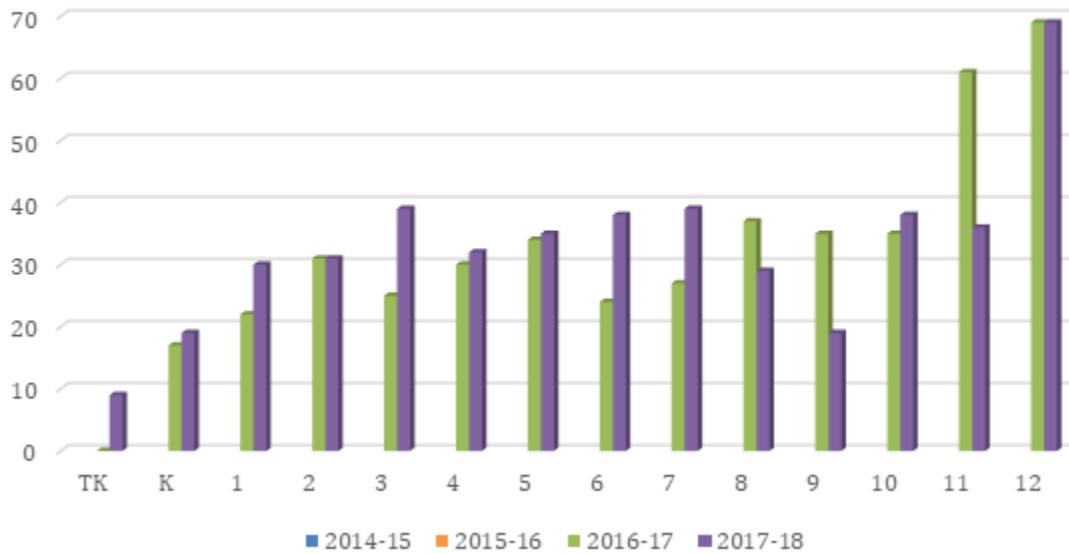


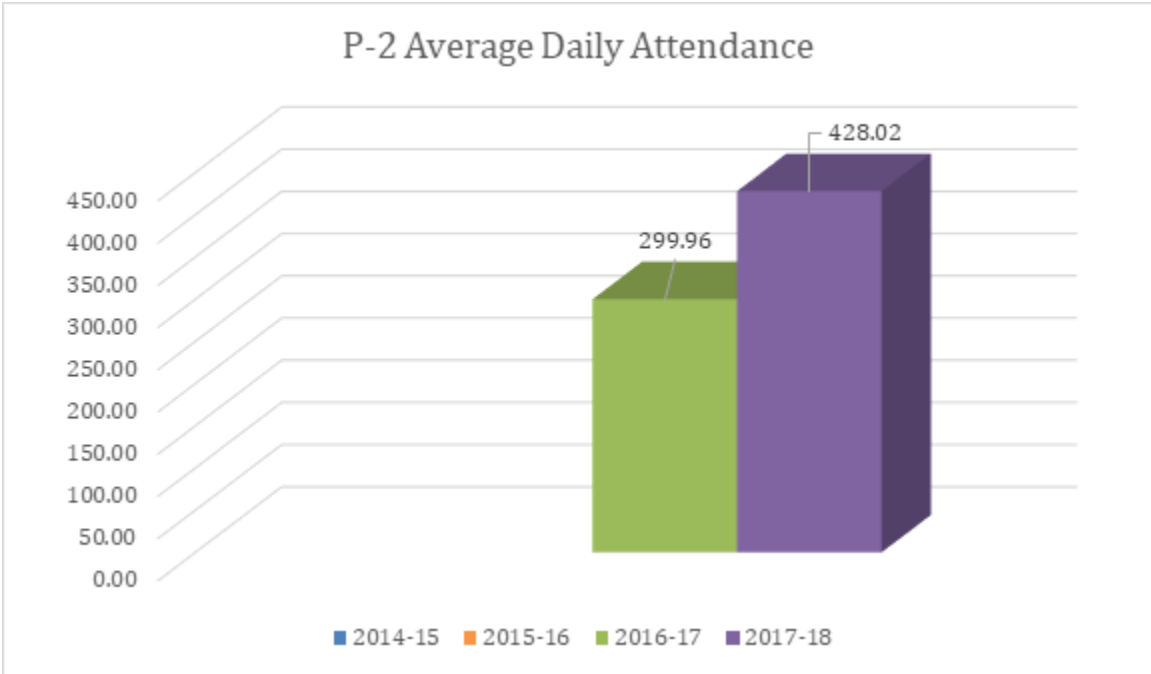
### P-2 Average Daily Attendance



### Los Angeles

### Enrollment by Grade Level

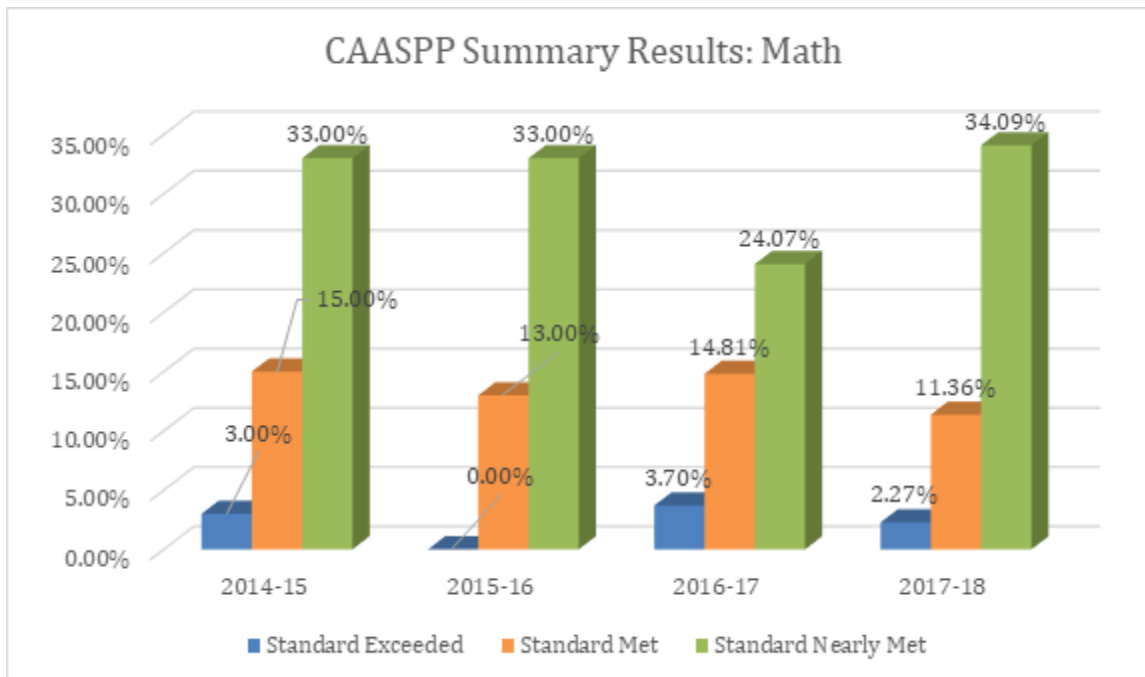
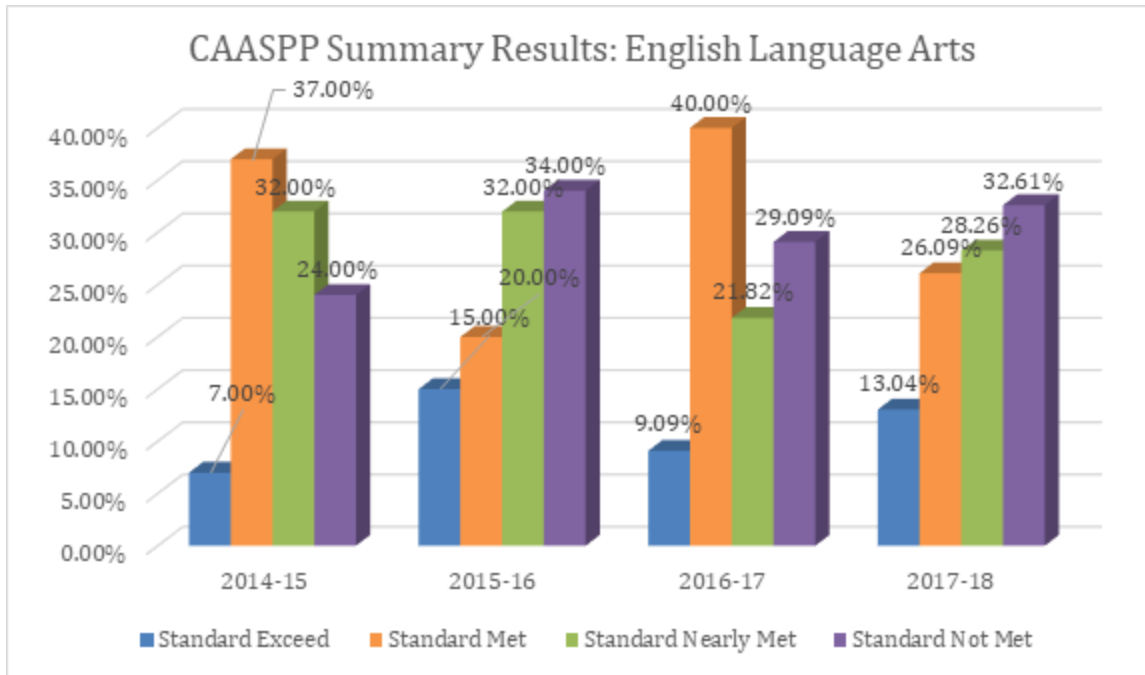




**Scholar Performance**

Analyzing data is important and allows us to make decisions that can benefit our scholars. Utilizing resources provided by the state and state sponsored organizations help in the collecting and reading of results. The value in this data is that it helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decision that benefit our educational program, as well as our scholars. Data, if not utilized, is useless. Below is a comparison of the CAASPP summary results for each school year in operation. We have also included data for our authorizer, Orange Center School District and a similar school to Compass.





California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Scholars Meeting or Exceeding Standards

The charts below show the CAASPP results for Compass Charter Schools of Fresno, along with the results of our authorizer, Orange Center School District and a similar school to Compass, CAVA-Fresno. The charts also show county-wide data for Fresno County, along with the adjacent counties of Fresno. As Compass is a nonclassroom-based independent study charter school, scholars must reside in, and therefore would otherwise have been required to attend school in, one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

*Compass Charter Schools of Fresno:*

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>Schoolwide</i>	<i>ELA</i>	44%	35%	49.09%
	<i>Math</i>	18%	13%	18.51%
<i>Economically Disadvantaged</i>	<i>ELA</i>	NA%	NA	42.85%
	<i>Math</i>	NA%	NA	8.57%

*District and District schools with similar demographics:*

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>Orange Center School District</i>	<i>ELA</i>	13%	20%	30%
	<i>Math</i>	8%	13%	21.28%
<i>CAVA- Fresno</i>	<i>ELA</i>	34%	36%	20.8%
	<i>Math</i>	24%	21%	18.29%

*Schools scholars would otherwise be required to attend:*

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>Fresno County</i>	<i>ELA</i>	37%	42%	44.21%
	<i>Math</i>	26%	30%	32.54%

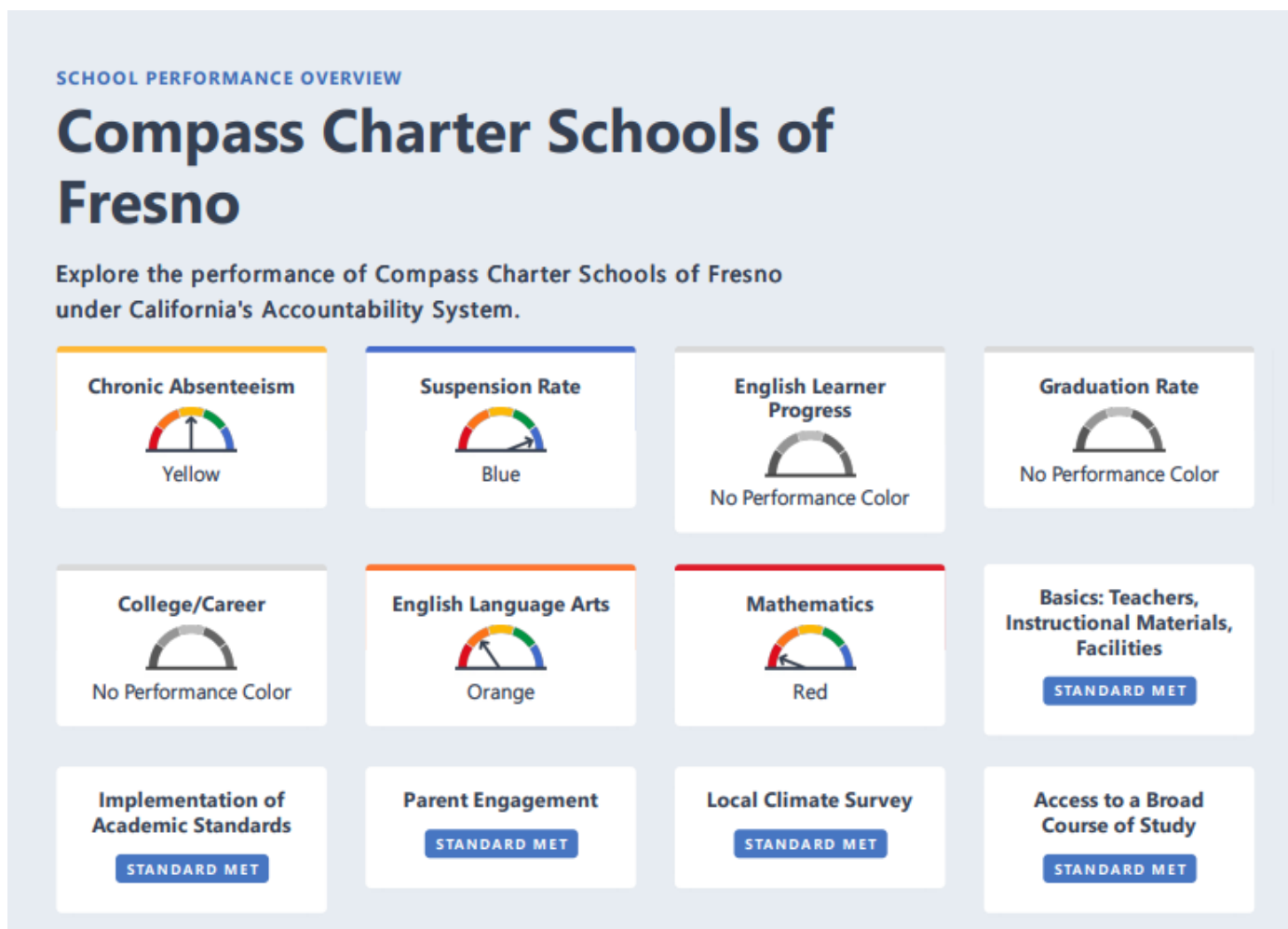
<i>Inyo County</i>	<i>ELA</i>	30%	38%	36.84%
	<i>Math</i>	24%	33%	33.83%
<i>Kings County</i>	<i>ELA</i>	37%	42%	42.38%
	<i>Math</i>	24%	28%	29.18%
<i>Madera County</i>	<i>ELA</i>	30%	33%	35.73%
	<i>Math</i>	19%	21%	33.69%
<i>Merced County</i>	<i>ELA</i>	32%	38%	37.87%
	<i>Math</i>	19%	23%	24.13%
<i>Mono County</i>	<i>ELA</i>	46%	50%	43.32%
	<i>Math</i>	38%	36%	30.59%
<i>Monterey County</i>	<i>ELA</i>	32%	36%	36.42%
	<i>Math</i>	20%	24%	24.69%
<i>San Benito County</i>	<i>ELA</i>	38%	46%	51.5%
	<i>Math</i>	25%	24%	36.48%
<i>Tulare County</i>	<i>ELA</i>	32%	38%	37.69%
	<i>Math</i>	21%	25%	25.77%

From the California Dashboard website: The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard provides information that schools can use to improve.

Local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Performance levels are calculated based on how current performance (Status) compares to past performance (Change). This provides a more complete picture of performance than a point-in-time snapshot.

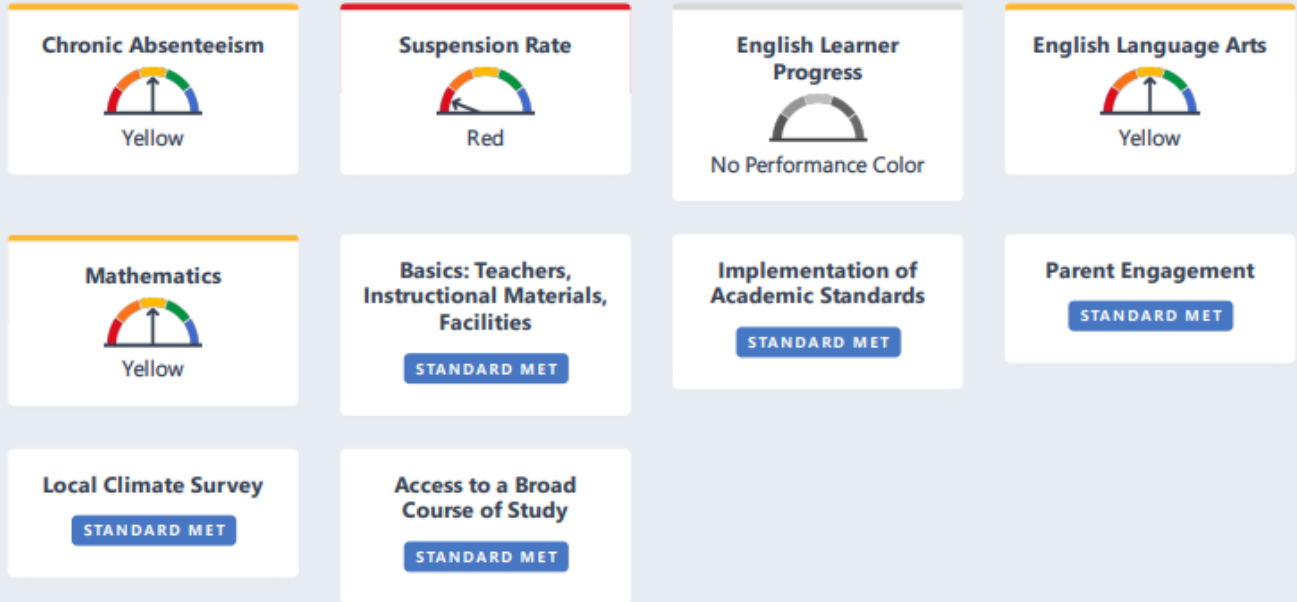
More details on calculating performance for state indicators are available at the California School Dashboard Web page.



DISTRICT PERFORMANCE OVERVIEW

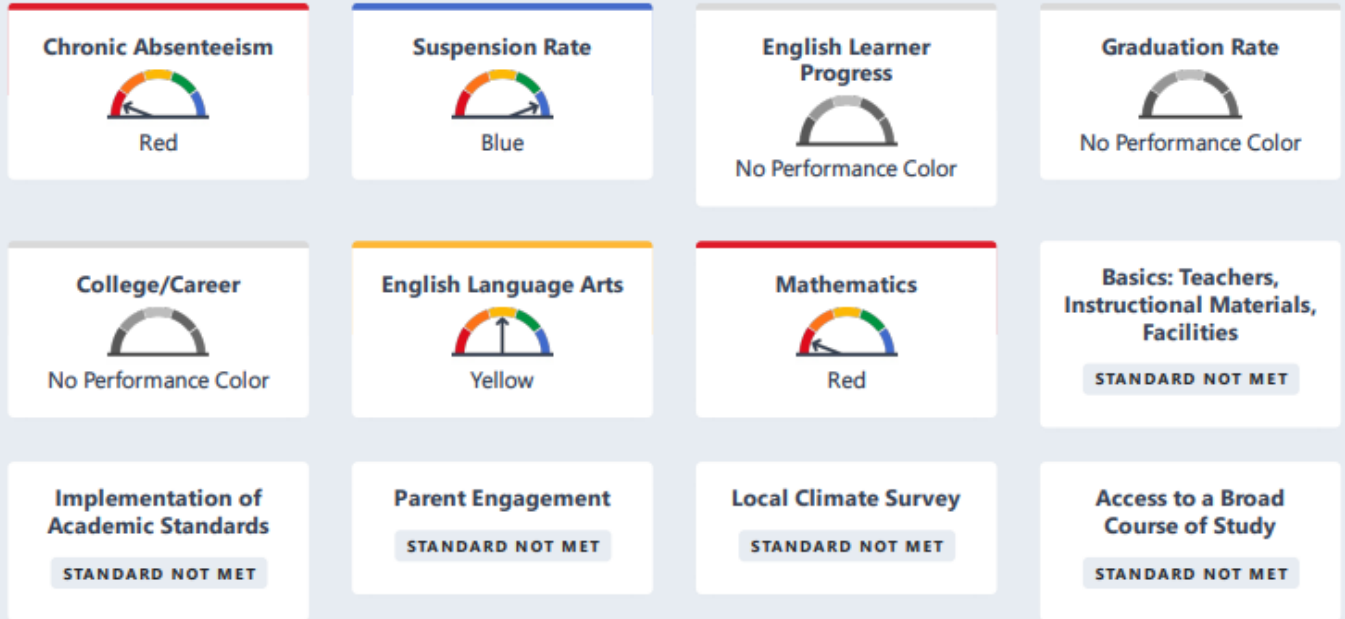
# Orange Center

Explore the performance of Orange Center under California's Accountability System.

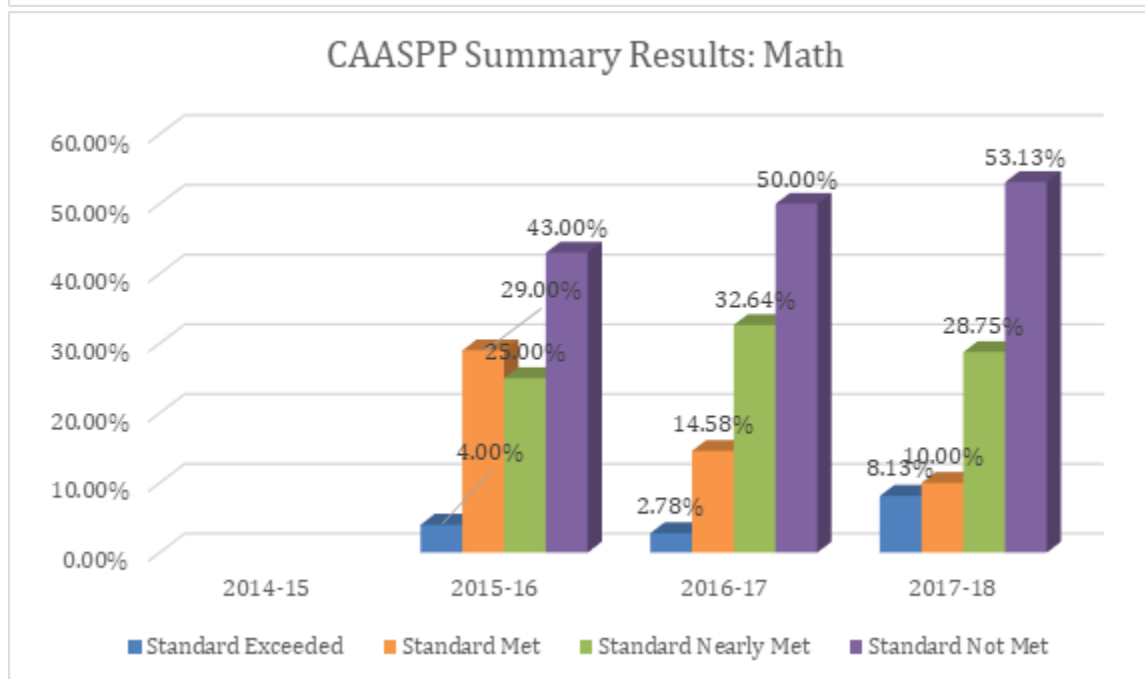
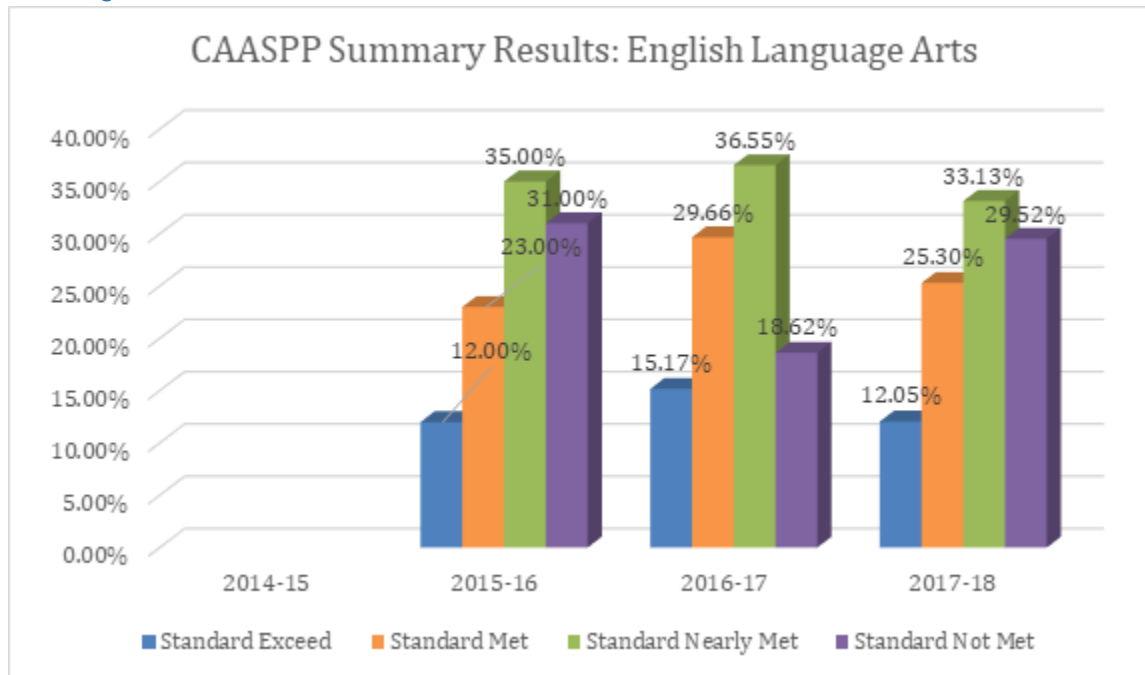


# California Virtual Academy at Fresno

Explore the performance of California Virtual Academy at Fresno under California's Accountability System.



Los Angeles



California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Scholars Meeting or Exceeding Standards

Per Education Code Section 47607(b)(4), the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The charts below show the CAASPP results for Compass Charter Schools of Los Angeles, along with the results of our authorizer, Acton-Agua Dulce Unified School District and a similar school to Compass, Valiant. The charts also show county-wide data for Los Angeles County, along with the adjacent counties of Los Angeles. As Compass is a nonclassroom-based independent study charter school, scholars must reside in, and therefore would otherwise have been required to attend school in, one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

**Compass Charter Schools of Los Angeles:**

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>School wide</i>	<i>ELA</i>	50%	35%	44.9%
	<i>Math</i>	36%	33%	17.4%
<i>Black or African American</i>	<i>ELA</i>	NA	NA	27.78%
	<i>Math</i>	NA	NA	14.29%
<i>Hispanic or Latino</i>	<i>ELA</i>	41%	NA	48.22%
	<i>Math</i>	17%	NA	13.04%
<i>White</i>	<i>ELA</i>	52%	NA	53.33%
	<i>Math</i>	40%	NA	25%
<i>Economically Disadvantaged</i>	<i>ELA</i>	37%	NA	32%
	<i>Math</i>	30	NA	28.57%



*District and district schools with similar demographics:*

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>Acton Agua Dulce District</i>	<i>ELA</i>	43%	48%	51.2%
	<i>Math</i>	29%	33%	21.9%
<i>Valiant Academy of Los Angeles</i>	<i>ELA</i>	91%	<i>Redacted</i>	20.8%
	<i>Math</i>	47%	<i>Redacted</i>	10.7%

*Schools scholars would otherwise be required to attend:*

<i>Demographic</i>	<i>Assessment</i>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<i>Los Angeles County</i>	<i>ELA</i>	42%	46%	47.20%
	<i>Math</i>	31%	35%	35.89%
<i>Kern County</i>	<i>ELA</i>	33%	38%	40.22%
	<i>Math</i>	23%	25%	26.64%
<i>San Bernardino County</i>	<i>ELA</i>	37%	41%	41.97%
	<i>Math</i>	25%	28%	28.55%
<i>Ventura County</i>	<i>ELA</i>	44%	48%	47.47%
	<i>Math</i>	34%	36%	36.29%

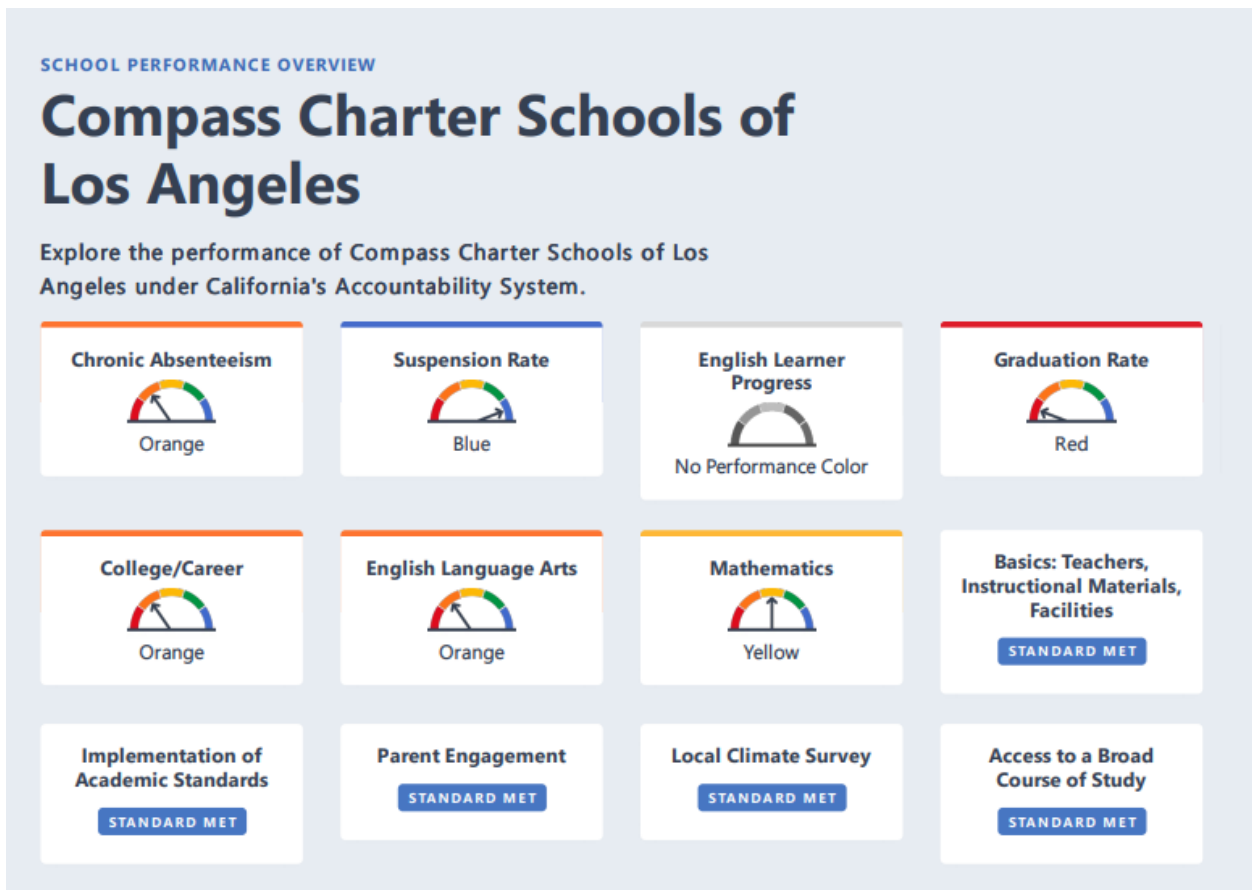
From the California Dashboard website:

The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard provides information that schools can use to improve.

Local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Performance levels are calculated based on how current performance (Status) compares to past performance (Change). This provides a more complete picture of performance than a point-in-time snapshot.

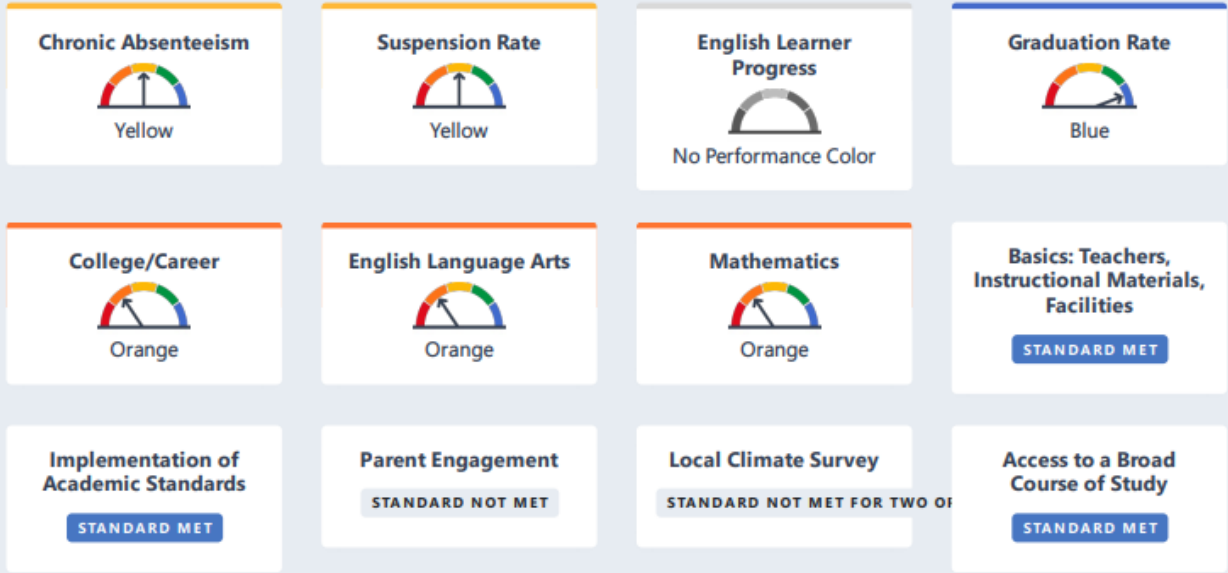
More details on calculating performance for state indicators are available at the California School Dashboard Web page.



DISTRICT PERFORMANCE OVERVIEW

# Acton-Agua Dulce Unified

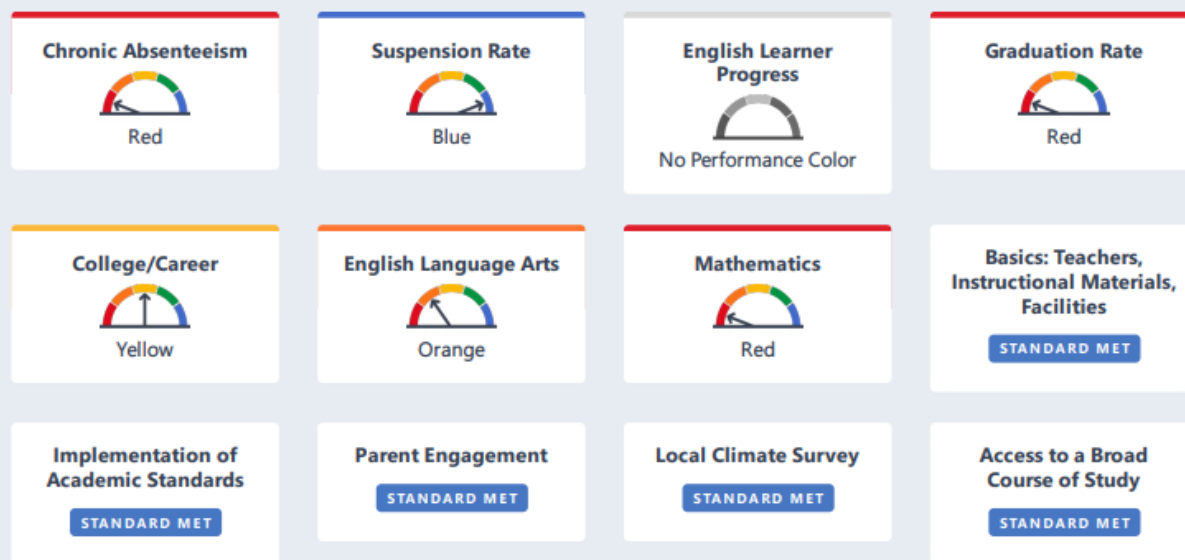
Explore the performance of Acton-Agua Dulce Unified under California's Accountability System.



SCHOOL PERFORMANCE OVERVIEW

# California Virtual Academy @ Los Angeles

Explore the performance of California Virtual Academy @ Los Angeles under California's Accountability System.



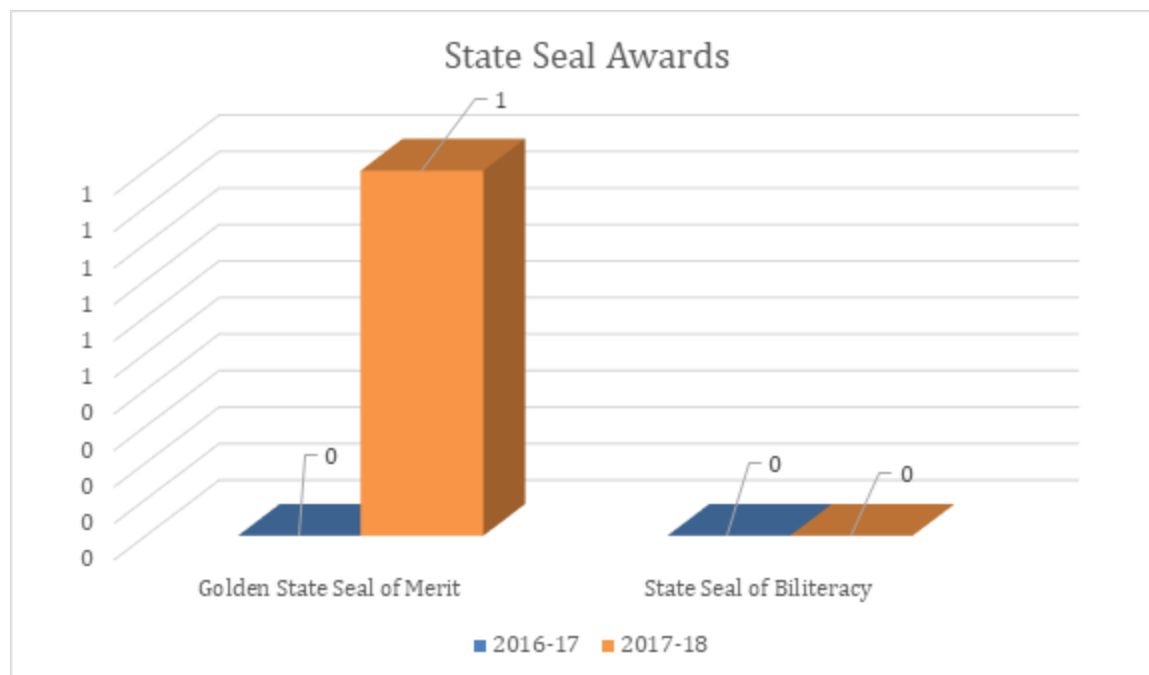
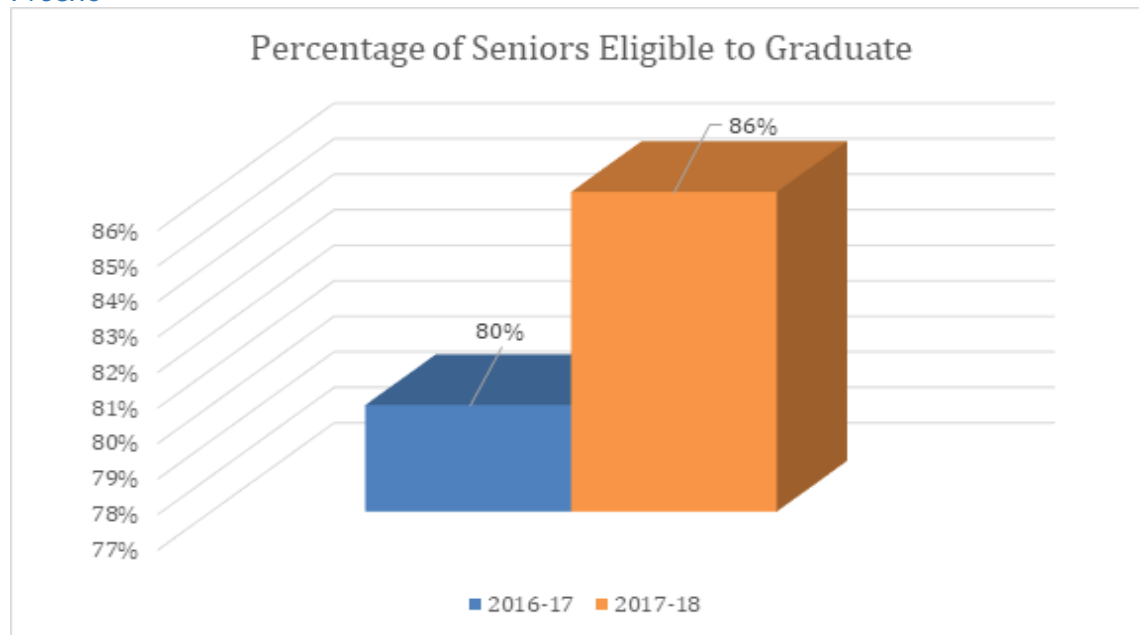
CCS has high expectations for all scholars, staff, and the entire school community, with a mission to develop and inspire innovative, creative, self-directed learners, one scholar at a time. Through these high expectations of the entire school community, CCS is preparing scholars to take responsibility for their future success. Accordingly, our counseling staff gathers and analyzes information on our scholars' progress, using internal tracking as part of our data-driven culture. Through our system of accountability and knowledge, scholars have been successful in taking and passing courses needed for UC/CSU acceptance. These charts display the percentages of scholars who have completed the courses with a "C" or better as required by UC/CSU schools for acceptance in addition to cohort data. The graduation rate for this cohort has been increasing for the state, county, and for Compass Charter Schools. Our scores are much lower than the state's and county's, however we have made great progress over the past 4 years.

CCS has also made great progress in our graduation rates. We expect to see this growing trend increase as our counseling program continues to work with individual scholars in planning course schedules starting in 9th grade, and starting to work with scholars in 6th grade.

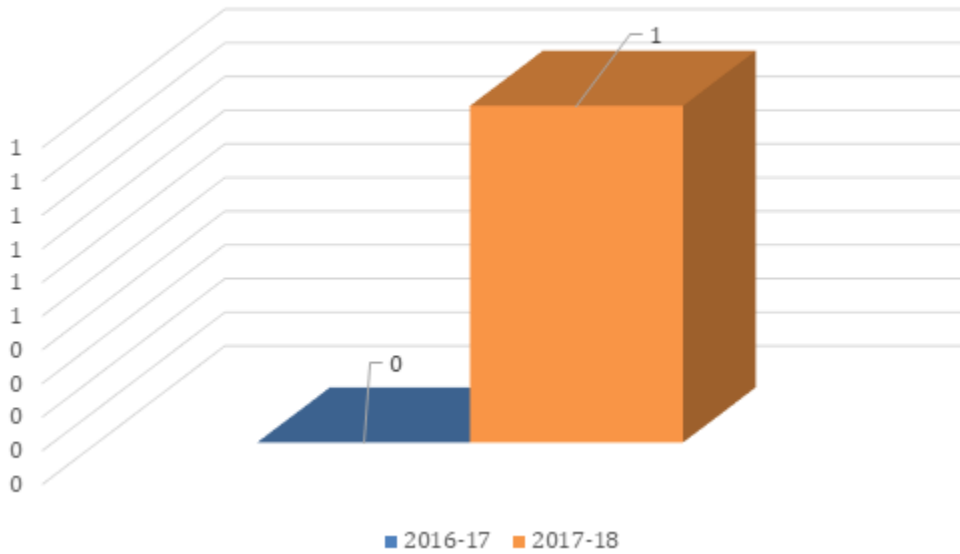
We attribute the growth to date to the assignment of every high school scholar to a counselor. Together the scholar and counselor collaborate with planning courses starting in 9th grade. Scholars and counselors meet to map out classes needed in each year of high school. Graduation rates increased to over two years and dropout rates fluctuated over the same period of time, first dropping, then rising again. Overall, the dropout rate still ended up over 5% less than the starting rate. Graduation rates are important and are

embedded in our LCAP plan. While graduation happens in twelfth grade, preparation must start in 6th grade.

*Fresno*



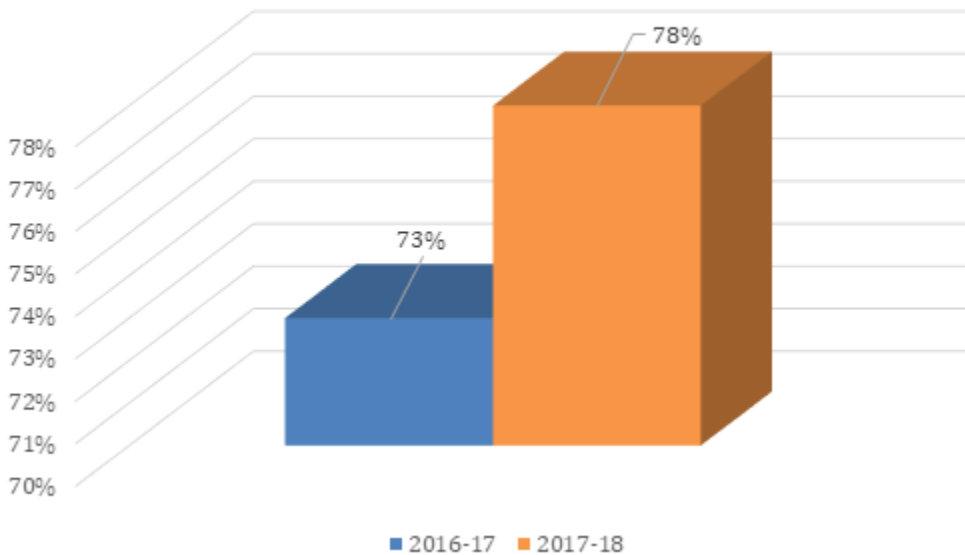
### Scholars Enrolled in Concurrent Enrollment

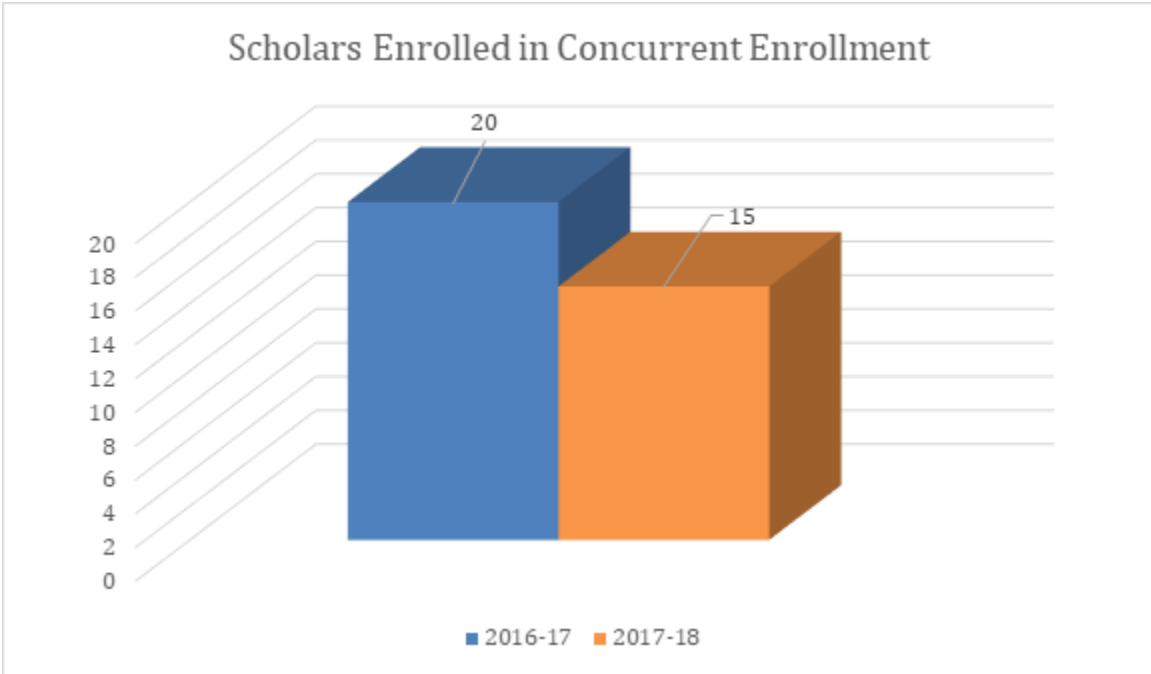
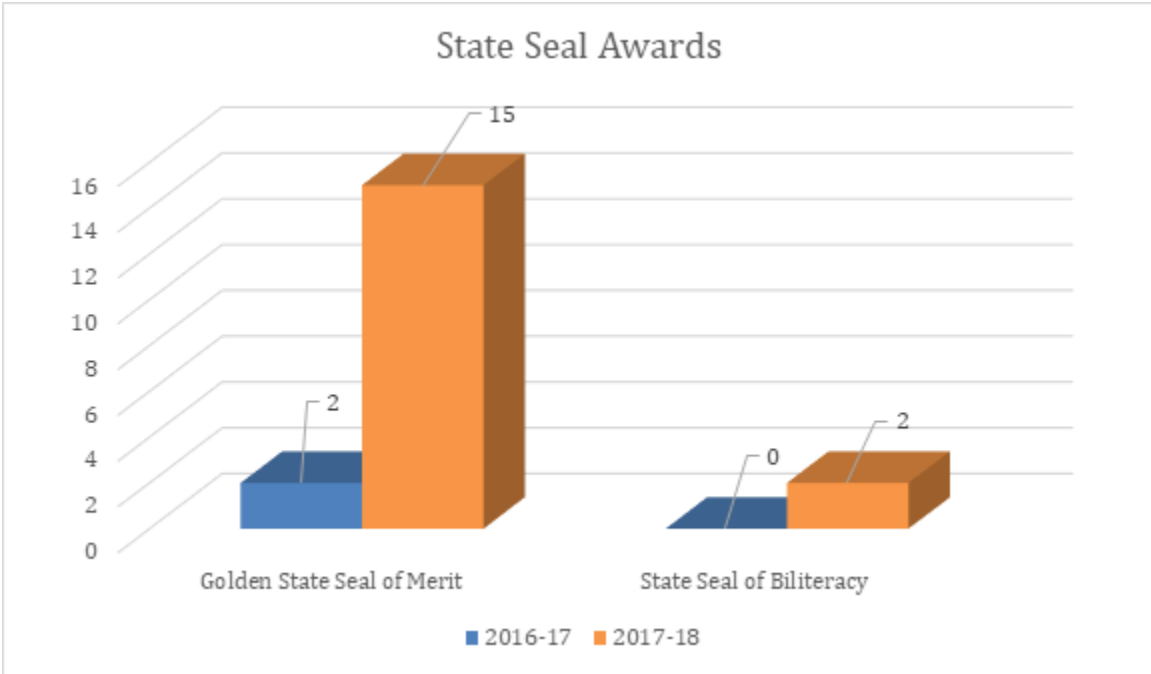


Compass Charter Schools of Fresno has demonstrated significant growth including a 6% increase in the percent of seniors eligible to graduate, an eligible recipient of the Golden State Seal of Merit, and a participant in concurrent enrollment.

### Los Angeles

### Percentage of Seniors Eligible to Graduate





Compass Charter Schools of Los Angeles has demonstrated a consistent level of growth including a 5% increase in the percent of seniors eligible to graduate, 13 Golden State Seal of Merit recipients (+13 from 16/17), and 2 state seal of Biliteracy recipients. CCS declined in our number of scholars enrolled in concurrent enrollment this past school year. We contribute this fluctuation due to our lower enrollment number.

To continue fostering early academic planning we have increased the tools and resources available to our scholars.

To help our scholars graduate, we:

- Provide qualified academic content teachers.
- Assign every scholar in grades 6-12 a supervising teacher who has the important role of making sure that they are turning in work consistently, and progressing at a rate that will allow them to graduate.
- All 6-12<sup>th</sup> grade scholars are assigned a counselor who will assist in course placement, meeting graduation requirements, and exploring college options.
- Have implemented a graduation tracking program that allows scholars and learning coaches to stay knowledgeable regarding the scholar's path to graduation.
- Understand that while graduation happens in twelfth grade, preparation must start in 6<sup>th</sup> grade.

It is vital to consider that many of our scholars come to us credit deficient and discouraged with their educational experiences. CCS encourages and supports our scholars to complete their degree, even when outside pressures such as work and family obligations put their education in jeopardy. CCS has seen our dropout rate fluctuate, ending lower than when the school started. CCS has also seen the cohort graduation rate rise steadily.

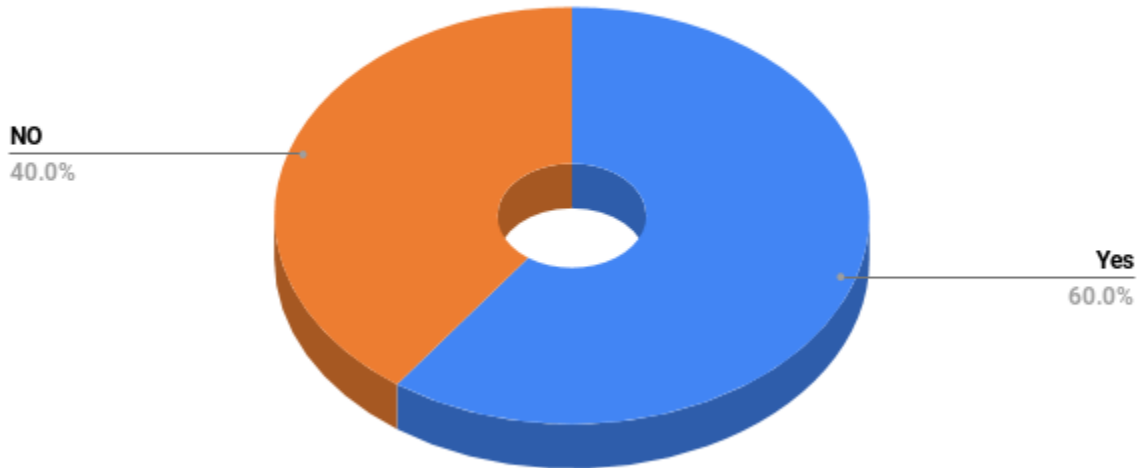
With the assistance and support of our Counseling Services Team, coupled with the direct work of our instructional staff, CCS is seeing growth in scholar achievement. This is evident by the year over year growth in the percent of scholars eligible for graduation, State Seal Award recipients, along with the number of scholars participating in concurrent enrollment opportunities.



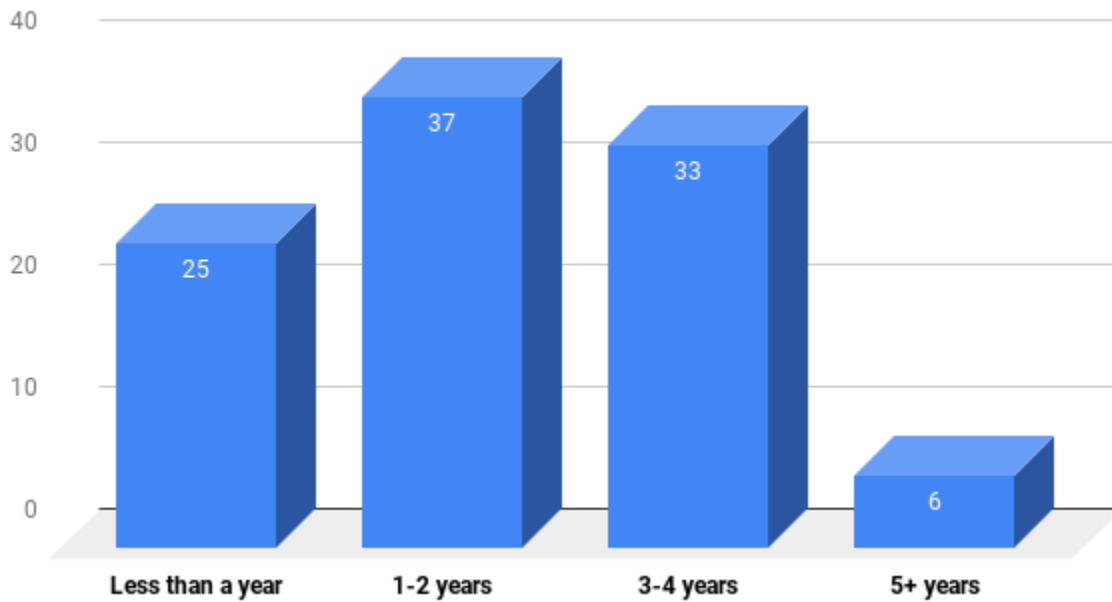
### Faculty/Staff Information

Most of our staff has been with us between two to five years. The number of new employees is a reflection on our growth, rather than employee turnover. Our Central Office is home to 11 employees, while the rest work virtually. More than half of our staff holds teaching credentials as shown below:

### # of CCS Staff with Teaching Credentials

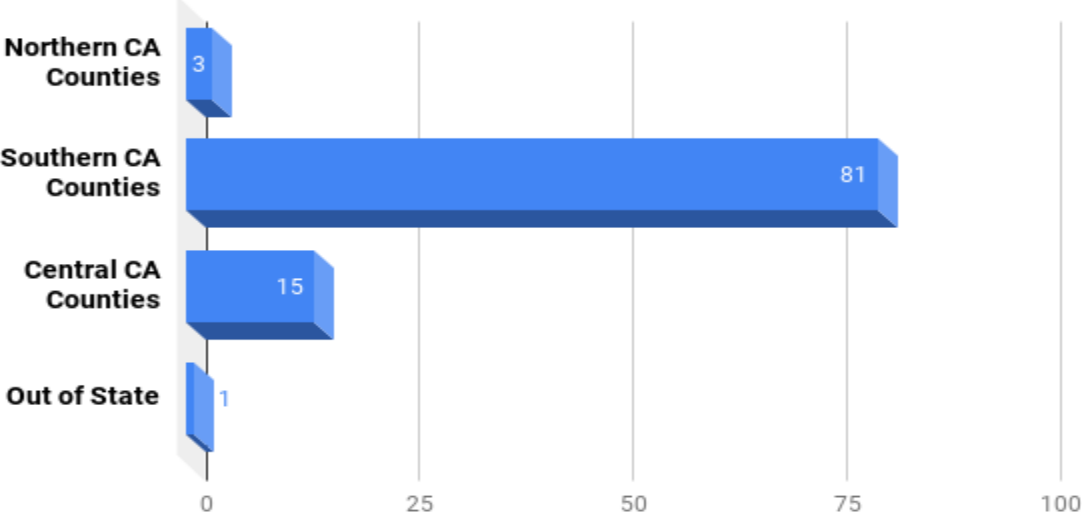


### CCS Employee Tenure Summary



We have built a strong community amongst our staff, and are proud of our diversity of experiences and backgrounds. As a virtual school, we are able to utilize our staff across the state. This ability allows us meet the needs of our scholars, regardless of location.

### Areas of CCS Staff



## Chapter III Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Vision and Purpose Criterion

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

Findings	Evidence
Our Mission and Vision statements reflect our LCAP goals for scholar engagement with our desire to “inspire and develop innovative, creative, self-directed learners.” Our goal to increase academic achievement can be seen in our Vision statement: “nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.” Increasing parent involvement is reflected in our vision “to create a collaborative virtual learning community.” Our Mission and Vision Statements do not reflect the use of an assessment system. This point is closely matched to the measurable scholar outcomes that are lacking based on the iNACOL standards, however assessment data and graduation rates are reflected in our LCAP goals. In addition to CCS establishing a clear, coherent vision and mission (purpose) of what scholars should know and demonstrate, each division and department created their own mission and vision based on the school's LCAP goals.	Retreat Notes  Mission-Vision Statements  LCAP Goals  Division and Department Mission/Vision  Planning Sessions iNACOL Standards
CCS engages parents through the use of ParentSquare and the guidance of the Director of Engagement. Surveys, field trips, Coaches Corner, Options Roundtables, Coffee with Compass, and Virtual Open Houses are implemented throughout the school year to engage parents and increase parental and scholar interaction, with the goal of an involved community of CCS parents. In addition, the Parent Advisory Council (PAC) and the Scholar Leadership Council (SLC) also serve to engage parents, gather feedback, and increase communication with parents and learning coaches.	Surveys Parent Advisory Committee Scholar Leadership Council Agendas and Meetings
CCS surveys the Board of Directors to receive information, guidance, and directions. These Board surveys, along with discussion at Board meetings, gives CCS leaders feedback about CCS. CCS has a Staff Advisory Committee to oversee the suggestions and feedback received from staff through the Virtual Suggestion Box. This committee is advisory in nature to suggest positive solutions to staff suggestions.	Surveys Virtual Suggestion Box

<p>The measurable scholar outcomes are evident in our School wide Learning Outcomes (SLO), which discuss curriculum that meets Common Core standards and combining that curriculum with innovative practices to meet the needs of our diverse scholars.</p>	<p>Charter Petitions</p>
<p>While college and career are not specifically mentioned in either the Mission or Vision Statements, other phrasing meets that belief. “Self- directed learners,” “a curiosity for life-long learning,” and “responsibility for their future success” are all phrases within the Mission and Vision Statements. These statements along with the modifier, “one scholar at a time,” displays the commitment CCS has to each and every scholar’s future success in college or career. Our SLOs mention our college-preparatory curriculum and that CCS strives to prepare our scholars for college and career. A Graduate Survey is implemented to track scholars’ future plans for 2-year college, 4-year college, military, or career. This is completed through a Google survey link sent to each graduate at the end of the school year.</p>	<p>Graduate Survey (in 2018-19 Planning Survey Results)</p> <p>High School Scholar Handbook</p>

Development/Refinement of Vision, Mission, School wide Learner Outcomes

*A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.*

Findings	Evidence
<p>Parents are surveyed at the end of every school year, and those responses are used to help outline our Core Values. In addition to this collaboration, the Board is also surveyed yearly. Their opinions and feedback from the survey were taken into consideration when the Mission and Vision Statements were reviewed.</p>	<p>Survey</p> <p>Board Minutes</p>
<p>CCS continues to look into ways to effectively and efficiently connect and communicate with all stakeholders to ensure they continue to be represented.</p>	<p>ParentSquare</p> <p>Website</p> <p>Compass Chronicle - Quarterly E-newsletter</p>

## Understanding of Vision, Mission, School wide Learner Outcomes, District LCAP

*A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school wide learner outcomes, and the district LCAP.*

Findings	Evidence
The Scholar/Parent Handbook includes the Mission and Vision Statements, as well as our Core Values: Achievement, Communication, Integrity, Respect, and Teamwork. Scholars and Parents must read the handbook and sign the acknowledgment page. All families are invited to attend our virtual Back To School Night where our mission, vision and School wide learner outcomes are reviewed.	Parent/Scholar Handbook Recordings of Back To School Night
CCS has a Director of Scholar Engagement and dedicated staff members, who spend time engaging with our scholars and their families to encourage success and initiative. The Parent Advisory Council (PAC) and the Scholar-Leadership Council (SLC) meet monthly to give input and perspective about our Mission, Vision, and SLOs as well as school processes, policies and initiatives, and scholar needs.	Staff List LCAP PAC & SLC Minutes
CCS also engages scholars through Enrichment opportunities with CCS Clubs, Field Trips, and Activities that include college and career preparation, exploration of the arts and sciences, community service projects, and other special events.	List of Clubs Activity Calendar

### A2. Governance Criterion

#### Governing Board and District Administration

*A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.*

Findings	Evidence
Compass Charter Schools is governed by a California nonprofit public-benefit 501(c)(3), Compass Charter Schools Corporation, which has an independent Board of Directors. The directors meet regularly to oversee the school's management, operation, activities, and affairs. The specific purposes for which this Corporation is organized are to create manage, operate, guide, direct and promote one or more public charter schools. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. Compass Charter Schools Board of Directors are selected upon their interest to join and composed into committees where members have strong knowledge and experience of either Academic Affairs, External Relations, Finance and Personnel.	CCS Website Board  Policies  Board on Track

<p>The Compass Charter Schools website lists where to find all By-Laws, Board Policy Manuals, Operating Budget, and LCAP so that they are easily accessible to the public. (<a href="https://app2.boardontrack.com/public/vlrxga/home">https://app2.boardontrack.com/public/vlrxga/home</a>). The policies and procedures in the Board By-laws (Amended By-Laws in Board on Track) are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act (<a href="https://www.compasscharters.org/about-us/board-of-directors/">https://www.compasscharters.org/about-us/board-of-directors/</a>). The authorized number of directors shall be not less than five (5), nor more than seven (7), as set by resolution of the Board, unless changed by amendment to the bylaws. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the charter schools operated by the corporation, and a dedication to its educational philosophy and goals. In addition, directors should demonstrate leadership, initiative and a high level of professionalism. Directors must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole, are put at the forefront.</p>	<p>Board Policies Board By-Laws  Meeting Frequency</p>
<p>It is in the best interest of the school that directors include persons who can represent the interests of the following constituencies: (a) Parent representatives: Directors may be selected from parents/guardians of students currently enrolled in the charter schools operated by the corporation. There may be one (1) parent representative on the Board. When selecting parent representatives to sit on the CCS Board, the nominating committee shall take into consideration the potential candidate's skill sets/experiences with the following subject matters: school administration experience, familiarity with the Education Code, legal experience, human resources knowledge, financial or budget experience, construction or real estate experience, and/or fundraising. (b) Community representatives: Directors may be selected from the CCS community, except that parents of CCS students shall count towards the maximum number of allowable parent representatives.</p>	
<p>Stakeholders are encouraged to be active in the policies that are decided. Staff members can provide input either to their supervisors directly, periodic school evaluations or during Board meetings and Superintendent Town Halls each month. At the Board meetings the Superintendent gives updates regarding school related issues, curriculum, vendors and staff. The Staff Advisory Committee helps to support the integration of staff, management team and governing board decisions. In addition, there is a Parent Advisory Council for parents to be involved with the governing board. The Parent Advisory Council meets as needed and sends out surveys to families regarding participation opportunities and requests for improvement.</p>	<p>CCS Website  Board on Track  Superintendent Report Sept 2018 Board Meeting</p>

## Governing Board and Stakeholder Involvement

*A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.*

Findings	Evidence
<p>Stakeholders (parents, scholars, staff and community members) are regularly informed of both meeting times and agendas for the School Board of Directors. They are informed of any board action through the newsletter and website as well as in the Superintendent Town Hall (for staff) and Superintendent Town Halls held for Parents &amp; Scholars throughout the year by their grade and program levels. On October 15th thru 18th, a Superintendent Town Hall was held for each program/grade level - Online High, Middle and Elementary and then Options. Stakeholders are encouraged to participate through the Staff Advisory Committee, Parent Advisory Council and the Scholar Leadership Council, depending on their role. Staff are kept informed and connected to the school policies through the Superintendent Town Halls, Staff Handbook, and the Board of Directors Handbook. Parents and scholars are aware of the school policies through the Parent and Scholar Handbooks.</p>	<p>CCS Website</p> <p>WorkPlace</p> <p>ParentSquare</p> <p>Committee Notes</p> <p>Meeting Recordings MMU</p> <p>Parent and Scholar Handbook</p> <p>Board of Director Application</p>
<p>Staff create performance review goals that center around meeting the LCAP goals. LCAP goals are created using staff input by the Superintendent, Assistant Superintendents and Directors of the organization. LCAP goals specific to each school are found here: <a href="https://app2.boardontrack.com/public/vlrxqa/documents">https://app2.boardontrack.com/public/vlrxqa/documents</a>.</p>	<p>SMART Goals</p>

## Uniform Complaint Procedures

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

Findings	Evidence
<p>For staff members, the Superintendent has Town Hall Meetings monthly. Using Adobe Connect, the meeting can be attended either visually via a computer or through audio on a phone. During the Town Hall Meeting, the Superintendent gives updates about school related issues. Additionally, staff members are able to make public comment and ask relevant questions to the Superintendent and the Directors during Board meetings. Compass Charter Schools has created a Staff Advisory Committee to support the integration of staff, management team and governing board. Also, there is a Parent Advisory Council for parents to be involved with the governing board. The Parent Advisory Council meets as needed and sends out surveys to families regarding participation opportunities and requests. <a href="https://www.compasscharters.org/about-us/parent-advisory-">https://www.compasscharters.org/about-us/parent-advisory-</a></p>	<p>Adobe Connect Recordings shared in WorkPlace</p> <p>CCS Website</p> <p>Board on Track</p>
<p>Invitations and an agenda to board meetings are emailed out and posted on ParentSquare, Compass Charter Schools' website, and Board on Track. Agendas are also posted at our Central Office. Compass Charter Schools follows the Brown Act, thus each board meeting includes time for public comment and notice is given 72 hours prior to a meeting. ParentSquare is a portal that is used for school wide communication and keeps all stakeholders (parents, scholars, staff) informed of school wide events. There is a calendar link in ParentSquare (<a href="https://www.parentsquare.com/schools/504/calendars">https://www.parentsquare.com/schools/504/calendars</a>) with all governing board and advisory board meeting information.</p>	<p>CCS Website</p> <p>ParentSquare</p> <p>Board on Track</p>
<p>CCS has an internal dispute resolution process that is used for all internal disputes related to CCS' operations, and adopted and maintains a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at CCS are provided with a copy of CCS' policies and internal dispute resolution process (found in Staff and Parent/Scholar Handbooks as well as in the Board's Policy Manual).</p>	<p>UCP &amp; Grievances - Parent Scholar Handbook</p> <p>Uniform Complaint Procedure</p> <p>Internal Disputes Policy – Charter Renewal</p>

## *A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion*

### Broad-Based and Collaborative

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



Findings	Evidence
<p>iStation assessments are given to students in the first week of school. The iStation data is evaluated and analyzed by the Scholar Success Coordinator, Teachers, Educational Facilitators (EFs), and Academic Coordinators. Through this information, we can place scholars in Tier 1, Tier 2, or Tier 3 in our RTI program. The scholars in Tier 3 will get immediate support and be monitored by their EFs and Teachers. The iStation data will also help the scholars. Learning Coaches, and scholars set goals for the year that they will discuss at Parent Teacher Conferences. State testing data is also reviewed by the same team. Small group sessions, Learning Labs, Success Academies, and RTI are created with this data in mind. These supports are in place to help those scholars that are not mastering specific standards.</p>	<p>iStation Results Work Samples SBAC Results SST meetings IEPs</p>

### Single School Plan for Student Achievement Correlated to Student Learning

*A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.*

Findings	Evidence
<p>Our LCAP goals are directly tied to a single school plan for student achievement. Our two goals will result in higher academic achievement. Research shows that parent involvement has a direct correlation to scholar success (Family Engagement in Education Act, 2015), as does scholar engagement. As stakeholders collaborated on the creation of the LCAP goals, scholar achievement and scholar data was kept at the forefront of priorities.</p>	<p>LCAP</p>
<p>Keeping in mind the importance of scholar transitions from one grade to another, between general education and special education, and from high school to beyond, CCS has worked on making them seamless and beneficial to our scholars. To safeguard smooth transitions, guidance counselors give feedback to ensure scholar schedules are conducive with college preparations.</p>	<p>Counselor Feedback</p>
<p>Additionally, teams from general education and special education collaborate to assist transitioning scholars from one grade span to another. Ensuring LCAP goals run in tandem with scholar achievement is assured when we understand the diagnostic tools and services available to us for our scholars.</p>	<p>Meeting Notes</p>

### Staff Actions/Accountability to Support Learning

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

Findings	Evidence
School leadership and staff share in decisions, on a personal level and at an organizational level. All staff are responsible for their individual annual performance plan. All staff members create their own SMART goals that reflect a desire for professional growth, accountability, and participation in reaching our LCAP goals.	SMART Goals
Crafting of the mission statement took place as an entire staff. All staff are brought together annually for professional development and team building. This has created a truly collaborative spirit at CCS. By reaching consensus on various scholar centered issues, we allow everyone to have a voice.	CCS Staff Retreat Agenda

### Internal Communication and Planning

*A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.*

Findings	Evidence
Improving communication between staff members, staff and families, and CCS and the community has been at the forefront of areas of importance. We started utilizing ParentSquare this year, a safe and secure platform for school to home communications. Weekly information is sent via ParentSquare regarding upcoming events, important dates, and school notifications. It allows us to analyze the number of families that have read the information and determine if there are any email addresses that need to be updated. The Scholar Leadership Council and Parent Advisory Council are where parents and students are able to provide feedback and bring to light concerns and suggestions they may have so that they can be addressed.	Email Facebook Workplace Parent Square Staff Advisory Committee Scholar Leadership Council Parent Advisory Council
As for internal communication, CCS uses WorkPlace for the posting of open positions, necessary forms and documents, a company directory, and an organizational wide message board. To enhance communication, this platform resembles Facebook, but is an internal tool to facilitate communication. This is now used to post internal information, create discussion groups, and develop dialogue between employees that are not in the same geographical location.	Employee Handbook Administration Survey Virtual Suggestion box  Monthly Superintendent's Town Hall

For most issues, CCS asks that employees go directly to their direct supervisor with concerns. If a concern includes the immediate supervisor or includes harassment, scholars are asked to go to Human Resources. In a safe environment, the HR department will look into a situation as prescribed by law. Every employee deserves the right to resolve differences in a caring and legal way. If staff have suggestions, they can submit them in to the Staff Virtual Suggestion Box and they are reviewed when the Staff Advisory Council meets monthly.	SafeSchools Training Employee Handbook Internal Complaint Review Policy
CCS also has various committees with staff from all departments that meet to plan and implement the vision of CCS and move our school goals forward.	Committee Signups

*A4. Staff: Qualified and Professional Development Criterion*  
*Qualifications and Preparation of Staff*

*A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.*

<b>Findings</b>	<b>Evidence</b>
The school has procedures to ensure that all employees are qualified based on staff background, training, and preparation. Because CCS understands the importance of promoting from within and offering current staff opportunities for growth, positions are first posted to an internal site, allowing staff members to apply before the position is advertised to the public. All school positions are posted on EdJoin.org in order to avail ourselves of the pre-hiring tools. This ensures that all qualifications are met for the specific position. Following the review of Ed Join applicants, and all other applicants, the qualified candidates have their paperwork vetted by HR, followed by an initial phone interview. Once approved by HR, resumes are then sent to the department Directors, for a second job interview. There may be a third interview that takes place with additional management. Once a candidate is accepted, they are sent a job offer by HR, and if accepted, a Department of Justice background check runs fingerprints, and the candidate must submit references and certification of credentials.	Employee Handbook Official Job Postings/Ads Staff Resumes Job Offer Letters Live Scan Certification of Credentials
Once hired, new employees go through mandatory training consisting of Mandated State Reporting, Harassment training, and Blood Borne Pathogen training as assigned by HR. New hires also meet with HR to go through essential paperwork and benefit options.	Safe Schools Reporting

<p>Department training takes place by having new staff participate in virtual training sessions on the systems with which they will be using. Some positions do allow for the shadowing of others before they start working independently. The school has a process to assign staff members and provide appropriate orientation for all assignments, including online is maximized in relation to the impact on quality scholar learning. The hiring process at CCS includes instruction and focus programs, so that the expertise of the staff members seeking out individuals that possess relatable experience for the desired position. Additionally, CCS is supportive of staff that show interest in moving from one area to another, provided they possess the necessary qualifications.</p>	<p>Department Guidebooks</p> <p>Department Meetings</p>
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### Staff Assignment and Preparation

*A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

<b>Findings</b>	<b>Evidence</b>
<p>The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff. When an offer of employment is made, all potential staff receive a job offer letter which includes several school policies. On an annual and ongoing basis, CCS provides to every staff member an employee handbook, which defines all school policies. All staff receive and review the handbook and are required to indicate by signature on a receipt that they understand the contents. All staff are provided with job descriptions, which provides a clear definition of their responsibilities. The CCS organizational chart is available for all staff through the CCS website intranet (WorkPlace)</p>	<p>School Website</p> <p>Employee Handbook</p> <p>Organizational Chart</p> <p>Workplace by Facebook</p> <p>Job Description</p>

Defining and Understanding Practices/Relationships

*A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

Findings	Evidence
<p>The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all scholars achieving the academic, college, and career readiness standards and the school wide learner outcomes. Both virtual and in-person learning opportunities are offered throughout the year, and staff members also have the ability to request funding/expenses for specific professional development opportunities that would best support the scholars, as well as the school as a whole. In the 2017-18 school year we began using "The Energy Bus" as a positive, motivational tool and program to support staff and students focus on positivity. Online teachers also provide cross-training for different supplemental teaching programs to each other during PD days to help customize and increase the efficiency and enhance the learning process for our online scholars.</p>	<p>PD Calendar            PD Agendas            CCS In Service Schedule 2018            WorkPlace by Facebook              Conference Schedule              Energy Bus</p>
<p>CCS has an annual multiple day, in-person, professional development where all staff meet. During this annual meeting, training is provided to each division as applicable. Presentations are made using a variety of technology, including PowerPoint, Google Docs, intranet, websites, as well as by qualified experts in their fields. The value of in-person Professional Development cannot only be measured by the knowledge gained, but by the relationships that would not have otherwise formed. Although CCS is an online community, and staff works together virtually, the benefit of the week long, in-person training is that it provides an opportunity for team bonding and a place for co-workers to interact and share their skills with those whom they do not normally see face-to-face. This provides a platform from which we can provide better support for all scholars, by pooling all staff skill sets. Staff are given an opportunity to work and learn with staff from different disciplines and different departments in order to learn how all these resources can be used to maximize all students achieving the academic, college- and career- readiness standards. The bonds created during this in-person time is so valuable, and help foster a collaborative, supportive community atmosphere which can be utilized and accessed throughout the year to achieve our singular goal of scholar success in an online setting. Each division continues to provide opportunities for professional development throughout the year based on department needs.</p>	<p>Retreat Schedule              Staff List</p>

## Supervision and Evaluation

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

Findings	Evidence
<p>The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff. All CCS staff are required to complete a performance plan at the beginning of each year. Performance plans are created by staff members and then reviewed and approved by their respective supervisors quarterly. It includes three main points from their job description listed in the job responsibilities section, and requires three to five SMART goals for each of these responsibilities. At least one goal needs to directly relate to one of our LCAP goals.</p>	<p>Performance Plans Smart Goals</p>
<p>Coordinators observe Learning Labs and review strengths and challenges with teachers during a post conference.</p>	<p>Observation Schedule Observation Rubric</p>
<p>All CCS staff are provided with a laptop, additional monitor, docking station, and wireless mouse and keyboard, and a phone. The laptops come preloaded with the necessary software programs including Adobe Connect and the entire Microsoft Office Suite.</p>	<p>Technology Tracking Sheets</p>
<p>Budget allowances provide discretionary funds for teachers to request reimbursements and allowances based on individual scholar needs. Directors may request these resources as needed.</p>	<p>Budget Statements</p>
<p>Staff-led committees (Professional Development Committee, MTSS Committee, Energy Bus Committee, Engagement Committee, Staff Advisory etc.) meet our LCAP goals by providing staff input into all areas of student support.</p>	<p>LCAP Committee Minutes</p>
<p>Budgets are set at the beginning of the school year using prior years' expenses and scholar enrollment as a guide to determine the funding. Spending is tracked by the Finance Department and Department Directors receive quarterly budget statements. This allows Directors to see what funds have been spent, funding balances that are available and where the most interest was held for future planning.</p>	<p>Charter Vision Budget Statements</p>

Any changes to financial policy are brought up at Board meetings for discussion. While our Business Services division completes preliminary financial operations, most are handled by CSMC, our back office provider. This system of checks and balances helps keep everyone on the same page.	Board Policy Manual
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*A5. Resources Criterion*

*Allocation Decisions and Their Impact*

*A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the school wide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

<b>Findings</b>	<b>Evidence</b>
There is a relationship between the decisions about resource allocations, the school's vision, mission, and scholar achievement of the school wide learner outcomes, the LCAP, and the academic standards.	2018-19 Operating Budget
Using the CCS mission, vision, and values, the school's resources are allocated using a number of factors including scholar needs, staffing needs and training, and fiscal responsibility. The budget is created with scholar achievement in mind and presented publically, giving all stakeholders the opportunity to comment.	2018-19 Operating Budget
Each division is given a budget to better target scholar needs and needs of staff to better help scholars.	2018-19 Operating Budget
The proper allocation of the school's finances has a direct impact on scholar learning in areas including curriculum, staff training and development, and the most current technology.	2018-19 Curriculum Expenses

## Practices

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

Findings	Evidence
CCS follows timelines and processes set up by the state and our authorizing districts for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. In developing our budget, CCS uses both analytical data and financial needs, while also taking into consideration year over year growth in enrollment and our LCAP goals.	Calendar  LCAP
CCS retains the services of Christy White associates to conduct all CCS audits.	Christy White Associates' Contract
CCS partners with CSMC, a high quality back office provider with expertise in budgeting, data systems, fiscal operations, and financial management. This partnership ensures that CCS maintains fiscal responsibility and business ethics.	Finance Committee Meeting Packet CSMC Contract

## Facilities

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

Findings	Evidence
Since Compass Charter Schools has online and options programs, our scholars work from home and do not regularly attend a school facility. However, scholars, learning coaches, and staff are encouraged to participate in a variety of events both academically and socially based throughout the state. Our Director of Engagement and our Marketing Specialist work diligently to create, market and staff events by using Workplace by Facebook to engage CCS Staff, as well as utilizing Parent Square to engage families and scholar participation. We also have regular Science labs that are instructed at approved facilities in areas centrally located to the student population, which are streamed live for all scholars throughout the state. These facilities, typically college campuses, do meet the educational health and safety needs of our scholars. They have areas for wet labs, including eye wash stations. Scholars have participated in many activities without incident.	School Calendar  Engagement Opportunities  Marketing  WorkPlace



## Instructional Materials and Equipment

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

<b>Findings</b>	<b>Evidence</b>
As a virtual school, our textbooks and curriculum are delivered to scholars via the internet for online scholars. Because of this, we do not have to worry about running out of material. We pay per license requested. Within the options program scholars put in purchase orders in order to request different approved curriculum.	Strong Mind Invoices, Fuel Ed Invoices, Options Invoices
CCS has a robust computer loan program for all scholars with full “in- house” technical support. Information and forms for this are available on our web site for online scholars. Option scholars have the option to use their funds to purchase a computer.	Website, Computer Loan Forms
Science labs are instructed at approved facilities in areas centrally located to the student population, which are streamed live for all scholars throughout the state. The science department notifies the High School Coordinator if any supplies or materials are needed.	
All CCS staff are provided with a laptop, additional monitor, docking station, and wireless mouse and keyboard, as well as with a phone. The laptops come pre-loaded with the necessary software programs including Adobe Connect and the entire Microsoft Office Suite.	Copy of Property Return Agreement
If teachers wish for additional programs or resources for scholars, they may request it from the department coordinator.	Communication

## Well-Qualified Staff

*A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs*

<b>Findings</b>	<b>Evidence</b>
CCS hires only certificated staff for all teaching positions and Educational Facilitator positions and has a complete job description for all positions. CCS seeks to hire experienced online teachers and educational facilitators (EFs). When that is not possible, we look for qualities such as flexibility and openness to innovation. Our salaries are competitive with other virtual schools.	Charter Petition Renewal Edjoin postings Wage schedule

## Long-Range Planning

*A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards.*

Findings	Evidence
<p>The LCAP is created by inviting all stakeholders to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, allowing for reflection and revision. Our 2018-2019 goals for all three schools are as follows: increase academic achievement and increase scholar and parent engagement.</p>	<p>LCAP</p>
<p>Our budget reflects these goals. For example, we have created new positions such as the Scholar Engagement Coordinator and the Scholar Intervention Coordinator to help meet our LCAP goals. The budget had to allow for this.</p>	<p>LCAP and Budget</p>
<p>Budgets are set at the beginning of the school year using prior years' expenses and scholar enrollment as a guide to determine the funding. Spending is tracked by the Assistant Superintendent of Business Services and Department Directors receive quarterly budget statements. This allows Managers to not only see what funds have been spent and what funding balance are but to also see where the most interest was.</p>	<p>Operating Budget</p>

**A6. Resources Criterion [Charter Schools only]**

**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement**

*A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and school wide learner outcomes.*

<b>Findings</b>	<b>Evidence</b>
<p>CCS has several resources in place to ensure its' long-range financial needs. The contracted back office provider (CSMC) has a dedicated team to assist and collaborate with CCS to ensure both compliance and continual review of all CCS finances. Through the “real time” dashboard (Charter Vision) made available to the Board of Directors, the Superintendent &amp; CEO and the Assistant Superintendent of Business Services CCS are readily available to view Receivables, Payables, along with a variety of other reports that allow for financial planning. By monitoring and reviewing the information in Charter Vision, CCS has the ability to also see incoming ADA revenue which provides the necessary information to ensure funding is spent to best serve the scholars. The budget of Compass Charter Schools is based on the CMO and is comprised of the needs of the three (3) charters. CCS partners with CSMC to establish the budgets and ensure all legal requirements are being met by CCS. The budget is under continual review using “real time” data from Charter Vision, this allows CCS to ensure not only legal compliance but also allowing CCS to allocate revenue to best serve the scholars.</p>	<p>Finance Committee Minutes External Relations Committee</p>
<p>CCS has a Finance Committee designed to address these topics to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are sent to authorizers by the requested dates.</p>	<p>Finance Committee Minutes</p>
<p>The school retains the services of Christy White Associates' to provide the annual audit and assurance services, and the fiscal accountability and transparency. Christy White Associates' is a member of the AICPA Center for Audit Quality. The services provided to CCS by Christy White Associates' includes: Financial statement audits Compliance Performance audits Process and submits all tax forms Internal audit services</p>	<p>Christy White Associates'</p>
<p>Any changes to financial policy are brought up at Board meetings and discussed there. While preliminary financial operations are completed by our Business department, most are handled by CSMC, our back office provider. This system of checks and balances helps keep everyone on the same page.</p>	<p>Board of Directors</p>

<p>The Superintendent &amp; CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.</p>	<p>Operating Budget</p>
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**Regular Accounting and External Audit Procedures**

*A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.*

Findings	Evidence
<p>The Superintendent &amp; CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.</p>	<p>Board Policy Manual</p>
<p>Invoices are processed weekly by the Business Services Administrative Assistant according to the Chart of Accounts provided by CSMC. All invoices are then submitted for final review and approval to the Assistant Superintendent of Business Services and then to CSMC, for processing of the payments. Invoices in excess of twenty-five thousand dollars (\$25,000.00) must also have the approval by the Superintendent &amp; CEO before being submitted to CSMC. CSMC has the authority to sign checks on behalf of CCS. Payroll is processed semi-monthly by the Assistant Superintendent of Business Services using the TRAX payroll systems. Payroll reports are submitted to CSMC for review and audit to ensure compliance and accuracy.</p>	<p>Approved Payables</p>
<p>School credit cards are used by the Superintendent &amp; CEO and the Assistant Superintendent of Business Services, and have recently been given to Managers and Directors. Upon receiving a credit card, staff must sign a User Policy and understand repercussions for not adhering to it. All charges to the school credit card require submission of receipts at time of purchase and must be accompanied by a payment request form, which is used to ensure correct budget coding. Credit cards are reconciled monthly by the Assistant Superintendent of Business Services and the Finance Department Administrative Assistant. Reconciliations are then submitted to CSMC for review, and posting.</p>	<p>Board Policy Manual</p>

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Findings	Evidence
<p>The Superintendent &amp; CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.</p>	<p>Board Policy Manual</p>
<p>Invoices are processed weekly by the Finance Department Administrative Assistant according to the Chart of Accounts provided by CSMC. All invoices are then submitted for final review and approval to the Assistant Superintendent of Business Services and then to CSMC, for processing of the payments. Invoices in excess of five thousand dollars (\$5,000.00) must also have the approval by the Superintendent &amp; CEO before being submitted to CSMC. CSMC has the authority to sign checks on behalf of CCS. Payroll is processed semi-monthly by the Assistant Superintendent of Business Services and Director of HR using the TRAX payroll systems. Payroll reports/reimbursements are submitted to CSMC for review and audit to ensure compliance and accuracy.</p>	<p>Approved Payables Payroll Reimbursements</p>
<p>School credit cards are used by the Superintendent &amp; CEO, the Assistant Superintendent of Business Services and the Assistant Superintendent of Personalized Learning, and have recently been given to Department Directors. Upon receiving a credit card, staff must sign a User Policy and understand repercussions for not adhering to it. All charges to the school credit card require submission of receipts at time of purchase and must be accompanied by a payment request form which is used to ensure correct budget coding. Credit cards are reconciled monthly by the Assistant Superintendent of Business Services and the Finance Department Administrative Assistant. Reconciliations are then submitted to CSMC for review, and posting.</p>	<p>Credit Card Statements</p>

Budgeting Process — Transparency

*A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Evidence
<p>CCS has formed a Finance Committee made up of a variety of stakeholders including Board members, and the Assistant Superintendent of Business Services to review monthly the finances of the school as well as to report the status of the CCS finances. Meetings are public to ensure transparency and committee meets virtually once a month.</p>	<p>Board Policy</p>
<p>The budget of CCS is based on the CMO and is comprised of three (3) charters. CCS partners with CSMC to establish the budgets and ensure all legal requirements are being met by CCS. The budget is under continual review using "real time" data from Charter Vision. This allows CCS to verify not only legal compliance, but also allowing CCS to allocate revenue to best serve the scholars. Through the "real time" dashboard (Charter Vision) made available to the Board of Directors, the Superintendent &amp; CEO and the Assistant Superintendent of Business Services of CCS are readily available to view, including Receivables, Payables and a variety of reports that allow for financial planning.</p>	<p>Budget Summary</p>

Adequate Compensation, Staffing, Resources

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

Findings	Evidence
<p>CCS staff is appropriately compensated in regards to both salary and benefits. We are competitive with other virtual schools. CCS meets all requirements and/or exceeds all state mandated laws on compensation for credentialed staff. CCS staff receive health benefits paid in full including medical, dental, vision, life, accidental and long term disability insurance. CCS offers full-time (11-month and 12-month staff) employees eighty (80) hours of accrued sick time per year, and the option to use up to forty (40) hours of sick leave as personal necessity leave and year round employees accrue both sick time and vacation time. All staff receive one week off for spring break and two weeks off for winter break. CCS follows a semi-monthly pay period calendar. As of the 2018-19 school year, CCS participated in a Compensation Study, which resulted in a new teacher wage schedule for the 2018-19 school year.</p>	<p>Teacher Salary Schedule  Staff Handbook</p>

## Marketing Strategies

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

Findings	Evidence
CCS apportions a yearly budget to implement marketing strategies to support charter growth in Los Angeles and Fresno charters. The budget is divided between Strongmind and CCS' in-house Marketing Specialist.	External Relations Committee
Strongmind is contracted with CCS to assist in marketing efforts including: graphic development, advertising on platforms such as Facebook, Twitter, and Instagram, strategic advertising and research. Monthly meetings are held with Strongmind staff, the Superintendent & CEO of CCS, and the Marketing Specialist of CCS to ensure the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly.	Marketing Budget Tracking
CCS employs a Marketing Specialist, responsible for all external relations including: event planning and attendance, sponsorships, social media sharing and management, graphic production, marketing campaigns, press releases and budget management. The Marketing Specialist meets with the Superintendent & CEO weekly to discuss marketing strategies and budget use. The effectiveness of marketing strategies can be measured by growth in our enrollment numbers. In October of 2017, CCS served 997 scholars total. In October of 2018, CCS is served 1,432 scholars total.	Enrollment Numbers

## Informing the Public and Appropriate Authorities

*A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Evidence
CCS effectively utilizes their Finance Committee to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are routinely sent to authorizers by the requested dates.	Finance Committee  Board Minutes

<p>CCS has a Finance Committee designed to address these topics to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are sent to authorizers by the requested dates. Significant information is shared through BoardOnTrack, including meeting agendas, packets, and minutes. Along with a Finance Committee, CCS has implemented a standing Finance Report offered to the full Board of Directors. Board meetings are posted live on social media (Twitter), including links to BoardOnTrack in our calendar, and the Board of Directors page. Social media postings occur two hours prior to meetings, and when packets are posted.</p>	<p>Finance Committee Board on Track Board By-Laws</p>
<p>Financial reports include a breakdown of revenues identified by source and details regarding the amounts spent for certain expenditure categories, such as employee salaries and benefits, books, supplies, equipment, contracted services, other operating expenses, and capital outlay. Charter schools also provide additional financial information about beginning and ending balances, amounts set aside for reserves, amounts spent for debt service, and amounts spent from certain state and federal funding sources. The following dates indicate report updates:</p> <ul style="list-style-type: none"> <li>• On or before December 15: Interim report reflecting changes through October 31.</li> <li>• On or before March 15: Interim report reflecting changes through January 31.</li> <li>• On or before September 15: Final audited report for the prior year.</li> </ul>	<p>Budget Summary Operating Budget</p>
<p>Our annual financial audit is conducted per the Independent financial audits requirement to be conducted annually and made public. Through the audit, our authorizers are made aware of any major business decisions and contracts for the school to ensure that all proper procedures are being followed. Christy White Associates' is our current auditing firm.</p>	<p>Christy White Associates'</p>
<p>Our annual update to the LCAP occurs on or before July 1<sup>st</sup> each year. Along with goals and student outcome data, these documents include information on programs, priorities for the charter school, associated financial budgets and shows that financial resources are being used to support goals for the school and scholars.</p>	<p>LCAP Goals</p>



## Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

### Summary (including comments about the critical learner needs)

Compass Charter Schools is operating with a budget that aligns with our LCAP goals and we are meeting all criteria in Category A. We have utilized numerous systems to increase communication between staff and scholars/learning coaches to create a collaborative learning environment as defined in our Mission, Vision and Core Values, all of which were drafted by the staff and educators of Compass Charter Schools. The management team also works to seek out continual feedback from staff, parents and scholars on ways to improve for the present and the future. We are hiring proficient staff and teachers to help meet our scholars' needs. By continuously working to develop our staff professionally, utilizing technology and increasing our communication with scholars and parents we will be able to meet our critical scholar learning needs, particularly increasing their proficiency in Math. We have developed a better diagnostic system for teachers so that they are able to pinpoint scholars that are at risk more easily and earlier so that interventions can be implemented and we have added tutor sessions for each grade level to help increase our scholars' academic achievement.

Prioritize the areas of strength and growth for Category A.

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Governance
- Goal aligned budgeting
- Financial Accountability
- Brown Act Compliant
- Professional Development

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Stakeholder participation

**Category B: Standards-based Student Learning: Curriculum B1. Rigorous and Relevant Standards-Based Curriculum Criterion Current Educational Research and Thinking**

*B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

Findings	Evidence
Teachers participate in professional development throughout the school year to improve their teaching and instructional skills.	Calendar
Elementary teachers meet twice per month by grade level to research supplemental resources, best instructional practices, and implement current/analyze research based strategies in their classrooms.	K-5 Calendar
Elementary teachers use Istation and live fluency assessments to assess scholars and provide intervention or challenge work where needed through supplemental programs. (IStation and k-12 Stride, project based learning) K-5 teachers also provide weekly learning labs that incorporate current teaching strategies for content and SEL.	Work Samples Lab Recording
Options program currently does not use educational research to maintain the instructional program delivered. As a home study program the focus is on personalized learning and Educational Facilitators (EFs) working with scholars and learning coaches (LCs) to match a curriculum that matches a scholars learning style.	EF Account Information
Options LCs and EFs collaborate together on report cards, using CCSS standards and work samples to determine grades. Options home study develops scholars' skills of independent, self-taught lifelong learners. These skills prepare scholars for life after graduation. Scholars are also exposed to real world learning through field trips, experiences, vendors, and hands on curriculum opportunities tailored to individual scholar needs & passions. Additionally, through personalized learning, individual strengths are maximized and areas needing support are addressed with a focus on progression & mastery.	Curriculum Vendor List  Parent Square Events Calendar
During Options connection meetings, often times EFs speak with the scholars and discuss learning progress. Scholars develop communication skills as a result of these connections, which support scholars in the area of college and career readiness. Scholars are better able to pursue their passions through their studies, giving them a better idea of a future career paths.	Twice a month meetings with scholars, learning coaches, and educational facilitators

<p>To support scholars in reaching grade level standards, EFs and LCs in the Options program use a variety of tools to guide instructional strategies. Results from iStation, CAASPP results, San Diego Quick Learning Assessment, Curriculum Placement Tests, IEP Assessment Results and SAI are used for placement, accommodations, and to discuss with families during connection meetings. Instructional strategies used are collaboration between LCs and EFs to identify areas of concern. On an individual basis, EFs will share instructional strategies and resources to help the LCs with their home school instruction.</p>	
<p>In the beginning of the school year, EFs share links to quizzes that LCs and scholars can take to help them identify their teaching and learning styles.</p>	
<p>The Options program team looks at surveys, iStation results, CAASPP results, scholar samples, information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. Collaboration to analyze data, share trends and discuss best-practices to support instruction occurs during biweekly Options team meetings. Additionally, Orange County Learning Center (OCLC) staff meet regularly at school and informally collaborate on ways to best serve scholars in the classroom setting (OCLC scholars can attend class on-site twice a week). A classical learning model allows teachers to collaborate for instruction across all grade levels.</p>	<p>Biweekly team meeting notes.</p> <p>OCLC regular meeting notes.</p> <p>Sample iStation - <a href="https://drive.google.com/open?id=1iGKNPyFbbLvz75yvo48tyWYBKLBt-t6R">https://drive.google.com/open?id=1iGKNPyFbbLvz75yvo48tyWYBKLBt-t6R</a></p> <p>Istation correlation to standards (Math)</p> <p>Istation correlation to standards (ELA)</p>
<p>Lastly, Options team members use WorkPlace to collaborate and chat throughout the day to collaborate, support each other, and share educational resources on WorkPlace and through email as well.</p>	<p>Workplace group communication posts and chat.</p>

<p>Some instructional techniques and curricular tools that are implemented at the HS level in AVID are shared during PLC time with grade levels 6-8 and K-5.</p>	<p>Presentation slides: <a href="https://drive.google.com/open?id=1qjXkysBNul5LVfet3nEoobmGUq75PW6g">https://drive.google.com/open?id=1qjXkysBNul5LVfet3nEoobmGUq75PW6g</a></p> <p>Recording: <a href="https://compasscharacters.adobeconnect.com/pd1nukk9p6d4/">https://compasscharacters.adobeconnect.com/pd1nukk9p6d4/</a></p> <p>California Charter School Association Conference</p>
<p>We use the data from iReady and now Istation to look at present levels of performance for our scholars which then are a piece that drives the goals we create for their IEP plan. We also have outside assessments. Our providers use the Woodcock Johnson test of academic achievement. This measures reading, arithmetic, both oral and written language skills and/or other general knowledge. Our providers also assess for Dyslexia and other reading issues, auditory and visual processing deficits, working memory, motor development (how well the body coordinates movements in small and large muscle activities and perceptual skills), executive functioning (does a scholar have the skills to get the resources needed to start and finish a specific assignment), social and emotional behavior as self-care and personal needs in the home, community, and with completing school activities, adaptive behaviors (how a scholar takes care of personal needs at home, outside classes at the learning center for example, and in the community, and in the area of post-secondary transition related to training, further education, employment, and independent living skills when appropriate. All these assessment pieces then are discussed and shared to create an IEP Individualized Education Plan for each scholar. Additionally, our sped teacher's/case managers do ongoing informal assessments as they work with scholars to determine if they are meeting their goals or if their goals are too easy or too challenging and amend accordingly. We also use this information and the formal assessment data from the first part of my response that we get from outside providers to make suggestions to parents and teachers about curriculum. Often, the assessment reports will include suggestions for parents as well as to the best way the child learns and ideas to incorporate at home and even apps. and programs that can be used to supplement their current program.</p>	<p>California Charter School Association Conference</p> <p>Gender and Education in Today's World Webinar (CSUSB)</p>

<p>Scholars in grades 6-12 benefit from StrongMind's rigorous standards based curriculum that addresses the needs of all students, including those with disabilities. There are multiple opportunities for expression and action, multiple presentations of content, and multiple opportunities to engage. StrongMind incorporates a "design for purpose" information box system that connects specific purpose with color based on the psychology of color with the purpose of building scholar associations, become engaged and inspired, and absorb more information as they move through their courses.</p>	<p>San Diego Office Education LEC Blended Learning Certificate course</p> <p><a href="https://www.strongmind.com/advancing-accessibility/?utm_medium=social&amp;utm_source=facebook.page&amp;utm_campaign=postfity&amp;utm_content=postfityb933c">https://www.strongmind.com/advancing-accessibility/?utm_medium=social&amp;utm_source=facebook.page&amp;utm_campaign=postfity&amp;utm_content=postfityb933c</a></p>
<p>In the Options program, education facilitators use the results of benchmark/assessment testing like iStation. They also review the results with them during their connection calls and discuss any necessary supports they may need. Sometimes the assessment results help with curriculum choices, too. For example, if supplementary materials are needed to fill gaps, or if reading is an issue, they might find a math curriculum that is less language-dependent.</p>	<p><a href="https://drive.google.com/open?id=11N7vi30KEihewS81rOx27BqJHfiHkNbR">https://drive.google.com/open?id=11N7vi30KEihewS81rOx27BqJHfiHkNbR</a></p> <p>CUE Technology conference</p>
<p>In the Online program, iReady was used by K-12 teachers to supplement class instruction and provide 1:1 supports. Various reports and lesson plans available in iReady were used for each scholar. Currently with iStation and previously with iReady, benchmark results are used to group scholars for intervention and additional supports. In 18/19 school year, research based AVID strategies and common assessments, along with diagnostic data, is being used to collaborate on these AVID strategies and their effectiveness in scholar engagement and achievement.</p>	<p><a href="https://docs.google.com/document/d/1W0Ae6jjwGHulHrbpvyppMU0dpfp5Co7ANvhpRE085ZbM/edit?ts=5bc11e1f">https://docs.google.com/document/d/1W0Ae6jjwGHulHrbpvyppMU0dpfp5Co7ANvhpRE085ZbM/edit?ts=5bc11e1f</a></p> <p>Avid Summer Institute</p>

Academic and College- and Career-Readiness Standards for Each Area

*B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.*

Findings	Evidence
<p>Online K-8 and Options use Istation for diagnostic testing and scholar support. Istation testing and lessons are aligned with the Common Core Standards for Math and ELA.</p>	<p><a href="#">Istation correlation to standards (Math)</a></p> <p><a href="#">Istation correlation to standards (ELA)</a></p>

<p>Online Elementary uses a rigorous curriculum, designed by K-12, that is aligned to the State Common Core Standards.</p>	<p><a href="https://drive.google.com/open?id=1Cc2SAfGxil8Nn7KzgwShCrhdSoaMoUnq">https://drive.google.com/open?id=1Cc2SAfGxil8Nn7KzgwShCrhdSoaMoUnq</a></p> <p><a href="https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CDCR_FAQs_v2.pdf">https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CDCR_FAQs_v2.pdf</a></p>
<p>In Online K-5 teachers recognize the importance of college-career readiness and meet this area by implementing a rigorous curriculum with opportunities for project based learning. Teachers also provide SBAC preparation learning labs to prepare scholars for state testing.</p>	<p><a href="https://drive.google.com/open?id=1_cs63yLZqmLZ9aXJJ0rT42KvTij7H6Zt">https://drive.google.com/open?id=1_cs63yLZqmLZ9aXJJ0rT42KvTij7H6Zt</a></p>
<p>Compass Charter School (CCS) is held to the same standards and accountability as all California public schools. The school instructional team uses CCSS, NGSS, and other state core content area approved standards to direct, guide, and measure scholar achievement in all its programs: online and home study.</p>	<p><a href="https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CD CR_FAQs_v2.pdf">https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CD CR_FAQs_v2.pdf</a></p>
<p>For transitional kindergarten through twelfth grade home study program (Options), CCS uses a variety of curriculum vendors available to scholars. Curriculum used for core content areas include Pearson, Houghton Mifflin, and McGraw-Hill, which provide instructional materials aligned with CA state standards. EFs work with each of the families to ensure they are addressing the academic standards as the curricula, materials, and classes they use vary widely.</p>	<p>Extensive curriculum vendor list. (<a href="https://sites.google.com/CCScalifornia.org/compasscs">https://sites.google.com/CCScalifornia.org/compasscs</a>)</p>
<p>CCS online program have the opportunity to complete a-g UC freshman entrance requirements by offering all a-g approved courses in the history/social science subject area, English, Mathematics, Science, and Foreign Language (Spanish). In the area of Visual and Performing Arts, with Art History A and B, scholars have the opportunity to complete 1 year of an a-g approved course. Additionally, 11 out of the 17 elective courses offered are a-g approved.</p>	<p>Online course catalog: <a href="https://drive.google.com/drive/folders/1q7jCUfEldeVhrnVrptjX2n2aVCq8WJJc">https://drive.google.com/drive/folders/1q7jCUfEldeVhrnVrptjX2n2aVCq8WJJc</a></p>
<p>High School Options and Online scholars in 10th through 12th grade have the opportunity to take dual credit/concurrent enrollment courses at local community colleges to advanced their studies and prepare for college &amp; career. College classes can be taken for college credit only or dual credit (high school and college).</p>	<p>Policy: <a href="https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn">https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn</a></p>
<p>CCS graduation requirements exceed the California state minimum graduation requirements of 130 credits. Graduates are required to complete 220 credits from the different subject areas in order to earn a high school diploma. Part of the 220 credits includes 30 credits from the math subject area and at a minimum scholars must complete geometry.</p>	<p>Graduation requirements: <a href="https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn">https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn</a></p>

<p>Scholars in the online program are able to participate in live learning labs at least once per week and can also get additional support from their teacher during Q&amp;A sessions at least once a week. Learning labs content delivered is intended to facilitate real-world applications of concepts.</p>	<p>Learning lab recordings</p>
<p>In order to identify scholars requiring additional support in reaching grade level standards, iStation (K-8th) and Galileo (9th-12th) are used to assess current scholar abilities strengths and challenges in reading, writing, and math. In 2018/19, CCS staff implemented an MTSS program that encompasses the previous RTI program and a PBIS.</p>	<p><a href="https://docs.google.com/document/d/1GD_ZMk-S32xdu9wQ-eYOc3gHmYiflbdTwBaYdWi_Ac4/edit?usp=sharing">MTSS Model - https://docs.google.com/document/d/1GD_ZMk-S32xdu9wQ-eYOc3gHmYiflbdTwBaYdWi_Ac4/edit?usp=sharing</a></p>
<p>For Fresno, the College and Career Indicator (CCI) Reports for Fall 2017 cohort show that out of the 27 scholars included in the cohort, 1 was considered prepared and 2 approaching prepared. Information for CCS LA is not available.</p> <p>During the 2018/19 SY, increasing the number of scholars who are prepared and approaching prepared on the CCI has been identified as a priority for CCS school counselors. The team is currently gaging interest in CTE pathways at local community colleges with the intent on offering CTE pathway completion to support college and career readiness.</p>	<p>CCS Fresno CCI Reports &amp; Data:  <a href="https://www6.cde.ca.gov/californiamodel/ccireport?indicator=&amp;year=2017f&amp;cdcode=&amp;score=0130880&amp;reporttype=sgroups">https://www6.cde.ca.gov/californiamodel/ccireport?indicator=&amp;year=2017f&amp;cdcode=&amp;score=0130880&amp;reporttype=sgroups</a>          CCS LA CCI Reports &amp; Date:  <a href="https://www6.cde.ca.gov/californiamodel/ccireport?indicator=&amp;year=2017f&amp;cdcode=&amp;score=0135145&amp;reporttype=sgroups">https://www6.cde.ca.gov/californiamodel/ccireport?indicator=&amp;year=2017f&amp;cdcode=&amp;score=0135145&amp;reporttype=sgroups</a></p>
<p>For sixth through twelfth grade online program curriculum, CCS uses StrongMind as the digital curriculum provider, whose curriculum is rigorous, engaging and aligned to Common Core Standards for Math and ELA, CASS for Social Sciences, NGSS for Science instruction. CCS Online Leadership and instructional staff also work with StrongMind curriculum specialists sparsely to review curriculum to ensure compliance with meeting California Common Core State Standards.</p>	<p><a href="https://www.strongmind.com/solutions/courseware/">https://www.strongmind.com/solutions/courseware/</a></p>
<p>A-g courses for the online high school program are approved on a 3-year term. Submissions of syllabi for for new courses and/or renewals are done following the UCOP's a-g course approval guidelines set forth by the organization and available on their website. The director of counseling services is the course manager for our a-g course lists and responsible for timely review and updates of course information submitted in a timely manner.</p>	<p><a href="https://www.ucop.edu/agguide/online-learning/online-courses/index.html">https://www.ucop.edu/agguide/online-learning/online-courses/index.html</a></p>

Congruence

*B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Evidence
<p>Compass currently holds A-G approved, live, wet labs for Biology, Chemistry, Physics and Physical Science. Although the curriculum is online, CCS provides hands-on, in-person labs over the course of the semester. These hands-on, in-person labs reinforce the online curriculum. Each lab was designed with the intention of developing the scientific “habits of mind” that are reflected in recent national initiatives and in keeping with the ideals of National Science Teachers Association and Next Generation Science Standards (NGSS) presentations of effective science pedagogy. The labs are ethically based and respect for life forms is observed.</p>	<p><a href="#">Physical Science Wet Lab Document</a></p> <p><a href="#">Wet Lab Physics Document</a></p> <p><a href="#">Chemistry Wet Lab Document</a></p>
<p>Each of our online teachers at CCS holds live sessions at least one time per week, in addition to question and answer sessions where scholars can bring any questions they have and receive individualized support. Within these live "Learning Lab" sessions, teachers at CCS facilitate real-world applications of lesson content, require scholar interaction with the lesson individually and in groups, require scholar presentations to their peers and conduct multiple formative assessments tied to standards. Educational Facilitators supporting our Options scholars, meet individually with each scholar at least twice per month to review grade level skills, support individualized learning needs, view scholar presentations showing congruence between skills taught and learned within grade level standards. In addition, scholars upload videos and material showing learning into Seesaw.</p>	<p><a href="#">Elementary Learning Lab Schedule</a></p> <p><a href="#">Options Program</a></p> <p><a href="#">6th Grade Learning Lab Schedule</a></p> <p><a href="#">7th Grade Learning Lab Schedule</a></p> <p><a href="#">8th Grade Learning Lab Schedule</a></p>
<p>History has mock elections. Wet Labs that apply real world science processes and skills as scholars engage in hands-on, content based investigations. Scholars develop 21st century skills such as critical thinking, problem solving, analysis, and communication. Scholars demonstrate mastery in their lab write ups and videos. PE and Health where real-world concerns, safety measures and applications of the standards are regularly addressed. Avid introduced in 2017-18 High School. AVID has been expanded to k-12 in the 18-19 school year and we will have WICOR trainings throughout the year to implement throughout instruction in Learning Labs.</p>	<p><a href="#">AVID Expands to k12</a></p> <p><a href="#">Wet Lab Physics Document</a></p> <p><a href="#">Physical Science Wet Lab Document</a></p>



<p>To enable our school to assess scholars (in order to provide additional support) we: utilize i-Ready (16-17, 17-18) and iStation (18-19) to assess current scholar abilities with grade- level standards in reading, writing and math. In the 16-17, 17-18 school years we developed and implemented an RTI program where we: Provided ELA/Math Enrichment using Learnbop/Study Island for Middle School Provide additional support via a program called "Success Academy" (Life Skills) for behavioral needs. Provide our teachers with additional source of coaching on Intervention Instructional Strategies. We additionally added support staff, our Scholar Success Coordinators in 17-18 SY and refined the RTI program to support Truancy. In this current school year, we have expanded to incorporate an MTSS framework where we can assess and address Academic, Behavioral, and Social- Emotional needs of our scholars. We will support Tier 2 and Tier 3 by providing small group instruction twice a week with specialized teachers.</p>	<p><a href="#">17-18 iReady Data</a>  <a href="#">MTSS at CCS</a>  <a href="#">MTSS Manual</a>  <a href="#">17-18 Semester 1 Data</a>  <a href="#">17-18 K-12 Data Collection</a></p>
<p>CCS has several opportunities available to scholars to enjoy building additional skillsets and social experiences through our clubs: National Honors Society, Performing Arts, GSA, NHS, Chess, Outdoor Activities, Dance, Photography, Fitness, Learning Coach Book Club, Cultural Exchange, Future Scientists, Creative Writing, and Running.</p>	<p>List of Organizations Shannon - contact Rebecca MacAlpine or visit Parent Square</p> <p><a href="#">Scholar Clubs</a>  <a href="#">Engagement Activities 1819</a></p>
<p>The director of engagement activities provides numerous opportunities for in person and online field trips and extracurricular activities. These activities are aligned with content area standards and driven by scholar interest.</p>	<p>Engagement Opportunities - Field Trips</p> <p><a href="#">Engagement Activities 1819</a></p> <p><a href="#">Scholar Clubs</a></p>

Compass Charter Schools in partnership with Strong Mind, an established and reputable online curriculum, offers a variety of skills that prepare scholars for career or college. Strong Mind aligns with common core standards and provides tools to customize learning for individuals of different learning styles. Along with the challenging curriculum, CCS offers the Accelerated Course Option Program (ACOP), Science Wet labs, A-G Requirements, benchmark assessments, and virtual support to scholars in preparation for their path after high school.

[Physical Science Wet](#)

[Lab Document](#)

[2018-2019 Course](#)

[Catalog](#)

[Wet Lab Physics](#)

[Document](#)

[Chemistry Wet Lab](#)

[Document](#)

## Integration Among Disciplines

*B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Evidence
<p>Elementary teachers often integrate Science and Social Studies with reading lessons by using non-fiction passages to teach, model, and practice reading strategies. Science and History units include research projects and presentations aligned to CCSS ELA standards. Language Arts teachers incorporate non-fiction texts from a variety of subject areas. AVID will be implemented as well in the 18-19 school year.</p>	<p><a href="#">Avid Strategies and Best Practices Training</a></p> <p><a href="#">AVID Expands to k12</a></p>
<p>In our online Middle School, our 6th - 8th grade teams have been working across the curriculum. They regularly meet in PLC's to discuss and plan for cross curriculum lessons. Our Math and Science teachers frequently meet to examine common spheres where cross curricular projects can be planned throughout the year. Our Middle School Science teachers assist scholars to construct essays that are properly aligned to the English Language Arts writing standards for each grade level. Our Middle School Social Studies teacher is integrating the English Language Arts common core standards in visual information in print and digital texts. AVID will be implemented as well in the 18-19 school year</p>	<p><a href="#">Middle School Course Catalog</a></p> <p><a href="#">AVID Expands to k12</a></p> <p><a href="#">Avid Strategies Training</a></p>
<p>Our high school teachers regularly meet in PLCs to discuss focus on standards as well as cross-curricular applications on specific projects such as Mock Elections this year. All classes require regular presentations which bridge the English writing or speaking standards. Language classes (such as Spanish) support first language reading and writing development. High School Science teachers bridge gaps between chemistry and physics by using mathematical connections. High School Science courses require research and writing for science lab projects. History teachers regularly utilize cross-curricular applications in English and Science through diverse non-fiction readings as well as extension assignments to our Government and Economics curriculum. Math teachers regularly utilize cross-curricular applications through the use of written discussions and word problems.</p>	<p><a href="#">2018-2019 Course Catalog</a></p> <p><a href="#">Avid Strategies Training</a></p> <p><a href="#">AVID Expands to k12</a></p>
<p>Our Options scholars are able to integrate cross curriculum learning by selecting resources from our wide variety of vendors. Science and Social Studies are often integrated with Language Arts lessons by reading, writing and presenting material from these content areas. Scholars also create presentations and written essays that are aligned to CCSS ELA standards. AVID will be implemented as well in the 18-19 school year.</p>	<p><a href="#">Approved Vendor List</a></p>

## Articulation and Follow-up Studies

*B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Evidence
<p>We are virtual and service scholars throughout our authorizing district's county and contiguous counties, we do not have a feeder school.</p>	<p>Map  <a href="https://www.compasscharters.org/about-us-old/locations/">https://www.compasscharters.org/about-us-old/locations/</a></p>
<p>Compass also handles our own external communications and marketing. The Director of Engagement and Marketing Specialist organize events that allow us to market to specific groups. Some examples of locations for our marketing events are: local fairs, beach clean-ups, marathons, and festivals. The Marketing Specialist also establishes connections with local/community coordinators and event organizers for future event collaboration. Furthermore, Compass has been advertised in local publications, radio apps such as Pandora, and is in progress of being advertised on other local radio stations.</p>	<p><a href="#">Calendar Event Flyer</a></p>
<p>Scholars in grades 10th through 12th can participate in concurrent enrollment at local Community Colleges. Our scholars are able to concurrently enroll if they meet the eligibility requirements of the community college they wish to enroll in, as well as CCS Concurrent enrollment policy.</p>	<p><a href="#">Parent/Scholar Handbook (High school)</a></p>
<p>Compass Academic team works the with THE UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT (UCOP) to submit course details for a-g course approval of online classes for Freshman College admissions requirements to CSU and UC. Submissions are done for new courses offered in the Online program and/or the school year prior to when the course approval by UCOP is set to expire.</p>	<p><a href="#">A-G Course List</a></p>

Compass uses LifeTrack Senior Exit Survey, which was completed by the 2017-18 senior class. CCS uses a LifeTrack graduate follow up schedule that shows the surveys extended to our graduates after certain lengths of time. This was implemented for the 2018 senior class. In the future CCS will continue to gain feedback from our graduates so we can best serve our current and future scholars.

[LifeTrack 2018 Survey](#)

[Results](#)

[Graduate Follow Up](#)

[Schedule](#)

**B2. Access to Curriculum Criterion**

**Variety of Programs — Full Range of Choices**

*B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

<b>Findings</b>	<b>Evidence</b>
<p>Grade levels 6-12: When creating course schedules, scholars choose courses through a coordinated effort between scholar, learning coach and counselor. The scholar’s counselor provides a course selection link to the scholar. The course selection form is tailored to each grade level.</p> <p>AVID is a required course for our 9th grade scholars transitioning from middle to high school. It is the first course in a four-year grade-level sequence that prepares scholars for college career readiness. Scholars receive instruction using a rigorous college-preparatory curriculum provided by AVID Scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.</p> <p>Our StrongMind courses under the online program are a-g approved and we have approval in each of the content areas. The a-g courses are considered academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.</p>	<p><a href="#">A-G Course List</a></p> <p><a href="#">Course Catalog</a></p>

Scholars and their families have access to our College Career Readiness Counselor to assist with long-term planning needs. Scholars also have the option to participate in the CCS AVID elective which provides support for College/Career exploration and preparation.

[Counselor Roster](#)  
[AVID curriculum evidence which supports College/Career Exploration and Preparation. 10th Grade at a Glance](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. AVID College Tour](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. 10th grade Syllabus](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. AVID Electives](#)

[AVID curriculum evidence which supports](#)

<p>Compass allows ample time for scholars to explore options. Transition meetings are held in late spring by the counseling department. Returning scholars who will be grade 6-12 are invited by their counselor to attend where academic and high school plans options are shared. Scholars are introduced to Graduation Requirements, Course Descriptions, Level Sequencing, and A-G Requirements. They have one week to choose their courses from the course list at the beginning of the following school year. If they need assistance they have the option to make an appointment with a counselor. They have ample time to explore options due to CCS providing them resources before the following school year. Graduation status and academic review meetings are scheduled throughout school year.</p>	
<p>New High School scholars are provided the same information on the first week of school. They are provided the Course Catalog, Parent/Scholar Handbook and Course List to help them decide on their education plan. Graduation status and academic review meetings are scheduled throughout the school year but are typically reviewed when the scholars starts at CCS.</p>	<p><a href="#">Parent/Scholar Handbook (Middle School)</a></p> <p><a href="#">Parent/Scholar Handbook (High School)</a></p> <p><a href="#">Parent/Scholar Handbook (Options K-12)</a></p> <p><a href="#">Middle School Course Catalog</a></p> <p><a href="#">Middle School Options Course Catalog</a></p> <p><a href="#">High School Course Catalog</a></p>



<p>New scholars have 2 days to select &amp; view their options, and reach out to a counselor if necessary. The resources are provided in My Compass course so they have resources available to them throughout the school year.</p>	<p><a href="#">Screenshot of My Compass Class -</a></p>
<p>6th-8th Grade scholars are able to choose their elective for the semester based on California standards.</p>	<p>Electives/(S) = two semester courses per school year  MS Character Education (S)  MS Computer Basics (S)  MS Gaming Unlocked (S)  MS Photography (S)  MS Study Skills (S)  *Spanish 7 A/B  *Spanish 8 A/B (prerequisite Spanish 7A/B)</p> <p>Course Catalog  (<a href="https://drive.google.com/file/d/137JaiwQGpNS9hblu1XR_TfglpiW11Klp/view">https://drive.google.com/file/d/137JaiwQGpNS9hblu1XR_TfglpiW11Klp/view</a> .  <a href="https://drive.google.com/file/d/1ym5Wv5Jolo7W4MccWgA7AKdmer1fpGmS/view">https://drive.google.com/file/d/1ym5Wv5Jolo7W4MccWgA7AKdmer1fpGmS/view</a> .  <a href="https://drive.google.com/file/d/1mOV-plef_2LJAz-kzml8D9TJMrvgty5K/view">https://drive.google.com/file/d/1mOV-plef_2LJAz-kzml8D9TJMrvgty5K/view</a> .  <a href="https://drive.google.com/file/d/1nLcXZr1X0QjIG7acYf0oG4fLftGMcVt_/view">https://drive.google.com/file/d/1nLcXZr1X0QjIG7acYf0oG4fLftGMcVt_/view</a>)</p>

Accessibility of All Students to Curriculum, including Real World Experiences

*B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered*

Findings	Evidence
<p>Online students have access to rigorous, relevant, and coherent curriculum through an engaging common core, standards-based curriculum with real world connections that is flexible to fit a variety of schedules. There are 23 online middle school courses and 42 online high school courses. Online high school courses are a-g approved.</p>	<p><a href="#">2018-2019 Course Catalog</a></p>
<p>The online assessments are integrated with the planning and progress tools, making it easy to find the right pace by subject and to stay on track. Teachers provide additional assistance through customization of individual courses that include video tutorials and additional support materials. These videos and support materials foster context and real world application of course content. Further, teachers provide individualized pacing plans to all students that consider start and end dates for each cohort. This provides scholars with a plan for success. Students grades 6-12 benefit from being assigned a school counselor who will assist each one in creating an individualized four year high school plan specific to their goals, to ensure they graduate in four years and are ready for college or career.</p>	<p><a href="#">Work Samples</a> <a href="#">Pacing Plans</a></p>
<p>Options students have access to rigorous, relevant, and coherent curriculum through hands on curriculum opportunities tailored to individual scholar needs and interests. The individualized curriculum allows student to meet or exceed the standards. Students have access to over 600 vendors, offering materials, classes, and programs to meet the needs of every type of learner. The wide range of materials and services allows each student to choose subjects they are interested in and this fosters a love of learning. Service vendors are offered throughout our students' geographical area so that they are easily accessible. Students have access to curriculum that can be used in real world applications. For example, our list of vendors includes classes in cooking, coding, aviation, music, robotics, technology, and many more. This helps prepare our students for their academic and career goals. Students have access to field trips that give real world experiences and bring content to life. Academic goals are set for students and progress is evaluated during bi-monthly meetings between the educational facilitator and learning coach. Students grades 6-12 benefit from being assigned a school counselor who will help them set goals and choose courses, to ensure they graduate in four years and are ready for college or career.</p>	<p><a href="#">Field Trips</a> <a href="#">Connection Meetings</a> <a href="http://www.mynextmove.org/">http://www.mynextmove.org/</a> <a href="http://www.personal.psu.edu/bxb11/LSI/LSI.htm">http://www.personal.psu.edu/bxb11/LSI/LSI.htm</a></p>

We use the data from iReady and now Istation to look at present levels of performance for our scholars which then are a piece that drives the goals we create for their IEP plan. We also have outside assessments. Our providers use the Woodcock Johnson test of academic achievement. This measures reading, arithmetic, both oral and written language skills and/or other general knowledge. Our providers also assess for Dyslexia and other reading issues, auditory and visual processing deficits, working memory, motor development (how well the body coordinates movements in small and large muscle activities and perceptual skills), executive functioning (does a scholar have the skills to get the resources needed to start and finish a specific assignment), social and emotional behavior as self-care and personal needs in the home, community, and with completing school activities, adaptive behaviors (how a scholar takes care of personal needs at home, outside classes at the learning center for example, and in the community, and in the area of post-secondary transition related to training, further education, employment, and independent living skills when appropriate. All these assessment pieces then are discussed and shared to create an IEP Individualized Education Plan for each scholar. Additionally, our sped teacher's/case managers do ongoing informal assessments as they work with scholars to determine if they are meeting their goals or if their goals are too easy or too challenging and amend accordingly. We also use this information and the formal assessment data from the first part of my response that we get from outside providers to make suggestions to parents and teachers about curriculum. Often, the assessment reports will include suggestions for parents as well as to the best way the child learns and ideas to incorporate at home and even apps. and programs that can be used to supplement their current program.

[2018-2019 Course Catalog](#)

[Student Inven1](#)

[Student Inven 2](#)

[Accommodations in SIS](#)

[Assignment for rounding decimals](#)

[Sample: IEP](#)

[calTash transition presentation](#)

## Student-Parent-Staff Collaboration

*B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

Findings	Evidence
<p>New scholars: As scholars begin the program, initial contact by the counseling team is initiated to scholars and learning coaches. Course Selection Form, course catalog, course sequence charts, graduation requirements and a-g college entrance requirements and school calendar are provided for the scholars and learning coaches. Scholars and learning coaches have the opportunity to submit their course selection and are encouraged to communicate their needs and make decisions that will prepare them to be productive and successful in their high school career. Counselors review transcripts and diagnostic assessment to properly provide the scholars with a learning plan. Scholars can personalize their educational plan based on their goals, whether their goals follow the career path or college path after high school.</p>	<p><a href="#">CCS Graduation Requirements and a-g College Entrance Requirements</a></p> <p><a href="#">Course Planner</a></p> <p><a href="#">ePEP</a></p> <p><a href="#">11th Grade Online Course Selection Form</a></p> <p><a href="#">2018-2019 Course Catalog</a></p> <p><a href="#">2018-2019 Course sequence chart</a></p> <p><a href="#">2018-2019 School Calendar</a></p>
<p>Returning scholars: In early May, returning scholars are provided with the course selection form, course catalog, course sequence chart, graduation requirements and a-g college entrance requirements and a school calendar to help them select their courses. Scholars and learning coaches have the opportunity to submit their course selection and are encouraged to communicate their needs and make decisions that will prepare them to be productive and successful in their high school career. In addition, counselors reach out to these scholars to set up a scholar/learning coach conference to have an academic review completed as well as update their personal learning plan.</p>	
<p>The college career readiness counselor works with scholars for 4-year planning meetings for SAT/ACT prep (tools used are ePEP and/or 4-year course planner). Meetings to help with application to 4-years, community college, and FAFSA/CADAA. LCs and scholars are invited to attend Career Cafe Webinars as well as other presentations/webinars for post-high plan preparation and exploration.</p>	
<p>My Compass teachers, EFs, and Counselors monitor student academic progress and communicate via email, phone, and text.</p>	

Truancy meetings are held with scholar/LC to evaluate whether online/independent study placement is best for scholar.	Truancy meetings are held with scholar/LC to evaluate whether online/independent
Graduation ineligibility letters sent to 12th grade scholars informing them of eligibility to grad by end of school year. (A copy is sent electronically and one is mailed home)	<a href="#">Grad Ineligibility Letters</a>
Prompt Learning Coaches and scholars are provided with the opportunity to be involved from the time their enrollment has been completed. They are encouraged to communicate their needs and the counseling team reaches out to our families to answer questions regarding their course of study and their learning plan.	
Grad status/AR's are updated & sent at the end of every semester to provide scholar update on meeting grad requirements and a-g course completion. We encourage scholars to make an appointment so we can go over credits and review and/or realign their personal learning plan so that they may still meet their high school and post high school goals.	<a href="#">Graduation Status/Academic Review</a>
Credit Deficiency letters are emailed out three months prior to the semester ending. Again, in our letter we encourage scholars and learning coaches to meet with their counselor if they are credit deficient and need to make changes to their personal learning plan and their college/career plans. These letters are color coded by green (a scholar is on track), yellow (a scholar is deficient in credits, but could still meet the requirements if they participate in ACOP or SS, and red (a scholar is not on track to graduate with their class)	<a href="#">Credit Deficient Letter</a>
Connections meetings with EF and families to discuss progress and curriculum/challenges/recommendations	<a href="#">Connection Meetings</a>

### Post High School Transitions

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

Findings	Evidence
Grade level presentations include info on graduation requirements and college planning.	<a href="https://drive.google.com/open?id=1HGKIFk9KPQj">https://drive.google.com/open?id=1HGKIFk9KPQj</a>
Presentation is an overview of our concurrent enrollment program (ie. policy, eligibility and forms) designed to provide current high school scholars in grades 10 - 12 the opportunity to get an early start on their college education and/or receive high school credit.	<a href="https://drive.google.com/open?id=1CsaX-lxhD8jAon23IWu99fsIOj3">https://drive.google.com/open?id=1CsaX-lxhD8jAon23IWu99fsIOj3</a>

College Briefing Presentation in the fall that helps scholars understand the application process for the UC, CSU and common application requirements of a 4-year college application.	<a href="https://drive.google.com/open?id=1TjSPiyHbpSONthgQ_D0PSVel0Xc3TIY">https://drive.google.com/open?id=1TjSPiyHbpSONthgQ_D0PSVel0Xc3TIY</a>
FAFSA Basics Presentation helps scholars understand the Free Application for Federal Student Aid.	<a href="https://drive.google.com/open?id=1dfvCETUkMTA8hQVID2FqoWE73amBr">https://drive.google.com/open?id=1dfvCETUkMTA8hQVID2FqoWE73amBr</a>
Scholarships - Where do I begin?' presentation in the fall. This presentation offers suggestions on where you can find scholarships and how to be a competitive applicant.	<a href="https://drive.google.com/open?id=1XDIKnJJBVYPG21IJ3hinfOART5rILDb">https://drive.google.com/open?id=1XDIKnJJBVYPG21IJ3hinfOART5rILDb</a>
Monthly workshop series: CCS Cafe, which stands for College Career Success Cafe. This virtual workshop is available to scholars during their lunch time. Some topics covered include "How to hit a homerun on your interview" and "How to Search for Community Service"	<a href="https://drive.google.com/open?id=1C3Jho8c3_82qvlAc09w1KehdYYFuL8h">https://drive.google.com/open?id=1C3Jho8c3_82qvlAc09w1KehdYYFuL8h</a>
Holland Party to scholars in the spring. This presentation/workshop focuses on career exploration, interests, and strengths. Scholars learn about six different types of groups that people can be categorized into, based on personality and interests. These personalities and interests are linked to career categories.	<a href="https://drive.google.com/open?id=183XT8dxJfJR3RXa9bG611qc7yNwr7tL">https://drive.google.com/open?id=183XT8dxJfJR3RXa9bG611qc7yNwr7tL</a>
High School March Madness Series "Jump Shot to your future: PSAT" Presentation in the spring. Scholars learn more about the PSAT/NMSQT and how you can qualify for scholarship money as well as prepare for the SAT.	<a href="https://drive.google.com/open?id=1Pei5VIHk6cGDf2zC1Hz1c5d0qONcYTo">https://drive.google.com/open?id=1Pei5VIHk6cGDf2zC1Hz1c5d0qONcYTo</a>
HS March Madness Series "Slam Dunking Enrollment in Community College" presentation which is a step by step walk through of the community college enrollment process.	<a href="https://prezi.com/oyoxubrnvh7f/slam-dunking-enrollment-at-community-">https://prezi.com/oyoxubrnvh7f/slam-dunking-enrollment-at-community-</a>
EF College Visit Tours Information Session in the spring. With EF Explore America, every trip is an opportunity for us to bring teachers and scholars on an educational journey filled with unforgettable experiences. Boston to New York college tour will give scholars an opportunity to visit two amazing cities and see 10 campuses along as well as explore the culture of the East Coast.	<a href="https://drive.google.com/open?id=1h5a3UfKkPeshstz_EGbtNjEaTJ_ig2KN">https://drive.google.com/open?id=1h5a3UfKkPeshstz_EGbtNjEaTJ_ig2KN</a>
College-Level Examination Program® (CLEP®) Presentation where scholars learn about the opportunity to receive college credit for what you already know by earning a qualifying score on The College-Level Examination Program® (CLEP®).	<a href="https://drive.google.com/open?id=15fCOTRPRUa2WNoGiftKRaURrOJIdVP">https://drive.google.com/open?id=15fCOTRPRUa2WNoGiftKRaURrOJIdVP</a>

Middle & High School Career Exploration & Evaluating Websites Presentation which informs scholars how to evaluate the information you find online.	<a href="https://drive.google.com/open?id=1h44rc07MizPvWFcBl4hTzuHYfg5bYkjq">https://drive.google.com/open?id=1h44rc07MizPvWFcBl4hTzuHYfg5bYkjq</a>
Weekly Monday morning updates include college and career readiness information in the counseling services section.	<a href="https://www.smore.com/w8ndz">https://www.smore.com/w8ndz</a>
A monthly Smore is sent out that gives information about upcoming workshops and presentations offered by the counseling services team.	<a href="https://www.smore.com/bvrmq-counseling-">https://www.smore.com/bvrmq-counseling-</a>
There are a variety of different college and career resources available on our website.	<a href="https://www.compasscharters.org/resources/couns">https://www.compasscharters.org/resources/couns</a>
Compass has a college and career planning Smore available to our scholars and learning coaches that is updated weekly in the MMU. This includes relevant information such as scholarships available, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs that scholars can attend, and more.	<a href="https://www.smore.com/6dueq">https://www.smore.com/6dueq</a>
Compass Charters offers a College Application Week during November. Students are encouraged to schedule a time with the college career readiness counselor to review college applications before completing. This event is promoted across our various communication platforms and through the senior year presentation.	
The Counseling Services team hosts a virtual/adobe connect Decision Day celebration for our graduating seniors for scholars who have made the commitment to continue their education after high school to attend a university, community college, other educational institution, training program or join the military.	<a href="https://compasscharters.adobeconnect.com/pbfdltfsw7s/">https://compasscharters.adobeconnect.com/pbfdltfsw7s/</a>
Compass Charters uses an a-g review format for our scholar reviews. This information is updated as scholars complete new courses so that it is easily accessible when determining a-g eligibility.	<a href="https://drive.google.com/open?id=119BJOkYWzOrZqGROs6_ZJCAUS58m">https://drive.google.com/open?id=119BJOkYWzOrZqGROs6_ZJCAUS58m</a>
Each semester scholars complete a course selection form to choose their courses. There is also a section for scholars to list their Post-secondary goal. Counselors can then use this in course planning (Personalized Educational Plan) and for providing college and career resources.	<a href="https://docs.google.com/forms/d/1Q4aXg2SddqNOty9-">https://docs.google.com/forms/d/1Q4aXg2SddqNOty9-</a>
CCS is an AVID school. We offer AVID 9 and AVID 10 classes, with plans to expand grade levels each year. AVID 9 is required for all freshman scholars. AVID promotes a college-going culture and provides curriculum that links to college and career readiness.	

<p>Compass Charters participates in the Race to Submit Challenge which encourages scholars to complete their financial aid applications as soon as they are able.</p>	<p><a href="https://www.csac.ca.gov/race-submit">https://www.csac.ca.gov/race-submit</a></p>
<p>We are participating in the California College Application and Success Campaign. The CCASC is part of a nationwide movement led by the American Council on Education to increase the number of first-generation students from low-income families who pursue post secondary education.</p>	<p><a href="https://www.acenet.edu/news-">https://www.acenet.edu/news-</a></p>
<p>Compass uses LifeTrack to track scholars after high school in regards to what they pursued after high school whether it be college, career, or other postsecondary high school options. Compass issues a senior exit survey to gather data on the effectiveness of the schools strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.</p>	<p><a href="https://docs.google.com/document/d/1R9GWiCW-s5BcLHz8GQkffLFnL7Jk2ez_pF_E1FqnFWI/edit?">https://docs.google.com/document/d/1R9GWiCW-s5BcLHz8GQkffLFnL7Jk2ez_pF_E1FqnFWI/edit?</a></p>
<p>Compass has effective programs to help transition to college or career. These programs include a monthly workshop series called "The College Career Success Cafe, EF Explore America which allows scholars to visit 10 college campuses on the East Coast, CLEP, College Application Week during November, AVID which promotes a college-going culture, Race to Submit Challenge which encourages scholars to complete their financial aid applications, and the California College Application and Success Campaign which is a a nationwide movement to increase the number of first-generation students from low-income families who pursue post-secondary education.</p>	
<p>Compass has effective strategies to help transition to college or career. These strategies include providing presentations on graduation requirements, our concurrent enrollment program, the application process to go to college, how to fill out FAFSA for aid, obtaining scholarships, career exploration based on personality and interests, preparing for the SAT, the community college enrollment process, and teaching scholars how to evaluate online information specific to career exploration,</p>	
<p>Compass has effective resources to help transition to college or career. These resources include a weekly Monday morning updates including information on scholarships available, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs that scholars can attend. A monthly Smore is sent out that gives information about upcoming workshops and presentations offered by the counseling services team, and Compass provides a variety of different college and career resources available on our website,</p>	
<p><b>Online Programs:</b> iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]</p>	



<p>As part of the actual IEP, once a scholar turns 14, we must have a transition plan as part of the document. In this, we include goals for career and college awareness. We share life skills, career, and personal surveys with the scholars in SAI specialized academic instruction sessions and then teach them how to create a resume, complete job applications, research what courses are needed for their area of interest both before they go to college and then after; we connect them with job training programs; we connect them with the California Transition Alliance which is a program that assists youth and families as they transition from secondary education to adult life; we help them build portfolios; we support their interests and passions.</p>	
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## Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

### Summary (including comments about the critical learner needs)

CCS scholars have access to rigorous curriculum that is delivered through an online venue. We offer a wide range of courses. Teachers and counselors work with families to offer support needed to help scholars achieve. Real world experiences and application are integrated in class assignments and projects.

Prioritize the areas of strength and growth for Category B.

### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Real world applications
- Learning Labs
- Multimedia technology
- Challenging curriculum
- Choice of electives

### Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- ELL curriculum
- Math content mastery
- Course progression
- Cross curricular collaboration

Category C: Standards-based Student Learning: Instruction C1. Challenging and Relevant Learning Experiences Criterion Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Evidence
<p>Students are observed working in Learning Labs, Q and A sessions and in 1:1 meetings throughout the school year.</p> <p>Schoolwide learner outcomes and academic standards are used to drive instruction through lesson planning as well as the provided StrongMind curriculum.</p>	<p><a href="#">American History break out rooms</a></p> <p><a href="#">Objectives posted in Learning Labs</a></p> <p><a href="#">Objectives listed in curriculum</a></p>
<p>Work samples demonstrate scholars' understanding of the material as well as the differentiation provided in our assignments.</p>	<p><a href="#">American History Outline</a></p> <p><a href="#">AVID Goal Plan Action Template</a></p> <p><a href="#">Algebra 2 Examples</a></p> <p><a href="#">English example</a></p> <p><a href="#">Health Example</a></p> <p><a href="#">Middle School Science Example 1</a></p> <p><a href="#">Middle School Science Example 2</a></p> <p><a href="#">1st grade example</a></p>

<p>Compass meets scholars' varied needs by providing choice of books, optional lessons for extended learning, real life application is addressed, opportunities for collaborating with peers are provides synchronously and asynchronously.</p> <ul style="list-style-type: none"> <li>• Intervention is provided through our MTSS and scholar success coordinator as well as scholar support team meetings.</li> <li>• Compass utilizes diagnostic benchmarks of i-Station and Galileo to identify educational gaps and then targets lessons to address these gaps.</li> <li>• Scholars are also provided a choice of roles and method of presentation within Learning Labs.</li> <li>• Scholars volunteered to update and present live or with a recording the information about voter registration to other scholars.</li> <li>• Scholars vote on topics to be covered in Geometry Learning Labs by need for the information to be covered in direct instruction.</li> <li>• Peer Support is utilized within Learning Labs, discussion posts and the AVID Tutorial program. -Teachers model successful strategies and necessary educational skills and scaffold further development of these skills throughout the semester.</li> <li>• Additional tutoring is being required for scholars who are at tier 2 or 3 in MTSS.</li> </ul>	<p><a href="#">Real Life Application</a></p> <p><a href="#">Voting on Lessons in Geometry</a></p> <p><a href="#">AVID peer support tutorial screenshots</a></p>
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<p>Scholars and their authorized contact are provided with weekly progress reports indicating their progress within their courses, their attempted grade and indicates course progress as well as an alert of how many school days are left in the semester</p>	<p><a href="#">Weekly Progress Report</a></p>
<p>Science Wet Labs- Compass Charter Schools is a-g approved for biology, chemistry and physics courses for content and the lab component.          -The overarching goal in laboratory science is to ensure that entering college freshmen are adequately prepared to undertake university-level study in any scientific or science-related discipline.          -CCS provides hands-on, in-person labs. We provide multiple locations within our charter boundaries to best serve our scholars and their families.</p>	<p><a href="#">Science Wet Labs</a></p>
<p>- Compass Charter Schools is proud to be an AVID school with implementation school-wide. CCS has an AVID electives class which all freshmen take. It prepares them for success in high school and allows them to explore options for careers and college.          - AVID strategies are utilized in all classes and further support our dedication to supporting scholars.          -AVID instills organization, furthers reading and writing skills and focuses on collaboration and inquiry. These skills help our scholars reach their full potential in high school and after graduation.          -Tutorials are scholar initiated and led, and allow for scholars to realize how much they know and work together in reaching understanding</p>	<p><a href="#">AVID Binder demonstrating organization</a></p> <p><a href="#">AVID Learning Log example</a></p>
<p>Families work to create a lesson plan for progress through the curriculum they have chosen, along with guidance from the Educational Facilitator (EF). -Families provide the EF with a Table of Contents for each scholar and each subject so that they may work together to be sure the scholar is reaching academic goals and progressing through the curriculum at an appropriate pace.</p>	<p><a href="#">Course of Study, Learning Coach Planner</a></p> <p><a href="#">Table of Contents</a></p>
<p>-Families and the Educational Facilitator have bi weekly meeting (at least) to go over any questions or concerns, share successes, and review current progress and pacing through the curriculum.</p>	<p><a href="#">Family Tracking document</a></p>

<p>Middle school and High school scholars also work in conjunction with the counseling department to be sure they are meeting graduation requirements, receiving information on testing and ways to meet A-G requirements if wanted, concurrent enrollment opportunities and post-graduation options.</p>	<ul style="list-style-type: none"> <li>- <a href="#">College/Career Planning Resources</a></li> <li>- <a href="#">AVID 9 College/Career Presentation</a></li> <li>- <a href="#">Concurrent Enrollment Presentation</a></li> <li>- <a href="#">College Briefing Presentation</a></li> <li>- <a href="#">Freshman Presentation</a></li> <li>- <a href="#">Sophomore Presentation</a></li> <li>- <a href="#">Junior Presentation</a></li> <li>- <a href="#">Senior Presentation</a></li> </ul>
<p>Progress Report Connections to discuss grades</p>	<p><a href="#">Progress Report</a></p>

### Student Understanding of Learning Expectations

*C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.*

Findings	Evidence
<ul style="list-style-type: none"> <li>-Scholars are aware of expectations because they are in our Parent/Scholar Handbook.</li> <li>-Scholars and Learning coaches are required to sign and return the scholar handbook demonstrating their reading and understanding of the requirements of the school.</li> </ul>	<p>Parent/Scholar Handbook</p>

<ul style="list-style-type: none"> <li>-Teachers discuss expectations in Learning Lab and through written communication.</li> <li>-Options Educational Facilitators send detailed welcome letters with expectations, tutorials, guidelines and helps for families.</li> <li>-During Learning Labs, the objectives, agenda and AVID strategies are in a note pod for the entirety of the class. -Teachers address them at the beginning and end of the course.</li> </ul>	<p>Welcome Letters  Welcome Letters  <i>Screenshots to show objectives</i>  <a href="#">Options</a>  <a href="#">Welcome/Start Up</a>  <a href="#">Emails</a>  <a href="#">American History</a>  <a href="#">Welcome Letter</a></p>
<ul style="list-style-type: none"> <li>-Rubrics are provided for assignments. Teachers utilize the provided rubrics to evaluate scholar work.</li> <li>-Scholars are asked to evaluate their work based on the rubric before teachers provide their scored rubric.</li> </ul>	<p><a href="#">AVID Rubrics</a></p> <p><a href="#">American History Rubric</a></p> <p><a href="#">K-2 Book Report Rubric</a></p> <p><a href="#">3-5 Book Report Rubric</a>  <a href="#">Options Benchmarks</a></p>
<ul style="list-style-type: none"> <li>-Lesson objectives are presented at the beginning of each unit and lesson.</li> <li>-Educational Facilitators work in conjunction with Learning coaches to assist them in purchasing appropriate curriculum, and then continually monitor progress through work samples and bi weekly connections with the families</li> <li>-Sequence control is on in courses, so scholars are required to review the objectives before moving past them and into the lesson.</li> <li>-Exit Tickets evaluate learning and highlight areas necessary for re-teaching/clarification</li> </ul>	<p><a href="#">Curriculum</a>  <a href="#">Exit Tickets</a></p>
<ul style="list-style-type: none"> <li>-Feedback on assignments helps review standard mastery and lesson expectations. When necessary, suggestions are made for how to achieve mastery of standards and what the next steps should be to extend learning.</li> </ul>	<p>Graded Work Samples  <a href="#">Options Work Samples</a></p>

## Differentiation of Instruction

*C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

Findings	Evidence
There is constant communication between scholars, counselors and teachers.	Emails ParentSquare (all) and using apps such as remind (HS) Adobe Connect for meetings <a href="https://www.parentsquare.com/schools/504/feeds">https://www.parentsquare.com/schools/504/feeds</a> <a href="#">Cope of Istation Email Templates</a>
Using small groups within the Learning Labs and Q & A sessions, teachers are able to differentiate for scholars.	Learning Lab Lessons (and recordings) and for Options scholars we have over 500 vendors to accommodate all learning style
Teachers, coordinators, and the Scholar Intervention Specialist use i-Ready test results to create instructional groups for reading/ELA and math.	i-Ready Test Results
Use of the instructional lessons provided within the i-Ready system that are recommended based on scholar test results helps differentiate. The assessment will adapt to the scholar's skill level based on the previous answers.	i-Ready Worksheets
Teachers create screencasts and videos to support learning for scholars in a different way to re-teach the content to create a foundation for the lessons being taught. Teachers are building video libraries of content for lessons and instruction.	Video Libraries <a href="#">Middle School Organization Video Library</a>
Teachers work on specific skills such as 5 paragraph essay and breaking the assignment down into smaller tasks to completing (chunking)	Teaching Strategies Lesson PPTs and Recordings <a href="#">PPT slides &amp; Scholar example for strategy on how to add textual evidence into a body paragraph in 3 steps.</a>



<p>High School teachers are using AVID teaching strategies in Live Learning Lessons, focusing on scholar driven lessons</p>	<p>Teaching Strategies in High School Labs  <a href="#">Sample of WICOR strategies in Live Classroom - White board practice</a></p>
	<p><a href="#">Sample of WICOR in Live Classroom - breaking apart standard Deviation</a>  <a href="#">Sample of AVID strategies in Live Classroom - Socratic Debate</a>  <a href="#">Sample of AVID strategies in Live Classroom - Think-pair-share</a>  <a href="#">Instructional Folder of shared resources</a>  <a href="#">Classroom Discussion regarding Growth Mindset Article &amp; Video</a>  <a href="#">Sample of AVID strategies - Philosophical Chairs</a>  <a href="#">Sample of AVID strategies in Live History Class</a>  <a href="#">Sample of AVID strategies - Round Robin in English</a>  <a href="#">Sample Lesson of AVID Strategies - Virtual Carousel</a></p>
<p>All 9th &amp; 10th graders are offered AVID elective, focusing on organization, note taking and binder checks.</p>	<p><a href="#">Sample of AVID Binder</a>  <a href="#">Sample of AVID Elective Live Class focusing on Note Taking and Learning Logs</a></p>

<p>Students have access to a variety of online resources and applications at varying levels.</p>	<p>Online Subscription Package (Options)  <a href="#">CCS Options Vendors</a>  <a href="#">CCS Options Vendor List</a>    <a href="#">Online Subscription Packages offered - Options Program</a></p>
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*C2. Student Engagement Criterion*

Current Knowledge

*C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

<b>Findings</b>	<b>Evidence</b>
<p>Many teachers choose to use platforms such as Nearpod to create integrated multimedia lessons.</p>	<p>Multimedia Lessons screenshots  <a href="#">Nearpod Lesson on Ratios in 6th grade math</a>  <a href="#">Nearpod Lesson on DNA in 6th grade Science</a>  <a href="#">Lesson Plan layout for Nearpod Lesson</a></p>
<p>Teachers utilize web 2.0 tools to make live learning lessons interactive as well as making offline lessons interactive and connected to other classmates.</p>	<p>Multimedia Lesson screenshots and Learning Labs  <a href="#">Web 2.0 Sample using Real Time Board</a>  <a href="#">Web 2.0 Sample using Nearpod Lesson on Ratios in 6th grade math</a>  <a href="#">Interactive tool embedded in Math courses Graphing Tool using GeoGebra</a>  <a href="#">Interactive tool embedded in Math</a></p>

<p>Discussions of strategies for success in career and college, as well as evaluating learning styles to help support scholars in high school</p>	<p>AVID Elective  <a href="#">Sample of AVID Elective Live Class focusing on Note Taking and Learning Logs</a>  <a href="#">Sample of AVID Cornell Notes modeled in HS English Class</a>  <a href="#">Screenshot of AVID elective Modules including evaluating learning styles and binder checks</a>  <a href="#">College Planning Timeline</a> - Gives scholars and their LC a guide to follow to ensure they are completing all of the necessary steps through each year of high school to be college ready.  <a href="#">CA Career Zone Assessment Walk-through</a> - Step by step guide to taking a career assessment through California Career Zone. This helps scholars</p>
<p>We live stream many events and lessons.</p>	<p>Video Library  <a href="#">HS Award Ceremony</a>  <a href="#">MS Pie in your face Ceremony</a>  <a href="#">CCS Talent Show</a></p>

<p>Teachers utilize a variety of strategies including videos peer collaboration, gradual release, guided instruction, flipped classroom, and break out rooms (small group instructions</p>	<p>Teacher Observations &amp; Recorded Lessons  <a href="#">Flipped Classroom</a>  <a href="#">Sample Recording (Lit Circles)</a></p> <p>Group Activities from NASA - Mars Math. The idea is that my scholars will be "going" to Mars this year and they will be completing a series of challenges to get there. Eventually, they will be creating a habitat (hab) to use when they get to Mar to successfully live.</p> <p><a href="#">Book of Math Challenges using Mars Math.</a>  <a href="#">Live Lesson Sample using Mars Math</a>  <a href="#">Lesson plan with Nearpod &amp; Live Video Lab on WebCam</a>  <a href="#">Sample Lesson using Round Robin in English</a>  <a href="#">Sample Lesson using Virtual Carousel</a>  <a href="#">Class discussion using Padlet</a></p>
<p>Many staff members have included integrated use of multimedia in teaching in their annual SMART goals.</p>	<p>Many staff members have included</p>
<p>Free courses or lessons are provided through Alison.com</p>	<p><a href="#">alison.com</a></p>
<p>Staff use Twitter, Instagram, and Facebook to enrich lessons, create innovative activities, and post scholar work</p>	<p>Social Media</p>
<p>Teachers are offering live teaching sessions, Learning Labs. They are also meeting with other teachers to collaborate about new technological ideas.</p>	<p>Learning Lab Sessions  <a href="#">High school Collaboration Padlet</a>  <a href="#">Padlet for Sharing AVID</a></p>

Teachers and staff can request Professional Development focusing on instructional methodology or educational technology. Some staff have been certified in SDCOE Leading Edge Certification for the Online & Blended Teacher. Teachers and staff can request Professional Development focusing on instructional methodology or educational technology. Some staff have been certified in SDCOE Leading Edge Certification for the Online & Blended Teacher.

[Travel Request details & form](#)

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

Findings	Evidence
<p><b>Learning Labs:</b> Teachers plan learning labs to engage and differentiate for all scholars. During these labs scholars are able to interact with the teacher and peers, and use many different tools for learning</p>	<p><a href="#">2nd/3rd Grade Reading-Checking for Understanding</a>  <a href="#">2nd/3rd Grade Lab-Note-taking While Reading</a>  <a href="#">Middle School Math</a>  <a href="#">Middle School Online Assessment and Evaluation Portfolio</a>                      (add link: Middle School Social Studies Lab)</p>
<p><b>Projects/Unit Assessments:</b> Teachers create learning projects for scholars as an alternate way to show learning at the end of a unit. Scholars are allowed to be creative and think deeply about content and present their findings to teachers and peers</p>	<p><a href="#">K-2 Book Project Guidelines and Rubric</a>  <a href="#">3-5 Book Project Guidelines and Rubric</a>  <a href="#">Middle School: Blueprint for a habitat that will sustain 5 people on mars, using information from the Nasa Hab Challenge:</a></p>
<p><b>iStation Reports</b> Teachers use these reports to lesson plan for learning labs, create scholar goals for learning, and assist learning coaches in meeting the individual strengths and needs of each scholar</p>	<p><a href="#">K5 Reading Diagnostic</a>  <a href="#">K5 Math Diagnostic</a>                      (add link for Middle School iStation Reports)</p>
<p><b>Assessment and Goals:</b> Teachers use data to track scholar growth and work with learning coaches to create individual goals based on scholar need and strengths. These goals help scholars to be engaged in the curriculum and support learning.</p>	<p><a href="#">Elementary Growth Charts/Goal Setting Evidence 1</a>  <a href="#">Elementary Growth Chart/Goal Setting Evidence 2</a>  <a href="#">Elementary Oral Reading Fluency Assessment</a>  <a href="#">Elementary Growth Chart/Goal Setting Evidence 3</a>  <a href="#">Learning Lab Schedule and Links by Grade</a>  <a href="#">MTSS Learning Lab</a></p>

<p><b>Other:</b></p> <ol style="list-style-type: none"><li>1. Teachers use other programs to supplement and support scholar understanding of content. Some of the programs include BrainPOP, Reading A-Z, and Readworks.org.</li><li>2. Parent Teacher Conferences</li><li>3. Fluency Conferences</li></ol>	<p><a href="#">Fluency Passages</a> <a href="#">Parent Teacher and fluency conference sign up Elementary School-wide Semester 1 Conference information, forms, and resources</a> <a href="#">Elementary Scholar Goals Semester 1</a></p>
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## Examination of Student Work

*C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

Findings	Evidence
<p><b>Learning Labs:</b> Learning Labs are designed to take learning beyond the virtual classroom. During these live sessions, scholars have the opportunity to learn and practice strategies to use when working with their curriculum and beyond. <b>Learning Labs:</b> Learning Labs are designed to take learning beyond the virtual classroom. During these live sessions, scholars have the opportunity to learn and practice strategies to use when working with their curriculum and beyond.</p>	<p>Scholar Work Samples  <a href="#">2/3 Grade Learning Lab: 5 Finger Retell with Favorite Story</a></p>
<p><b>Work Samples/Projects:</b> Scholars are able to apply knowledge and skills at higher cognitive levels by completing research projects.</p>	<p><a href="#">Elementary Scholar Book Report Project</a>  <a href="#">Elementary Social Studies Unit</a>  <a href="#">Elementary Cultural Heritage Project: Study of Past and Present through Family History</a>  <a href="#">Math Project</a>  <a href="#">Options Elementary Projects</a></p>

*C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.*

Findings	Evidence
<p>Options scholars demonstrate higher-level thinking and problem-solving skills in a wide variety of ways and in a variety of settings.</p>	<p><a href="#">Options Work Samples</a></p>
<p>Online elementary scholars use the scientific process in science learning labs.</p>	<p><a href="#">4th/5th Grade Learning Lab PowerPoint-Density</a></p>
<p>Online Elementary scholars used higher level thinking skills to apply concepts about area and perimeter to design and build Tiny Homes in an engineering challenge.</p>	<p><a href="#">Tiny Homes1</a>, <a href="#">Tiny Homes 2</a>, <a href="#">Tiny Homes 3</a>, <a href="#">Tiny Homes 4</a></p>



Online MS scholars take notes in math to explain concepts.	<a href="#">MS Math Work Sample</a> , <a href="#">MS Math Work Sample #2</a> , <a href="#">MS Math Work Sample #3</a>
Online HS Scholars use AVID inquiry & collaboration strategies in Breakout rooms during Learning Labs to analyze & solve tasks in collaborative groups.	<a href="#">Learning Lab screenshots</a>
During Learning Labs, Online HS scholars debate topics related to class content using the AVID discussion and debate strategies.	<a href="#">Learning Lab screenshot</a>
Online HS science scholars participate in in-person wet lab activities that require individual and group problem solving and inquiry.	<a href="#">Wet Lab Evidence</a>

*C2.5. Indicator: Students use technology to support their learning.*

<b>Findings</b>	<b>Evidence</b>
Online scholars use educational game websites during Learning Lab to enhance their learning	<a href="#">Learning Lab screenshot</a>
Online scholars use Web 2.0 tools during Learning Lab to enhance their understanding of the course material and collaborate with each other on assignments.	<a href="#">Learning Lab screenshot</a>
Online scholars use their online Calendars within the course to stay on schedule with assignments	<a href="#">Screenshot</a>

4th and 5th grade Online teachers share information about upcoming lessons on Adobe Spark	<a href="#">4th and 5th Grade Adobe Spark Website</a>
Online Middle School scholars use a variety of online resources to support their learning.	<a href="#">6th grade resources</a> , <a href="#">7th grade resources</a> , <a href="#">8th grade resources</a>
Online HS and MS scholars view video content presented in StrongMind, videos hosted off-site, and teacher created videos to help them understand the material.	<a href="#">Screenshots</a>
Options scholars turn in work samples using Seesaw to demonstrate their learning. They are encouraged to explain their thinking/reasoning.	<a href="#">Khan Math Explanation Work Sample</a>
Options scholars have access to the following online subscriptions to enhance their learning: CTC Math, Enchanted Learning, ABC Mouse, BrainPop, Spelling City, iStation	<a href="#">Subscriptions Available 2018-19</a>
Options scholars provide share their learning in a variety of ways using technology, including video presentations, PowerPoint/Google Slides presentations, and voice recordings.	<a href="#">Multimedia Work Sample Examples</a>

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

Findings	Evidence
<p>Teachers imbed a variety of instructional technology into the curriculum. Below are some examples:</p> <p>Online Elementary School -</p> <ul style="list-style-type: none"> <li>• Elementary School Literature circle roles</li> <li>• Recording of Lit Circle Roles</li> <li>• PowerPoint of Lit Circle Roles</li> <li>• Nearpod (virtual field trips)</li> </ul> <p>Online Middle School -</p> <ul style="list-style-type: none"> <li>• Opened videos</li> <li>• Khan Academy</li> <li>• Flipgrid for class discussions</li> <li>• MS teachers have used these</li> <li>• Cooking club using math for measurements</li> <li>• Field trips and enrichments connecting to standards and themes</li> <li>• Science experiments</li> <li>• Art lessons</li> <li>• Projects, videos, presentations created by students,</li> <li>• Scholar Presentation on the structure of an atom</li> <li>• Scholar Presentation on his 3D atom model</li> <li>• Collaboration in book clubs</li> </ul> <p>Online High School -</p> <p>Scholars use outside resources to Teachers a myriad of instructional technology to support and guide scholars as they work through the course curriculum. Below are some examples:</p> <p>High School - in person Bio and Chemistry wet labs, which are also streamed for those that can't attend in person. *Please see evidence Learning Labs with use of electronic resources such as YouTube, Padlet, and PowerPoint. **Please see evidence</p> <ul style="list-style-type: none"> <li>• Math strategies (multiple ways to solve problem)</li> </ul>	<p>Work Samples Lesson Plans Learning Lab</p> <p>Videos</p> <p><a href="https://drive.google.com/file/d/19ZpNbLJxqGambK0Jm7hhDJTLsaoiZuX-a/view?usp=sharing">https://drive.google.com/file/d/19ZpNbLJxqGambK0Jm7hhDJTLsaoiZuX-a/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1U7u1Mg8I0C75ns8z70iHH1twqC36-Do1/view?usp=sharing">https://drive.google.com/file/d/1U7u1Mg8I0C75ns8z70iHH1twqC36-Do1/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1eU_lwa7LFaqoRaAM7YyR3XxngsITJg0C/view?usp=sharing">https://drive.google.com/file/d/1eU_lwa7LFaqoRaAM7YyR3XxngsITJg0C/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1106k7_j4KARg2ew0H2r5y50ilgOo2">https://drive.google.com/file/d/1106k7_j4KARg2ew0H2r5y50ilgOo2</a></p>

<p>Scholars are able to use instructional funds to purchase curricula, materials, manipulatives, online interactive classes, exploratory kits, supplemental projects, CD/DVD additions, etc. from our extensive vendor list.</p>	<p><a href="https://sites.google.com/CCScalifornia.org/compasscs">https://sites.google.com/CCScalifornia.org/compasscs</a></p>
<p>Scholar can purchase monthly subscription kits that provide hands on projects, literary extensions, STEAM activities, thematic units, etc. Kiwi Crate (Science, Math), Ivy Kids (Science, Social Studies, Language Arts), History Unboxed (History, Geography), Little Passports (History, Geography), Raddish Kids ( Science, Math, Social Studies).</p>	<p><a href="#">Building a catapult with KiwiCrate (Science Exploration Kit) – 5 th Grade Options Scholar</a></p> <p><a href="#">Learning about US States via Little Passports – 2 nd Grade Options Scholar</a></p> <p><a href="#">Studying France via Cultured Owl - Kinder Options Scholar</a></p>
<p>Scholars supplement life science by ordering seeds and designing/planting a garden.</p>	<p><a href="#">Second Grade Garden</a></p>
<p>Scholars create lapbooks to delve deeper into a unit of study and synthesize information learned.</p>	<p><a href="#">Lap Book Samples</a></p>
<p>Scholars can use instructional funds to supplement curriculum with educational experiences and field trips. Here is a scholar that attended a concert on Braham’s Requiem.</p>	<p><a href="#">Brahams Requiem 9th Grade</a></p>
<p>Scholars can use their educational funds to participate in classes at a variety of learning centers. This scholar participates in a young learners class that focuses on pre-reading, math readiness and social skills for TK students.</p>	<p><a href="#">Young Learners TK</a></p>

## Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

Findings	Evidence
<ul style="list-style-type: none"> <li>• CCS Cafe (College and Career Success Cafe/ Monthly, 0.5-hour career/college focused workshops)</li> <li>• Resume help</li> <li>• Interview tips</li> <li>• Community service search</li> <li>• FAFSA support</li> <li>• Work permits/ entertainment work permits</li> <li>• College application week</li> <li>• College/career spotlights</li> <li>• College and career menu of services</li> <li>• Counseling with Compass Live</li> <li>• Compass Samaritan Award</li> <li>• Community Service (job exploration)</li> <li>• Workshops</li> <li>• Holland Party (middle school)</li> </ul>	<a href="https://docs.google.com/document/d/1p_F03MTYgZVHp6oQutDep3skGWXbgmtqbVXDgsRN72s/edit?usp=sharing">https://docs.google.com/document/d/1p_F03MTYgZVHp6oQutDep3skGWXbgmtqbVXDgsRN72s/edit?usp=sharing</a>
<p>AVID</p> <ul style="list-style-type: none"> <li>• 9th and 10th grade (available 18/19 school year)</li> </ul> <p>A-G Approval</p> <ul style="list-style-type: none"> <li>• Course list/ handbook as evidence. A-G classes in each subject area.</li> </ul>	<a href="#">UC A-G Course Listing for CCS</a>
<p>Counseling Services</p> <ul style="list-style-type: none"> <li>• Resume help, career interest inventories, career information resources</li> <li>• Application assistance</li> </ul>	<a href="#">Counseling Resources</a>
<p>Concurrent Enrollment Information</p> <ul style="list-style-type: none"> <li>• There were 24 concurrent enrollment completions from Summer 2017- Summer 2018. Currently there are 8 scholars enrolled in college courses.</li> </ul>	<a href="#">CCS Policy</a>
<p>Field Trips Virtual Field Trips</p>	<a href="#">see "Field Trip Evidence" folder for 18-19 monthly calendars</a>

Scholar Clubs	<a href="#">List of all 18/19 Scholar Clubs</a>
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## ACS WASC Category C. Standards-based Student Learning: Instruction

### **Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

#### **Summary (including comments about the critical learner needs)**

Scholar instruction is delivered through synchronous and asynchronous methods. Teachers use virtual classrooms for Learning Labs and Q & A sessions and are able to create break out classrooms for small group discussions and instruction. Teachers and Counselors work together and monitor course progression to ensure course completion. The implementation of our MTSS program provides additional support to scholars that are below grade level.

Prioritize the areas of strength and growth for Category C.

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Teacher/Counselor collaboration
- MTSS/RTI
- AVID
- Q & A sessions
- Learning Labs
- Use of technology
- Multimedia approach

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Math strategies
- ELL strategies
- Sub-group instruction
- Synchronous instruction
- Assignment feedback
- Data collection

Category D: Standards-based Student Learning: Assessment and Accountability D1. Using Assessment to Analyze and Report Student Progress Criterion Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Findings	Evidence
<p>Compass Charter School began hosting Parent Teacher Conferences (PTCs) in 2017-18. PTCs are held two times per year to share, discuss, and analyze assessment and course results with parents; and to draft a plan of action based on results of IReady/Istation assessments and content courses.</p> <p>Additionally, in middle and high school, weekly progress reports are emailed out with progress percentages and grades from content courses.</p> <p>In Middle school, 1-on-1 meetings are held on as-needed basis with scholar, parent, teachers, and support staff.</p> <p>In the Options Program, Educational Facilitators (EFs) meet with parents on a bi-weekly basis to discuss progress and assessment data.</p>	<p><u>Sample of weekly progress reports</u></p> <p><u>PTC sample email</u></p> <p><u>PTC form</u></p> <p><u>The 5 Ws</u></p>
<p>The CDE provides CAASPP summary reports by grade each fall following testing, which show standard level percentages to compare CCS with other charters and district schools with similar number of students enrolled.</p> <p>These reports are provided to the Board of Directors.</p>	<p><u>Link report here-</u></p> <p>Search for specific reports:  <a href="https://cCCSpp.cde.ca.gov/sb2018/Search">https://cCCSpp.cde.ca.gov/sb2018/Search</a></p>
<p>The LMS provides statistics related to scholar performance, including exam performance, question breakdown, time spent on questions, averages, and standard deviations so that teachers can assess scholars' knowledge of the standards in their classes.</p>	<p><u>Quiz statistics in the LMS</u></p>
<p>Learning Coaches are provided with an account taking them to the Parent-Scholar portal where they can view work submission, grades, teacher feedback, and pacing.</p>	<p><u>PSP Orientation Video</u></p>



Istation- Scholars are assessed each month, as needed, and based on results, are placed into Tier 1, 2, or 3. Scholars in Tiers 2 and 3 are closely monitored by Homeroom teacher/EF to recommend that the scholar continues working on Instruction within Istation to expand skills. Teachers can assign Instruction within Istation, or use IStation's Resources to find a worksheet or lesson to use as a formative assessment. New assessments are automatically loaded and available the first time each month a scholar logs in. A parent portal to access scores is available, and scores can be viewed immediately after the assessment is complete. Resources are also available to parents, with worksheets, lessons, and a book search feature targeted at the scholar's achievement level.	Istation Campus Completion reports by content area, showing Tier % <u>Math</u> and <u>Reading</u>
CAASPP- CPP score reports emailed to LC (by end of Sept following testing) [new process rolling out 2019 that may allow our parent portal to access score report].	Emailed SSRs to all LCs- <u>email template</u> <a href="#">Score report example</a>
iReady Diagnostic was used by CCS in 2017-18. Results and individualized instruction was available for scholars. Teachers could provide specific instructions in iReady based on the necessity of a scholar's foundational skill level.	Scores in <u>PSP</u> and <u>dashboard</u> Parent report- <u>math</u> & <u>reading</u>
ELPAC Initial score reports- final scores are available immediately after entering assessment scores into the Local Scoring Tool in ELPAC TOMS. A score report is generated, and emailed to LCs, with results. If scholar is EL, the Reclassification criteria is also emailed to LCs.	<u>sample email</u> <a href="#">Sample Score Report</a>
Assessment Scores are loaded into SMSIS for teacher/EF access. This allows our staff to have scholar information available in one place: the scholar dashboard. We work with our SIS to ensure we can create templates for score uploads for Istation, ELPAC, CAASPP, and PFT.	<u>Screenshots of SIS</u>

### Basis for Determination of Performance Levels

*D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.*

<b>Findings</b>	<b>Evidence</b>
Collaborative Teams: Teachers meet once per week within their schools and/or grade-level and/or content-level teams in order to discuss their shared scholars. Teachers discuss special needs, strategies, and specific family issues so as to create consistent, effective approaches in teaching content standards and meeting individual scholar needs. PLC	<u>Team-level meeting agenda Sept 26</u> <u>Team-level meeting agenda Sept 12</u>

<p>Homeroom teachers monitor scholar work submission on a weekly basis to ensure that scholars are submitting work in their courses. Scholars not meeting the minimum work-submission requirements will be identified as truant following the school truancy policy.</p>	<p><u>School truancy policy</u></p>
<p>Options EFs use Seesaw to collect Work Samples and conduct reviews based on the Guidelines.</p>	<p><u>Guidelines for samples</u> <u>Page 3</u></p>

<p>Educational Facilitators use CCSS as a guideline along with input from the learning coach, using the progress report notes, to determine grades in each subject at the end of each semester.</p>	<p><a href="#">CCSS</a>  <a href="#">TK Progress Report Notes</a>  <a href="#">6-12 Progress Report Notes</a>  <a href="#">6-12 Completed Progress</a></p>
<p>Elementary grade-level (K-8) team meets bi-weekly to collaborate and discuss effective teaching strategies &amp; ideas for our scholars and how to meet their diverse learning styles.</p>	<p><a href="#">Agendas</a>  <a href="#">9.12 Agenda</a>  <a href="#">9.26 Agenda</a>  <a href="#">8.15 Presentation</a></p>
<p>Leadership meetings: school-wide data is shared with the Leadership team (directors and coordinators) to discuss plans, projects, and ideas to ensure performance levels are consistent across content areas and grade levels.</p>	<p><a href="#">Agendas</a>  <a href="#">April Agenda</a>  <a href="#">October Agenda</a></p>
<p>The Board-approved Scholar Handbooks [p. 15 Elem, p. 14 MS, p. 16 HS, p. 18 Options]: “The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar’s work and the scholar’s degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester.”</p> <p>Handbook acknowledgement forms are collected each year to ensure scholars have seen/read the handbook.</p>	<p>Scholar Handbooks:  <a href="#">Elem</a>  <a href="#">MS</a>  <a href="#">HS</a>  <a href="#">Options</a>  linked from website</p>
<p>Scholar of the Month (TK-12)-</p> <p>Scholars of the month are awarded based on our core values of Achievement, Respect, Teamwork, Integrity and Communication. One scholar per month is awarded Scholar of the Month for Elementary, Middle School, High School and Options. Our core values will be guiding staff nominations of our Scholars of the Month:</p> <ul style="list-style-type: none"> <li>• Achievement Awards (September &amp; February)</li> <li>• Respect Awards (October &amp; March)</li> <li>• Teamwork Awards (November &amp; April)</li> <li>• Integrity Awards (December &amp; May)</li> <li>• Communication Awards (January &amp; June)</li> </ul>	<p><a href="#">Website Link</a> (password protected)</p>

<p>Firebird of the Year (TK-12)          In order to be eligible for Firebird of the Year, scholars must receive Scholar of the Month during the school year. At the end of the school year, one Firebird of the year is selected from Elementary, Junior High, High School and Options Scholars of the Month. Firebirds of the year are shining examples of our core values – achievement, communication, integrity, respect and teamwork.</p>	<p><a href="#">Website Link</a> (password protected)</p>
<p>Honor Roll- Consistent level of achievement must be met to qualify for Honor Roll.</p>	<p>3.5 GPA as outlined in Scholar Handbook</p>

### Monitoring of Student Growth

*D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the school wide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored*

Findings	Evidence
<p>Each scholar is placed in a small homeroom and is monitored on their weekly progress by their teacher. Homeroom teachers monitor the attendance and work submission of their small group of scholars by utilizing reports generated in the SIS. Teachers reach out to families via email, phone, chat, and other methods to encourage growth and progress.</p>	<p><a href="#">Reports in the SIS</a>  <a href="#">Supervising Teacher List</a>  <a href="#">Contact Logs in SIS</a></p>
<p>Homeroom teachers act as an “initial point-of-contact” for a small group of scholars. Relevant information that is shared with homeroom teachers is communicated to the grade-level teams and coordinators in order to ensure that appropriate accommodations are met, and ensure that each scholar has the opportunity to show mastery in a fair and consistent manner, and that teachers are able to assess progress more accurately.</p>	<p><a href="#">Supervising Teacher List</a>  <a href="#">Contact Logs in SIS</a></p>
<p>Multi-Tiered Systems of Support (MTSS) aka (RTI)- Teachers complete an analysis survey every learning period (LP) for each of their homeroom scholars to provide feedback to our Scholar Success Coordinator. In this analysis, teachers monitor grades, progress, and reading/math levels. Scholars are assessed on behavioral and academic indicators in order to provide support and intervention prior to a problem. Scholars that are found to be at-risk are given additional support through the MTSS program- scholars are invited to a tutoring session hosted by teachers, who provide a lesson to support academic progress.</p>	<p><a href="#">Link to LP survey</a>  <a href="#">MTSS Manual</a>  <a href="#">Rubric for MTSS</a>  <a href="#">MTSS Manual</a>  <a href="#">MTSS form link</a>  <a href="#">Academic Calendar</a></p>

<p>Educational Facilitators meet with Learning Coaches on a bi-weekly basis to discuss the scholars course of study (optional), work samples, and progress on benchmarks</p>	<p><u>Scholar Benchmarks per Grade Level</u>  <u>Grade 1 Benchmarks</u>  <u>Grade 1 Work Sample</u>  <u>Grade 1 Course of Study</u></p>
<p>Counselors are assigned to all 6-12 scholars, rosters determined by last name. Counselors ensure scholars understand the expectations at CCS in regards to course progress, course selection and sequence, and graduation requirements.</p>	<p>Counseling Roster:  Assignments on <u>Website</u> by last name  <u>Course Catalog- Online</u>  <u>Graduation Requirements</u>  <u>Course Sequence</u></p>
<p>For each learning period, Options learning coaches or scholars upload graded work samples into Seesaw. These samples are evaluated by the Educational Facilitator to ensure that learning has occurred and ongoing progress is evident by each subsequent set of samples.</p>	<p><u>Seesaw Samples</u>  <u>Grade 1 sample</u></p>
<p>Elementary teachers monitor scholars progress in K12. Progress percentage and unit completion goal schedules are provided for families to monitor their scholar's progress and stay on track of completing and mastering the curriculum.</p>	<p>Screenshot from K-12 by Elem teacher:  <u>Progress Goal Schedule for Grades K-5</u>  <u>Screenshot of scholars' progress &amp; daily plan.</u></p>
<p>In grades K-8 academic progress in math and reading is measured by Istation results. Galileo is used to assess math and reading standards mastery for high school scholars.  CCS Teachers/EFs use benchmark results to measure growth and to academically support scholars to achieve academic goals.</p>	<p><u>Istation report 1</u>  <u>Istation report 2</u>  <u>Istation report 3</u>  <u>Galileo 1</u>  <u>G2</u>  <u>G3</u>  <u>G4</u></p>

<p>Collaborative Teams: Teachers meet once per week within their schools and/or grade-level and/or content-level teams in order to discuss their shared scholars. Teachers discuss special needs, strategies, and specific family issues so as to create consistent, effective approaches in teaching content standards and meeting individual scholar needs. PLC</p>	<p><a href="#">Team-level meeting agenda Sept 26</a>  <a href="#">Team-level meeting agenda Sept 12</a></p>
<p>Grading Rubrics are being developed by our Options Team to better guide our EFs in the grading process.</p>	<p>Options grading rubric (TK-5)- development in progress</p>
<p>Teachers and staff have access to various reports in the SIS that allow them to monitor progress for the scholars. Examples of reports used in monitoring progress are the Student Grade Report and the Activity Log Detail.</p>	<p><a href="#">Reports in the SIS</a>  <a href="#">Student Grade Report</a>  <a href="#">Activity Log Detail</a></p>
<p>Teachers complete an analysis survey every learning period (LP) for each of their homeroom scholars. In this analysis, teachers monitor grades, progress, and reading/math levels. Scholars are assessed on behavioral and academic indicators in order to provide support and intervention prior to a problem. Scholars that are found to be at-risk are given additional support through the MTSS program.</p>	<p><a href="#">Link to LP survey</a>  <a href="#">MTSS Manual</a>  <a href="#">Rubric for MTSS</a>  <a href="#">MTSS Manua</a></p>
<p>Parent teacher conferences are held 2 times per year to share, discuss, and analyze results with parents; and draft a plan of action based on results of Iready/Istation and content courses. Additionally, in middle and high school, weekly progress reports are emailed out with progress percentages and grades from content courses. In Middle school, 1-on-1 meetings are held on as-needed basis with scholar, parent, teachers, and support staff.</p>	<p><a href="#">Sample of weekly progress reports</a>  Evidence of one on one meetings  <a href="#">PTC sample email</a>  <a href="#">PTC form</a>  <a href="#">The 5 Ws</a></p>

<p>Elementary - Scholars take unit assessments for every unit after completing the assignments &amp; checking for mastery. Each course, <u>units are mastered</u> prior to moving to the next unit.</p>	<p><u>Screenshot of mastery of unit assessment.</u> Screenshot of exam and score.</p>
<p>Elementary - live reading assessments are administered to scholars at the beginning of the school year to assess their reading fluency and comprehension. Comparing homework, quizzes, and tests can help teachers determine if the scholar is doing their own work, when viewed in conjunction with benchmark results and state testing scores. Scores from state tests are not used for advancement, but for improving and targeting instruction to support scholars in learning and achieving standards mastery.</p>	<p>Sample of live assessment recording <a href="#">Sample of core phonics assessment &amp; rubric</a> <a href="#">Sample of scholar's benchmark reading assessment</a> <a href="#">Core phonics live</a></p>
<p>Middle and High School teachers use Plagiarism checkers like Turn it In to ensure it is the scholars own work. Turnitin is Integrated into Strongmind courses (projects).</p>	<p>Sample of Turn it In tracker</p>
<p>Avid is being used at the High School level and disseminating down to Middle School and Elementary grades to improve study skills, note-taking practices</p>	<p><u>Avid Material Study Skills</u></p>
<p>Counselors are assigned to all 6-12 scholars, and rosters are determined by last name. Counselors ensure scholars understand the expectations at CCS in regards to course progress, course selection and sequence, and graduation requirements.</p>	<p><a href="#">Counselor emails and expectations</a></p>
<p>Teachers create pacing plans for scholars that need organized support (this is provided by vendor K-12 for Elementary). Teachers/EFs track progress through work samples and/or connection meetings.</p>	<p><u>Pacing plans, schedule- 1)</u> <u>Screenshot in K-12 from Elem teacher, 2)</u> <a href="#">Connection Meeting Agenda Pages 25-26, 3)</a> pacing plan from MS or HS teacher</p>
<p>Board-approved Scholar Handbooks have a section on Academic Honesty and Plagiarism [p. 18 Elem, p. 18 MS, p. 28 HS, p. 36 Options], which defines and describes consequences.</p>	<p>Scholar Handbooks: <u>Elem</u> <u>MS</u> <u>HS</u> <u>Options</u></p>

## Assessment of Program Areas

*D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Evidence
<p>The school leadership and instructional staff use a myriad of ways to review and assess the effectiveness of each program area. First, for graduation requirements, the counselors evaluate and re-evaluate scholars at a minimum one time per semester via academic review of credit meetings and forms. Counselors track each scholar’s progress systematically by creating digital files for each scholar. Their graduation requirements are tracked on the following <a href="#">form</a>. The high school online course catalog can be found <a href="#">here</a>. The middle school course catalog can be found <a href="#">here</a>. Our Options program graduation requirements are explained in this <a href="#">document</a> and the high school course list is found on this <a href="#">document</a>. The options program course list can be found <a href="#">here</a>. Additionally, counseling submits for A-G approval to make sure courses offered are college aligned. Those details can be found in the Counseling Manual, <a href="#">the scholar handbook</a>, and the course catalog. Courses that are not A-G approved still meet California state standards in order for scholars to earn a California diploma that meets state standards. More information on general high school graduation requirements and A-G admission requirements can be found <a href="#">here</a>. Moreover, counseling provides a course sequencing chart (found <a href="#">here</a>) to make sure scholars take courses in appropriate, coherent order. We also have a mandatory AVID 9 course for all Freshman. We have an optional AVID 10 course that scholars interview into should they choose to continue. Information on AVID can be found <a href="#">here</a>. Counseling Services hosts a number of workshops and presentations. For example, here is a recording of a Freshman workshop on graduation <a href="#">requirements</a>, as well as a workshop for Senior <a href="#">scholars</a>.</p>	
<p>In order to ensure scholars complete coursework, CCS has a Scholar Support Services department (which includes MTSS, counseling, and transcript evaluations). The Scholar Support Services team communicates (via emails and meetings) and collaborates with all teachers, parents, and scholars to make sure everyone is informed of a scholar’s progress. This includes but is not limited to dashboard notes on the SIS, parent-teacher conferences, Learning Coach conferences, and Options bi-monthly connections (meetings). Here is a <a href="#">link</a> to the MTSS manual.</p>	



<p>Homework and grading policies have clear guidelines as well. Grading Policies for the <a href="#">Online K-5</a> are based on course completion as parents grade work. The standard involves 80% and above to be considered mastered, 70% and above completed and checked weekly by credentialed teachers. <a href="#">Pacing guides</a> are created by teachers in order to obtain a clear success path and sent with welcome letter to Learning Coaches. Most of the work is graded by the general education teachers for <a href="#">Online 6-12</a>. Some of the work is computer graded. The indicators are as follows: 80% and above mastered, 70% and above completed and checked weekly by credentialed teachers. For online 9-12: 60% or higher at the high school level to earn the 5 credits per semester or need to remediate and retake course-handbook and academic review sheet. For middle school online must pass math and english with 60% or higher- retention policy-<a href="#">scholar handbook</a>. The Options Program Grading Policies are as follows: Parents do the grading and the EF's review and evaluate samples for tk-12 -<a href="#">scholar handbook</a>; work samples in SIS for grading evidence. If a scholar has an IEP, we review assessments and help with curriculum choices as requested by parents and/or teachers. Our Orange County Learning Center (<a href="#">OCLC</a>), located in Santa Ana, California .The OCLC houses two communities for academic learning and support, and is available for enrichment opportunities for our scholars in the area. (pamphlet).</p>	
<p>In the StrongMind curriculum, for both the Online and Options program, there is a <a href="#">Pre-Test</a> Aggregate Student Attempt 'Report for teachers to use to update and track number of attempts taken. With this, teachers now see the aggregate assessment score for the scholars who took the Galileo Pre-Test in their classroom. Our Assessment Coordinator created a <a href="#">quick screen cast</a> (8 min) with an overview of reports from iStation and how to access them through the teacher's iStation classroom as well as a <a href="#">user's guide</a>. iStation has an <a href="#">Insider Newsletter</a> to support teachers using the program with tips and tricks supporting scholars. The newsletter is sent monthly. CCS has ELPAC examiners trained to implement assessments to scholars. Teacher's also have access to Digital Library Resources. September's featured Digital Library resource, "<a href="#">Formative Assessment Quotes</a>" draws educators into critical conversations about their professional practice. Parents have also been shared a guide to navigate in iStation and use the program. The <a href="#">Istation Application Navigation</a> sheet was created for parents to use. Scholars also have access to practice and training tests for <a href="#">CAASPP testing</a> which they can then use to help guide daily instruction.</p>	

<p>Our College and Career Readiness counselor partners with the Academic Counselors to provide workshops such as financial aid (recording <a href="#">here</a>), college searching (recording <a href="#">here</a>), and community service opportunities (recording <a href="#">here</a>). Counselors provide scholars opportunities to participate in concurrent enrollment at various colleges, their programs, enrollment <a href="#">policy</a>, as well as the opportunity to obtain <a href="#">work permits</a> for career exploration and exposure. The ESS department at CCS uses both Oxford Consulting and Presence Learning for academic assessments which include the Woodcock Johnson Test of Academic Achievement which is then used as one tool to gain perspective on present levels of performance in all academic areas as well as a foundation for academic IEP goals.</p>	
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## School Wide Modifications Based on Assessment Results

*D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.*

Findings	Evidence
<ul style="list-style-type: none"> <li>• Continued <a href="#">Collaboration</a> between General Education Teachers and Special Education Teachers to monitor and support scholars academic program.</li> <li>• If a scholar has an IEP, with teacher and parent approval, an <a href="#">accommodation</a> can be written to substitute an assignment in a program like iStation similar to that in the general education program as an alternative to scholar needs to supplement and support academic needs.</li> <li>• CCS takes great effort to provide parent <a href="#">polls</a> to help drive schoolwide modifications on Parent Square.</li> <li>• CCS implemented a program <a href="#">The Energy Bus</a> to elicit a positive school climate based on staff survey results as well as a compensation study.</li> <li>• CCS incorporated the program <a href="#">Parent Square</a> for centralized information for parents and staff as an outcome of surveys.</li> <li>• Coffee with Compass was implemented to for in person engagement opportunities between staff and parents around the state based on survey results</li> <li>• <a href="#">MMU</a>: The Monday Morning Update was initiated to update parents and staff on the week's activities based on survey results.</li> <li>• <a href="#">The Compass Chronicle</a> is a 1/4ly newsletter to share with families on the achievements of scholars and share the current happenings in every department</li> <li>• Compass offers a CEO <a href="#">Parent Townhall</a> meeting in which parents have an open forum in Adobe classroom ask questions of the staff several times a year which is supported by staff members composed of teachers and administrators who join after school hours to answer parent questions and concerns.</li> <li>• Encouraged attendance at <a href="#">Board Meetings</a> and encouraged <a href="#">agenda items</a> to share out with the board from administrative staff.</li> </ul>	

- Compass incorporated our LCAP goals with our school Core Values with its implementation of the acronym [Arctic](#) and the Professional Development activities offered that accompany each them.
- Compass [recognizes](#) a scholar of the month
- Compass pays for our teachers to participate in the San Diego County Office of Education Leading Edge Virtual Teaching [Certificate](#) program for [teachers interested](#) in the opportunity.
- Compass invested in a CMO [compensation study](#) to examine the overall school climate and review current pay scales and make changes pending results.
- Compass offers teachers Professional Development trainings through AVID on various subjects such as [Focused Note-Taking Schoolwide](#)” is designed for teachers (grades K–12) to experience AVID concepts and methodologies, specifically the focused note-taking (FNT) process.
- [Free PD offerings](#) are shared weekly on Workplace
- CEO [Example](#) of asking Administrative Team to report out data prior to a Leadership Team Meeting to be shared by the Board
- The administrative team was provided a novel to better support school teachers with their January-March pick of [Turn The Ship Around!: A True Story of Turning Followers into Leaders](#) by L. David Marquet! The team had opportunities to answer questions via Workplace.
- The administrative team was provided a [book](#) to better support school teachers with “StrengthFinder 2.0” We then had opportunities to share your initial thoughts on the online assessment and the book on Workplace.
- On October 19th, CCS held an all staff In Service Day preceded by an In Service Day Session Survey for staff input on topics of need/interest. [Agenda](#).
- The Counseling Department offers various professional development opportunities for staff such as:
- May 22, 2018, LGBTQI Awareness Professional Development [Workshop](#)
- Suicide Prevention Professional Development [Workshop](#)
- August 8-11th, CCS had their All Staff Back to School Retreat in which we shared presentations and offered question and answer sessions by department.
- Every department has an allocation of funding for Professional Development opportunities to spend and report out.
- [Example](#).
- Access to El Dorado Selpa Steering Community [Advisory Committee](#)

## School Wide Modifications Based on Assessment Results

*D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.*

Findings	Evidence
<p>Graduation requirements are clearly communicated to scholars and families through meetings with counselors, teachers, and Educational Facilitators (EF's). Graduation requirements are communicated to scholars with transition meetings in Spring which discuss the requirements and course selections for 8th graders that will be 9th graders the following year. This is evidenced by the counselor confidential notes area in the SIS. Grade level presentations are done every year during the first quarter of the school year (9th, 10th, 11th, and 12th). This can be evidenced by the September presentation link <a href="#">here</a>. At the end of each semester, counselors send scholars an update on their graduation status and academic review which shows them how many credits they've earned and how many are still needed in the different subject areas. This is evidenced by Communication Logs from Counselors such as this <a href="#">sample</a>. Counselors discuss <a href="#">graduation requirements</a> at the beginning of the school year and during the second semester. Their graduation requirements are tracked on the following <a href="#">form</a>, and scholars are required to earn 165 credits to graduate, as noted in this <a href="#">document</a>. In addition to clearly communicating graduation and credit requirements, <a href="#">course lists</a> are also readily available for scholar and teacher reference.</p>	
<p>One way to ensure that the curriculum is challenging, coherent, and relevant is with A-G approval. Counseling submits for A-G approval to make sure courses offered are college aligned. These details can be found in the Counseling Manual, the scholar handbook, and the course catalog. Courses that are not A-G approved still meet California state standards in order for scholars to earn a California diploma that meets state standards. Moreover, counseling provides a course sequencing chart (found <a href="#">here</a>) to make sure scholars take courses in appropriate, coherent order.</p>	
<p>Since Counselors discuss graduation requirements for both Online &amp; Options frequently (at least twice a year), they also track credit completion. Their graduation requirements are tracked on the following <a href="#">form</a>. Counselors keep a digital folder to track each scholar's credit completion as evidenced by this document <a href="#">sample</a>.</p>	

Course completion is monitored by teachers and Educational Facilitators. During regular bi-monthly connection meetings, Educational Facilitators discuss with parents the scholar's progress in benchmark standards and course completion. Here are examples of Options Benchmarks, found here for both elementary & high school: [Elementary Benchmark Sample](#) & [High School Benchmark Sample](#). Course outlines are also shared with Options high school scholars and discussed in bi-monthly meetings. A document such as [this](#) is used to track course completion for high school scholars in the Options program. [Pacing guides](#) are created and utilized by online teachers in order to communicate clear expectations of achievement to scholars and families. Online teachers determine course completion by reviewing scholar work and monitoring the percentage of pacing guide completion. The Course Summary is an example of this, found [here](#).

As a support for scholars in aiding them in completing coursework, CCS has a Scholar Support Services department, which includes a Multi-Tiered System of Support, counseling, and conferencing with families. The Scholar Support Services team communicates and collaborates with all teachers, parents, and scholars to make sure everyone is informed of a scholar's progress, to set goals, and to evaluate the scholar's progress in course completion. This includes but is not limited to dashboard notes on the SIS, [parent-teacher conferences](#), Learning Coach conferences, and Options bi-monthly connections (meetings). The Options scholar report card notes sheet is one way that EF's and parents connect and conference each semester. An example of an Options scholar report card notes sheet can be found [here](#).

**Homework Policies & Grading Policies:** In our unique environment, all of the work is done at home at the scholar's own pace. Homework Policies: As stated in the scholar handbook, scholars are not to miss five assignments in ten days. If this happens, a review is conducted with administration, the scholar, the homeroom teacher or EF, and the Learning Coach to discuss expectations of the Online or Options program, as well as to determine if our program is the best fit for the scholar. Additionally, Learning Coaches are expected to ensure that scholars are logging in to the online program by checking the SIS daily. In the Options program, EF's receive at least two work samples a month from scholars. EF's then review work completion with the scholar during bi-monthly connections.

Grading Policies for the Online K-5 program and the Options K-12 program are based on course completion as parent's grade work. The [elementary school scholar handbook](#) outlines this for elementary online scholars, and the [options scholar handbook](#) demonstrates policies for the Options program. The standard involves 80% and above to be considered mastered, 70% and above completed. Work samples are reviewed and checked by teachers and EF's. Most of the work is graded by the general education teachers for Online 6-12 while some of the work is computer graded. The indicators are as follows: 80% and above mastered, 70% and above completed and checked weekly by credentialed teachers. For online 9-12: 60% or higher at the high school level to earn the 5 credits per semester or need to remediate and retake course, as stated in the [high school scholar handbook](#). For middle school online must pass math and english with 60% or higher- retention policy, as noted in the [middle school scholar handbook](#). These grading policies help ensure the curriculum is coherent, and challenging.

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

*Appropriate Assessment Strategies*

*D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.*

<b>Findings</b>	<b>Evidence</b>
<p>The Compass Charter Schools staff members regularly assess scholars through summative and formative assessments. Summative assessments include the diagnostic benchmark tests through the use of Istation and Galileo. These are computer adaptive tests that are aligned to common core standards. Scholars are required to test three (3) times per year--they take an initial, a mid, and final diagnostic. We recommend scholars who have been identified as needing additional supports under Tier 2 and 3 to be tested monthly. Scholars can monitor and assess their own progress by taking Istation lessons. Several elementary scholars participate and middle school scholars have the option to take these lessons to improve their reading and math skills; supervising teachers assess their level and use results to enhance scholar learning.</p>	<p><a href="#">Formative Assessment: Scholar Work Samples</a>  <a href="#">Summative Assessments</a></p>
<p>These two systems have replaced our previous diagnostic of iReady. Istation is used for grades TK-8 and Galileo is used for grades 9-12. These diagnostics have been implemented this year to further analyze gaps and apply interventions as needed. The Special Education department also uses the data from these tests to determine IEP goals and other areas of academic need for our scholars with special needs. Other summative assessments are used to evaluate scholars and scholar learning at the end of units and semesters. These assessments are in the forms of a final exam, final paper, unit exams, or final project submissions. In addition, all scholars in identified grades are required to participate in the yearly California Assessment of Student Performance and Progress (CAASPP). We follow California testing guidelines and test scholars according to their grade level</p>	
<p>Online teachers and Educational Facilitators use assignments as formative assessments and provide scholars with valuable feedback to assist with content mastery. These formative assessments include weekly quizzes within the course content, checking for understanding during live Learning Lab sessions and scholar work samples.</p>	



## Demonstration of Student Achievement

*D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.*

Findings	Evidence
<p>Teachers meet weekly during team meetings in the Academic Coordinators' Adobe Connect room. Time also is allocated at the end of the meeting for departmental meetings. Biweekly PLC meetings occur to further collaborate, discuss scholar needs and to look at data. Departments also use Google Chat daily to share ideas that inform instruction across grade levels. These tools are helpful in establishing routines and collaboration among virtual teachers and Educational Facilitators. CCS models the use of tools that we want our scholars to use in their education. In addition, two in-service days are allocated for professional development sessions to further collaborate by grade level, subject level, and departments.</p>	<p><a href="#">Online Weekly HS Meeting Schedule</a>  <a href="#">Online ELEM and MS PLC/Team Meeting Schedule</a>  <a href="#">Options Report Card</a></p>
<p>Smarter Balanced lesson plans are used for scholar support sessions for those who need Tier 2 and Tier 3 services. Data is assessed to determine the scholars who will be needing extra support. The counseling department evaluates data, such as pre and post surveys to check for understanding in core curriculum presentations. The counseling department also uses a needs assessment to gauge interest levels on what should be incorporated in the counseling core curriculum.</p>	<p><a href="#">Smarter Balance Lesson Plan</a></p>
<p>Our curriculum and Learning Management System provider, Strongmind, sends out weekly progress reports to learning coaches and scholars. Supervising Teachers/Homeroom Teachers send out notices if scholars are not progressing according to the pacing plans. In addition, the online curriculum allows for our Learning Coaches and scholars to access progress rates twenty-four hours a day, seven days a week. In the Online setting, end of semester report cards are distributed by Supervising Teachers at the completion of each semester. The Educational Facilitator in the Options program discusses the report card with the family at the end of semester</p>	<p><a href="#">Data to Assess Scholar Support--MTSS</a>  <a href="#">Counseling Interest Survey (Needs Assessment) CTE Program</a>  <a href="#">Counseling Interest Survey Results</a>  <a href="#">Weekly Progress Report</a></p>

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Findings	Evidence
<p>The counseling services team holds individual meetings with scholars to discuss graduation and college/career readiness requirements. These personalized education planning sessions are designed to align the scholars' post-secondary goals. Scholars are shown their graduation progress, completed a-g courses for UC and CSU college systems, and/or any other extra steps that a specific post-secondary goal may require. Counselors define the expectations and scholars verbally confirm their understanding of these expectations. The counselors also send a digital copy of the scholar's personalized education plan after the meetings so that they can reference it on their own time. Counselors send a follow-up email to recap discussion points, scholar plans and goals.</p>	<p><a href="#">Counseling Calendar with scholar planning meetings</a></p> <p><a href="#">Senior Year Presentation Pre-Survey</a></p> <p><a href="#">Senior Year Presentation Post-Survey</a></p> <p><a href="#">Senior Year Presentation Survey Results</a></p> <p><a href="#">Senior Year Presentation Recording</a></p> <p><b>Special Education Evidence:</b></p> <p>Metrics</p> <p><a href="#">Progress Reports</a></p> <p>Data from IStation and Galileo to determine gaps</p>
<p>Scholars and Learning Coaches are invited to participate in grade level presentations each fall. These presentations are offered by the counseling services team and are designed to inform scholars on the graduation requirements and a variety of aspects within college and career planning. The counseling team conducts a pre-survey and post-survey to gain data on the scholars' understanding of topics covered and their feedback.</p>	<p><a href="#">Freshman Year Presentation Pre-Survey</a></p> <p><a href="#">Freshman Year Presentation Post-Survey</a></p> <p><a href="#">Freshman Year Presentation Survey Results</a></p>
<p>Educational Facilitators (EF) have bimonthly connection meetings which consist of one in-person review and one virtual interaction. Positive academic feedback is provided by the scholar and encouraged by the EF. Work samples are shown to the EF during these meetings and academic strengths, weaknesses and progress towards learning goals are discussed. This is an opportunity for Educational Facilitators to provide resources and recommendations based on the scholars' current level.</p>	<p><a href="#">Options Parent Feedback Survey</a></p> <p><a href="#">Counseling Academic Review (a-g)</a></p> <p><a href="#">Counseling Educational Plan/Credit Check</a></p>

## ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability

### Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

#### Summary (including comments about the critical learner needs)

After reviewing data and evidence, it is apparent that CCS has made immense progress in the area of assessment and scholar accountability. Teachers and Counselors work with families to hold scholars accountable for course work and progression. Our Truancy Policy holds scholars accountable for expected work outcomes. The use of internal assessments helps identify scholars' levels in math and English. The information obtained through these assessments is used to determine a scholar's place on our MTSS/RTI model.

Prioritize the areas of strength and growth for Category D.

#### Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Internal assessments
- Truancy Policy
- School to home communication
- Virtual Learning
- Counseling Services
- Parent/Scholar Handbook

#### Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- SBAC participation rates
- Performance based tasks
- Data collection
- Tracking of curriculum exams

## Category E: School Culture and Support for Student Personal and Academic Growth

### Regular Parent Involvement

*E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non- English speaking, special needs and online students.*

Findings	Evidence
<p>Compass Charter Schools implements a variety of strategies to engage our parents, stakeholders, and non-English speaking parents. These strategies include involving parents and stakeholders in the scholar’s daily lessons, classrooms (both virtual and physical), Strong Mind for 6th-12th grade, the OLS for the K5 scholars as an interactive teaching process</p>	<p>StrongMind OLS K-5 Learning Lab Schedule OCLC Parent Committee Agenda Notes - September</p>
<p>Compass’ online teachers hold Parent Teacher Conferences twice a year to touch base with our online parents. Our options (homeschool) Educational Facilitators (EFs) hold bi-weekly Connection Meetings with each of their families to discuss scholar progress and support the instruction happening at home. ensure they stay tethered and keep the lines of communication open.</p>	<p>ParentSquare posts EF Google Calendars Calendar Parent/Teacher Conferences</p>
<p>Compass Charter Schools hosts specific Back to School Nights for each of their educational programs prior to school starting to ensure all enrolled and prospective families are abreast of the upcoming school year’s news and exciting advancements.</p>	<p>Back to School Night Adobe Connect recordings and presentation slides</p>
<p>Monday Morning Updates (MMU) and upcoming events are sent from administration to families on a weekly basis in Parent Square, the quarterly Compass Chronicle newsletter, Course Announcements from StrongMind (6-12). Strongmind sends our 6th-12th grader learning coaches a weekly progress report every Friday with a progress grade and course activity update.</p>	<p>ParentSquare (MMU post) Compass Chronicle Smore Firebird Friday StrongMind Weekly Progress Report</p>
<p>Coaches’ Corners are recorded and offered as a resource for our parents on our YouTube channel with helpful topics such as: “Help! My scholar doesn’t want to write” to “Help! My scholar can’t find his desk</p>	<p>CCS YouTube Channel</p>

The school offers many field trips, clubs, and Learning Center events in person or streamed for enrichment. Specifically for our OCLC, many field trips that align with curriculum content are researched and planned collaboratively by parents and teachers, allowing scholars to glean from the expertise in the wider community.	School Calendar ParentSquare calendar
In-person promotion ceremonies are held for our 8th graders and graduation ceremonies for our 12th graders at several locations across the state.	Blog post/News announcement List of Graduation Ceremonies Lists of Graduating Scholars
Monthly scholar awards, monthly “Caught in the Act” awards (OCLC), and Scholar and Learning Coach of the year are all awarded each school year. Recipients are acknowledged on our social media channels, website blog and at our Annual In Person Board Meeting.	Award List
The Parent Advisory Committee represents the learning coaches by providing valuable insight and feedback to the leadership of our school. At our OCLC, the Parent Board also represents smaller communities, addressing the learning communities’ specific needs and interests.	PAC Agenda Notes - September
Parents and stakeholders are encouraged to attend or watch the livestream of our Compass Charter School board meetings.	Board Meeting Agenda & Minutes
Compass Charter Schools uses the translate feature within ParentSquare along with bilingual staff members to assist non-English speaking families.	ParentSquare
Compass Charter Schools holds ELL content subscriptions through the vendors BrainPOP, Enchanted Learning, and ABC Mouse.	BrainPOP Enchanted Learning ABC Mouse
Specific sites host enrichment courses led by community members, based on the interest and needs of the learning community.	OCLC Enrichment Course/Vendor Schedule

### Use of Community Resources

*E1.2. Indicator: The school uses community resources to support student learning.*

Findings	Evidence
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Compass Charter Schools involves the local community in supplemental instruction with informative learning center demonstrations, lectures, simulations, and performances	School Calendar ParentSquare Calendar
We participate in field trips and enrichments with our museums, aquariums, science centers, performing arts halls, businesses, and institutions of higher learning	School Calendar ParentSquare Calendar
Compass Charter Schools' high school scholars attend college and career fairs in our communities, and many are attending college simultaneously while attending high school here at CCS	Concurrent Enrollment for 2018-2019 school year list
. Teachers attend classes at county offices of education, colleges, and universities for professional development and earning additional certificates and diplomas.	Leading Edge Certification Course staff reflections
Real world experiences are given to scholars in simulations, demonstrations, lectures, and service opportunities in community and business outreaches.	Field Trips List
Coaches' Corner topics/guest speakers share their expertise.	CCS YouTube Channel
Live learning labs allow teachers to promote their passion/gifts for teaching.	Learning Lab recording
Teachers and other employees host clubs to help teach scholars more about their passion. And staff are participating in a Compass Book Club.	Club List Compass Book Club Flipgrid

## E2. School Environment Criterion

### Safe, Clean, and Orderly Environment

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

Findings	Evidence
<p>The TO office meets lab safety requirements, which include access to first aid kits, fire escape routes, and appropriate safety equipment.</p> <p>The SBAC test sites are safe buildings (school or office), and we adhere to the room capacity when we reserve them. We are required to present Insurance certificates to the property with our rental agreement in accordance with their requirements.</p> <p>Procedures are followed during testing to ensure there are enough proctors to cover the testing rooms so scholars are adequately supervised.</p>	<p>Physical Observation <u>Proof of Insurance</u></p>

We also have a routine maintenance plan for cleaning and organizing both learning centers that includes traditional cleaning as well as periodic inspections for items that could pose threats (e.g. loose wires, damaged outlets, etc...)	<u>Contracts</u>
CCS partners with SafeSchools to ensure the safe work environment of our staff and provide our Workers Compensation Insurance. They conduct annual inspections and make recommendations to ensure we are in full legal and safety compliance.	<u>Proof of Insurance</u>
The CCS counseling department holds several workshops throughout the year based on student safety. Prior sessions have focused on topics such as suicide prevention and coping skills. We provide a menu of the counseling core curriculum in the MMU on a monthly basis of the counseling presentations/webinars/workshops in the areas of academic, social emotional and college career readiness.	<u>School website under parent/scholar portal</u>  <u>ParentSquare Post</u> <a href="#">Counseling Workshop Schedule</a>
CCS ensures scholars practice internet safety through detailed information in the Scholar Handbook including Virtual Classroom Expectations, Internet Safety Policy, Uniform Complaint Procedure, and Scholar Grievances.	<u>Options Scholar Handbook 2018-2019</u>
We ensure that all contracted vendors have been background checked and provide us with a copy of their insurance.  For Computer Loan Program the Parent fills out the loan application. (see attached) They send it to computers@compasscharters.org The Director of IT processes the form by making sure they have completed all the steps for enrollment and there is a signed master agreement on file If everything checks out he ship the computer and log the information in the SIS (StrongMind). An add-on is provided that allows parents to set controls to block specific websites to ensure student safety.	Vendor Documents  <u>Computer Loan Program Application</u>

### High Expectations/Concern for Students

*E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

<b>Findings</b>	<b>Evidence</b>
CCS teachers reach out to scholars and learning coaches as they are enrolled within the school with welcome letters.	<u>Teacher/family Communication</u> <u>Welcome Email Template</u>

Communication is made through phone calls, emails, and weekly live learning labs for scholars.	<a href="#">Emails</a> <a href="#">ParentSquare</a> <a href="#">Lab Schedule</a>
CCS also communicates quarterly with all scholars and learning coaches by sending out a quarterly and weekly newsletter with Monday Morning Updates to all scholars in the school	<a href="#">Newsletters/updates</a> <a href="#">Monday Morning Updates</a>
All events connected with CCS staff, learning coaches, and scholars are posted on Parent Square along with an email sent as a reminder, which includes Monday Morning Updates.	<a href="#">ParentSquare</a>
CCS staff is full of highly qualified professionals that all share the same goal of creating a positive educational environment for all scholars.	<a href="#">Mission Statement</a>
Coaches Corner is a quarterly online meeting presented by our school administrators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Compass Charter Schools. We also host Coffee with Compass at various locations around California that focuses on building relationships between staff and families. There are virtual information sessions for families on the calendar on our website to inform new families on how to get started, as well. We also host Coffee with Compass at various locations around California that focuses on building relationships between staff and families. There are virtual information sessions for families on the calendar on our website to inform new families on how to get started, as well.	<a href="#">YouTube Channel</a> <a href="#">Calendar</a> <a href="#">Compass website</a>
Our success comes in the ability to "inspire and develop innovative, creative, self-directed learners," an idea that is central to our mission.	<a href="#">Mission Statement</a>
CCS scholars with unique educational needs, such as a 504 Plan or IEP, work closely with our SPED department so that we can tailor and honor the scholar's individual educational needs as outlined in the specified documents. We also have the iStation curriculum to support those scholars that need additional reading/math intervention through RTI support from the Scholar Success Coordinator.	<a href="#">Parent/Scholar Handbook</a> <a href="#">Station curriculum/staff support</a> <a href="#">RTI support-Progress Goals</a>
Each department within CCS is responsible for tracking scholar numbers and then communicating that information on a weekly basis.	<a href="#">Tracking Sheets</a>
Each department closely monitors their scholar enrollment throughout the week and then sends weekly scholar numbers to their department head so that class sizes can be closely monitored.	<a href="#">Class Rosters</a> Weekly Reports



<p>We look at demographics to make sure that we are attracting scholars from all backgrounds.</p>	<p>Scholar Summary Report</p>
<p>We have marketing events at various community and cultural events such as Farmers' Markets, Salsa Festival, Military Base meetings, Kids' Expos, and others to ensure a diverse student body. Specifically, we held an event specific to CCS called Family Fun Day, which is open to our scholars, their families, and the public to both learn about CCS and other vendors that attend. We have also participated in Back to School Bash in Thousand Oaks, an Open House at Huckleberry Simi Valley, a ValleyPBS phone bank, presenting sponsors for Dog Days of Summer and Kids Night at Fresno Zoo (both ValleyPBS events). In the second half of the year, we will participate in the Great Homeschool Convention as well as Expo Day (a science and engineering festival in San Diego). We participate in events in San Diego, Los Angeles, and Fresno to ensure we cover each of our charters. We also hold in-person information sessions at peak enrollment times as well as virtual information sessions throughout the year for prospective families. There are many sponsorships in place for the second half of the year as well</p>	<p>Parent Square <u>Calendar</u></p>

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

Findings	Evidence
CCS has a Staff Advisory Sub-Committee that consists of staff members from a variety of departments. The Staff Advisory Committee serves to “provide staff feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values”. (mission statement)	Mission statement Monthly meetings
CCS has a scholar Leadership Council and all scholars can apply. They work with the CEO on the betterment of the school. CCS also has a Parent Advisory Council that meets every 2 months on the third Friday.	Meeting Agendas
There are Board of Directors Meetings live streamed. The Board of Directors meetings are posted on the main website for public knowledge.	<u>Superintendent Report</u> <u>Live Board Meetings</u>
The CEO has monthly Town Hall meetings with staff, and Quarterly Town Halls with parents, to provide stakeholders with a chance to ask questions and provide feedback.	<u>Schedule of Town Halls</u>
A Virtual Suggestion Box is offered for parent feedback.	<u>Virtual Suggestion Box</u>
A Planning Survey was given in Spring of 2018. The survey indicated that 89% are satisfied with the communication between staff and family. Additionally, 90% were satisfied with the overall program offered. It also showed that 91% agree that CCS staff is committed to the success of each scholar. It also showed that 86% agree that scholars are being prepared for future success. It also showed that 83% agree that the teachers are highly qualified in their field. Also, 93% agree that staff is helpful and respectful. Lastly, 87% believe that staff is responsive to scholar needs	Survey
Staff meetings are held frequently in respective departments virtually and onsite to have communication and encourage input.	<u>Weekly Meeting Schedules</u>
CCS Staff Handbook provides each employee with company policies and procedures. All CCS employees have clear understanding of expectations. CCS also has a master calendar so staff is aware of important dates throughout the school year that is embedded into all staffs google calendar.	<u>Employee Handbook-</u> posted on workplace

CCS holds an annual in-person retreat at the start of every school year. The most recent retreat was August 8-11, 2018. The staff participated in collaborative activities within and across departments. These help the growing staff to interact with their peers (both new and continuing) and foster relationships with those who work in different departments.	Retreat Schedule & Padlet
We use Workplace by Facebook to enhance communication and feedback amongst the staff. This includes a weekly CEO update where announcements are shared and staff comments are encouraged. Once a month a CEO Town Hall is held where staff can ask questions and get direct answers.	Workplace

### E3. Personal and Academic Student Support Criterion

#### Adequate Personalized Support

*E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.*

Findings	Evidence
List of 17/18 Counseling Dep't Presentations & Workshops that are available to all Online and Options scholars in grades 6-12 throughout the school-year, that address academic, social, emotional, and college & career needs.	<a href="https://tinyurl.com/CounsWkShps">https://tinyurl.com/CounsWkShps</a>
Physical and Mental Health Counseling referrals / College & Career Preparation Support that is available through our Counseling Services Department tab on the Compass Webpage, as well as individually by contacting a counselor.	<a href="https://www.compasscharters.org/resources/counseling-resources/">https://www.compasscharters.org/resources/counseling-resources/</a>
Throughout the school year, all members of the Counseling team complete and submit a time task analysis on a weekly basis to the Director of Counseling Services. This data is compiled each week, and reported at the end of each quarter to demonstrate that we are reaching our target of allocating 80% of our time each week to direct and indirect scholar services, and 20% toward program management	<a href="https://drive.google.com/open?id=1zrS45k8FeVK_N_JzfIDcYQ9Devf69I74j">https://drive.google.com/open?id=1zrS45k8FeVK_N_JzfIDcYQ9Devf69I74j</a> <a href="https://drive.google.com/open?id=1e2TRzBCgGF_W-iQaw2ytwW238liA5v_hP">https://drive.google.com/open?id=1e2TRzBCgGF_W-iQaw2ytwW238liA5v_hP</a> <a href="https://drive.google.com/open?id=1M_4ucVGIVxvM80rd91tkaAzYt812ac1">https://drive.google.com/open?id=1M_4ucVGIVxvM80rd91tkaAzYt812ac1</a>

### Support and Intervention Strategies Used for Student Growth/Development

*E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.*

Findings	Evidence
<p>Compass Charter Schools hosts specific orientation presentations for online scholars to get them familiar with the course navigation. This informs families of the upcoming learning labs and allows the teacher to effectively orient them to their courses. Welcome email and orientation PowerPoint attached here.</p>	<p><a href="#"><u>PowerPoint</u></a></p> <p><a href="#"><u>Welcome email</u></a></p>
<p>Last year, 17/18, Compass Charters followed a workflow to chart and show support provided from supervising teachers, and counselors. Once a scholar was identified of being at risk contact was made on a regular basis. On the second tab there is a copy of the email template sent including tips to succeed</p> <p>This year we are starting the process of charting who is at risk by using a point system. Scholars are given a certain number of points based on a set of criteria. Teacher fill out a form at the end of every learning period. The video guide is attached</p>	<p><a href="#"><u>At Risk spreadsheet 17/18</u></a></p> <p><a href="#"><u>MTSS Tiers Form Video</u></a></p>
<p>Compass charter school provided intervention based on iReady scores, lack of progress, or truancy for the 2017-2018 school year. We then charted our communication on a shared google sheet.</p>	<p><a href="#"><u>Middle school RTI 17/18</u></a></p>
<p>For the 2018-19 school year Compass Charter Schools now uses a Multi-tiered System of Supports to provide intervention to scholars which targets behavioral, social, emotional, and academic support for scholars.</p>	<p><a href="#"><u>MTSS Manual</u></a></p>

**Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum**

*E3.3. Indicator:* The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the school wide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

Findings	Evidence
<p>For Options: The credentialed teacher (Educational Facilitator) has a connection with the scholar every two weeks to monitor progress. While families are only required to submit two samples of work demonstrating academic growth each LP, most families choose to share a great deal more than that because of the ease of using SeeSaw to take video and upload pictures of student work. Because of the personalization of curriculum and connection in Options, students are encouraged readily to explore areas of interest and strength, while being supported in areas of weakness</p>	
<p>Virtual Scholar Workshops are available to all students</p>	
<p>Benchmarks are used regularly, results are shared</p>	
<p>State testing</p>	
<p>Counselor Workshops provide support in interviewing skills, and college options</p>	

E3.4. *Indicator:* Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum

Findings	Evidence
<p>All Online Program scholars have access to rigorous A-G Core Academic Courses, which scholars are strategically placed in through frequent collaboration with their counselors based on their expressed post-high school college and career goals, and their preceding academic performance. All online scholars have access to credentialed teachers and counselors at CCS. Currently, CCS does not offer any Honors or AP courses.</p>	<p>CCS FRESNO:  <a href="https://ucop.edu/agcourselist#/list/details/4857/">ucop.edu/agcourselist#/list/details/4857/</a>            CCS LA:  <a href="https://hs-articulation.ucop.edu/agcourselist#/list/details/4855/21">https://hs-articulation.ucop.edu/agcourselist#/list/details/4855/21</a></p>
<p>All Options Program scholars and their parents have access to a credentialed teacher who provides support in choosing the most accessible and most rigorous curriculum individually selected by and for the scholar.</p>	<p>OPTIONS VENDORS:  <a href="https://sites.google.com/CScalifornia.org/compasscs">https://sites.google.com/CScalifornia.org/compasscs</a></p>
<p>Scholars are encouraged and supported in their priorities, while being held to account for academic progress in all required areas. Compass Charter Schools has a vast list of vendor choices for student enrichment and support. Three vendors provide individual in-home tutoring for scholars who need these services; A+, Thrive, and Tree of Knowledge, as well as vast offerings in classes both in person and online.</p>	
<p>Compass Charter Schools collects demographic data for each scholar, as well their course placements.</p>	<p>CCS LA:  <a href="https://docs.google.com/spreadsheets/d/1nyvElFWEgePunFWkGUoN93bylrroCBUq71q0h0KNx4/edit#gid=0">https://docs.google.com/spreadsheets/d/1nyvElFWEgePunFWkGUoN93bylrroCBUq71q0h0KNx4/edit#gid=0</a>              CCS FRESNO:  <a href="https://docs.google.com/spreadsheets/d/1Fi7jxHKuVeD1cLfBYDZlir7XEwpM834kJwkYGNZgwpQ/edit#gid=0">https://docs.google.com/spreadsheets/d/1Fi7jxHKuVeD1cLfBYDZlir7XEwpM834kJwkYGNZgwpQ/edit#gid=0</a></p>

CCS Online HS Master Schedule	<a href="https://docs.google.com/spreadsheets/d/14kKvG4_ZLxxUZJh1BPNRVwDqLvLPp7QwsyFbk8JzS9l/edit#gid=647753949">https://docs.google.com/spreadsheets/d/14kKvG4_ZLxxUZJh1BPNRVwDqLvLPp7QwsyFbk8JzS9l/edit#gid=647753949</a>
CCS Online MS Master Schedule	<a href="https://docs.google.com/spreadsheets/d/1RmQnMVjZnW8eUuYB82LWVggMtfuilzSqErJYIS2FUsU/edit#gid=1419758298">https://docs.google.com/spreadsheets/d/1RmQnMVjZnW8eUuYB82LWVggMtfuilzSqErJYIS2FUsU/edit#gid=1419758298</a>

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to school wide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Evidence
In a typical week, scholars are afforded many synchronous classroom opportunities with classmates and teachers. There they are provided with many opportunities to exchange ideas and interact with other peers via various AVID teaching/learning strategies.	<a href="#">Learning Lab HS</a>  <a href="#">Learning Lab MS</a>
School and community activities such as newsletters, field trips, and clubs ensure all scholars have equitable access to socialization opportunities.	<a href="https://www.parentsquare.com/schools/504/calendars">https://www.parentsquare.com/schools/504/calendars</a>
Adobe Connect breakout rooms allow for scholars to collaborate and discuss course topics in smaller, differentiated groups.	Adobe Connect
Curriculum provides opportunities for at-home experiments and projects.	<a href="https://www.compasscharters.org/academics/online-program/">https://www.compasscharters.org/academics/online-program/</a> <a href="https://www.compasscharters.org/academics/homeschool-program/">https://www.compasscharters.org/academics/homeschool-program/</a>
The Learning Center is home to various events that offer many different experiences such as meeting live exotic animals, playing the harp, live science labs, and performing live in front of others.	<a href="https://www.compasscharters.org/academics/scholar-engagement/">https://www.compasscharters.org/academics/scholar-engagement/</a>
CCS has 20 scholar clubs.	<a href="https://docs.google.com/spreadsheets/d/1aQBkr2fQZOI3yCo2wm_hr7GUSuUW1gzuj7FGR6He3TY/edit#gid=0">https://docs.google.com/spreadsheets/d/1aQBkr2fQZOI3yCo2wm_hr7GUSuUW1gzuj7FGR6He3TY/edit#gid=0</a>  <a href="https://www.compasscharters.org/academics/scholar-engagement/">https://www.compasscharters.org/academics/scholar-engagement/</a>
Center based activities are streamed live on our website.	<a href="https://www.compasscharters.org/live/">https://www.compasscharters.org/live/</a>



The Counseling Department has Virtual College Tours.	<a href="https://www.compasscharters.org/academics/counseling-services/">https://www.compasscharters.org/academics/counseling-services/</a> <a href="https://www.compasscharters.org/resources/counseling-resources/">https://www.compasscharters.org/resources/counseling-resources/</a>
Wet Labs are conducted in person on a regular basis throughout the school year.	Wet Lab Calendar (TBD)
The role of the Scholar Engagement Coordinator is to oversee scholar socialization opportunities such as co-curricular activities and scholar-led clubs.	Rebecca MacAlpine Director of Engagement 805-807-9066 rmacalpine@compasscharters.org
An average of 2 field trips per month, based on location, are planned.	<a href="https://www.compasscharters.org/academics/scholar-engagement/">https://www.compasscharters.org/academics/scholar-engagement/</a>
The CCS National Honor Society participates annually in various philanthropic volunteer events.	
CCS has an independent IT department to troubleshoot scholar needs immediately.	<a href="https://www.compasscharters.org/resources/it-information/">https://www.compasscharters.org/resources/it-information/</a>
CCS sends out a survey annually to scholars, staff, and learning coaches to determine scholar engagement and program satisfaction.	Survey

*ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth*

**Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

**Summary (including comments about the critical learner needs)**

CCS understands the challenge of creating a positive school culture in a virtual environment. By offering various types of support such as assigning every scholar in grades 6-12 an advisor and a counselor, our staff is trying to create a culture that allows all scholars equal access to rigorous curriculum and opportunities to succeed.

As we continue with the implement of our RTI program, it is important that we evaluate the data regarding scholar scores, course participation and completion rates, and overall grade performance. These additional resources will help with both critical needs: reclassifying our EL scholars and increasing math achievement.

The scholar engagement component assists in the increase of scholar achievement. Active families contribute to the success of their scholars and as one of our LCAP goals, increasing both scholar and family participation is a cornerstone of our program.

Prioritize the areas of strength and growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Strong school to home communications
- Synchronous and asynchronous lessons
- Annual All Staff Retreats
- Positive survey results
- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events
- Graduation rates

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

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

## Chapter IV

### Summary from Analysis of Identified Critical Student Learner Needs

CCS is using data to identify and support scholars on their academic journey. The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the Scholar Success Coordinator will be building a Multi-Tiered Systems of Support (“MTSS”) program to support our scholars. RTI incorporated a multi-tier system of supports to create an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, scholar-centered learning, individualized scholar needs, and the alignment of systems necessary for academic, behavior, and social success. CCS is committed to the success of ALL scholars and to training and maintaining staff that is knowledgeable and effective at achieving this goal.

Subsequently, CCS has identified two critical areas of need, based on our performance. The needs remain the same for all three schools. One of these needs is that of developing a stronger ELL program. We have little data regarding this issue due to the absence of testing in prior years and the low participation rate in state testing of our ELL scholars. Grades and assessment scores are looked at as well as SBAC data. With the suspension of the CAHSEE, there are few places that we find relevant data. We are looking into additional curriculum dedicated to the English Language Learner.

The other critical learner need is that of math proficiency. Our SBAC data for all three schools showed that the math scores were close to or below that of the state’s. The percentage of those scholars that nearly Met or Did Not Meet was much higher than those that scored Met or Exceeded.

These areas of need speak to our Scholar Learning Outcomes and our need to increase academic achievement. After revising our mission and vision, we refined our Scholar Learning Outcomes (“SLOs”), which are closely aligned with our Mission, Vision, Core Values, and LCAP goals. The SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars.

Effective Communicators

Academically Proficient

Collaboratively Minded.

College and Career Ready

Questions raised by this inquiry and reflection are:

- How can we raise math comprehension skills?
- What resources can be used online to reinforce math strategies and concepts?
- Are scholars attending Learning Labs consistently?
- What is preventing our scholars from participating in SBAC testing
- How can we motivate scholars to attend Learning Labs?
- Which ELL strategies work best for virtual learners?
- Do learning coaches understand the importance of scholars progressing in courses?
- What supports are needed to assist our EL scholars?

## Chapter V

### School Wide Action Plan

**Action Plan #1** - Increase reclassification of English Language Learners by 10%

**Rationale of Critical Need:** When English Language Learners are reclassified it means they have demonstrated that they are able to compete effectively with their English-speaking peers. Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because more scholars will have mastered English Language Arts standards.

**School Wide Learner Outcome Addressed:**

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

<b>Growth/ Targets Measurable Outcomes</b>				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars that qualify for reclassification	1 Fresno; 1 LA	2 Fresno; 0 LA	0 Fresno; 2 LA	1 Fresno 3 LA
Percentage of EL scholars who completed Language Arts	33 % Fresno; 100 % LA This is from those that tested CELDT	66% Fresno (33% w/d in Nov); -- LA	100% Fresno; 81% LA	100% Fresno 89% LA
Percentage of EL scholars who passed Language Arts courses	100% Fresno; 100% LA Of those that completed the course	100% Fresno; - - LA Of those that completed the course	100% Fresno; 100% LA Of those that completed the course	100% Fresno 100% LA
Number of EL scholar participating in SBAC testing	100% Fresno; 0% LA Of those eligible to test	100% Fresno; 50% LA Of those eligible to test	50% Fresno; 70% LA Of those eligible to test	60% Fresno 80% LA

Action Steps	Evidence	Responsible Party	Timeline
EL scholars receive targeted support in all areas, if needed.	<ul style="list-style-type: none"> <li>• Early identification</li> <li>• Timely IEPs if necessary</li> <li>• Communication with families</li> <li>• Live streaming</li> <li>• Small group instruction</li> <li>• Scholar engagement</li> <li>• Small Group Instruction as part of MTSS framework</li> </ul>	<ul style="list-style-type: none"> <li>• Scholar Success Coordinator</li> <li>• Counselors</li> <li>• Teachers</li> </ul>	Ongoing
See growth in scholar subgroups	<ul style="list-style-type: none"> <li>• Scholars that qualify for RFEP</li> <li>• SBAC scores</li> <li>• Internal Assessment scores</li> <li>• Course progression charts</li> <li>• Small group instruction</li> <li>• Study Island usage</li> <li>• worksheets/lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Coordinator</li> <li>• Academic Coordinators</li> <li>• Academic Directors</li> <li>• Teachers</li> </ul>	Annually
Move scholars from Nearly Meeting Standards to Meeting Standards	<ul style="list-style-type: none"> <li>• Internal assessment reports</li> <li>• Report cards</li> <li>• Course progression charts</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Coordinators</li> <li>• Academic Directors</li> <li>• Teachers</li> </ul>	Ongoing
Analyze EL scholar test results from CAASPP, reading assessments, and	<ul style="list-style-type: none"> <li>• CAASPP test scores</li> <li>• Reading assessment scores</li> <li>• Internal diagnostics ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Coordinators</li> <li>• ELAC (EL Advisory Committee)</li> </ul>	August and ongoing
Increase Professional Development opportunities for staff on English Language Acquisition	<ul style="list-style-type: none"> <li>• Internal in-services</li> <li>• PD opportunities shard out to staff</li> <li>• Anecdotal data</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Third Party Tutoring</li> </ul>	Ongoing

**Action Plan #2** - Increase math proficiency by 5% as measured by various assessments and standardized test

**Rationale of Critical Need:** CAASPP and internal diagnostics data indicate gaps in math skills. Scholars are underperforming in the area of math. Determining how to help virtual scholars be successful at math is a challenging task that Compass has been working on for several years. Graduates heading to college or beginning their careers need to know how to apply mathematical concepts and how to solve real world problems, so we need to develop and continuously improve plans to ensure our scholars are successful in math.

**School Wide Learner Outcome Addressed:**

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

<b>Growth/ Targets Measurable Outcomes</b>				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars who have scored Met or Exceeded standards on the SBAC math test.	13% Fresno 33% LA	18.5%Fresno 17.3% LA	13.6% Fresno 18.3% LA	(5% +)
Number of scholars who have scored Not Met on the SBAC math test.	54%Fresno 43% LA	57.4%Fresno 50%LA	52.2% Fresno 53.1% LA	(% -)
Number of scholars that perform at or above grade level on internal diagnostic assessment	--	43.5% Fresno 44.8% LA	41.9% Fresno 32.2 % LA	(5% +)

Action Steps	Evidence	Responsible Party	Timeline
Increase Math Proficiency	<ul style="list-style-type: none"> <li>• Internal Assessment score reports</li> <li>• Number of live math sessions</li> <li>• Small group instruction</li> <li>• Professional development</li> <li>• SBAC scores</li> <li>• Math scholars on track</li> <li>• Selection of math courses taken</li> <li>• Learn Pop participation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Academic Coordinators</li> <li>• Academic Directors</li> </ul>	Ongoing
Move scholars from Nearly Meeting Standards to Meeting Standards	<ul style="list-style-type: none"> <li>• I-Ready assessment reports</li> <li>• Report cards</li> <li>• Course progression charts</li> <li>• SBAC scores</li> <li>• Success Academy</li> <li>• Small instructional groups</li> <li>• Flexible instructional groups</li> <li>• Learning Lab sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Academic Coordinators</li> <li>• Academic Directors</li> </ul>	

**Action Plan #3** - Compass Charter Schools will increase the academic knowledge skill set of LC/parent so that the LC/parent is able to help their scholars be academically successful in the home setting by improving their teaching/coaching skills and increasing parent and scholar engagement.

**Rationale of Critical Need:** Parents of scholars in virtual schools require a higher level of involvement in their scholar’s daily educational activities. Compass Charter Schools will provide them with trainings that will help to increase their knowledge of study skills, virtual learning, teaching methods, educational technology, assessment, curriculum, and college and career planning. By providing parent trainings, parent - scholar engagement and academic growth will improve. Our LCAP goal is to increase engagement as well.

**School Wide Learner Outcome Addressed:**

Effective Communicators

Collaboratively Minded

Action Steps	Evidence	Responsible Party	Timeline
Provide parents training on how to help their child be successful learners.	<ul style="list-style-type: none"> <li>•Coach’s Corner webinar</li> <li>•Targeted blogs</li> <li>•Goal setting with scholars at PTC and check-ins</li> </ul>	<ul style="list-style-type: none"> <li>•Engagement Team</li> <li>•Teachers</li> <li>•PL Admin Assistant</li> </ul>	monthly
Plan round-table discussions	<ul style="list-style-type: none"> <li>•Attendance of participants at round-table.</li> <li>•Increasing attendance</li> </ul>	Teachers	monthly
Translate all pertinent communication documents into Spanish or other necessary languages.	<ul style="list-style-type: none"> <li>•Parent letters</li> <li>•report cards</li> <li>•school information</li> <li>•website information</li> </ul>	Team Office Staff	Ongoing
Providing parents communication and insight on educational activities and resources that they can use at home.	<ul style="list-style-type: none"> <li>Weekly bulletin updates</li> <li>Parent Square messaging system</li> <li>School website</li> <li>Quarterly newsletters</li> </ul>	Admin team Add academic departments	Ongoing
Parents and students will be provided with college & career readiness presentations throughout the school year	Schedule of workshops by counseling team	Counseling Team	Counselor led parent meetings





# Compass Charter Schools

## **Appendix A**

### Local Control Accountability Plans

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

2019

LEA Name

Contact Name and Title

Email and Phone

Compass Charter Schools  
of Fresno

J.J. Lewis  
President & CEO

jlewis@compasscharters.org  
818-824-6233

## **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
1. Create a baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	1. Baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) is set at 49%, based on 2016-17 results
2. Create a baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	2. Baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) is set at 18.5%, based on 2016-17 results
3. Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	3. Baseline for CAST grades 5 & 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
4. Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments	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
5. Create a baseline for for the percent of K-12 scholars at/above grade level on i-Ready Math assessments	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
6. 43% percent of K-12 scholars will be eligible for Honor Roll	6. Data not yet available
7. Create a baseline for ELL Reclassification Rate	7. Baseline for ELL Reclassification Rate is set at 50%, based on 2016-17 results
8. 41% of seniors will be eligible for Graduation	8. 86% of seniors were eligible for Graduation, exceeding our goal by 43%
9. Increase attendance rate to 97%	9. Our attendance rate was 97.07%, exceeding our goal by 0.07%

### 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>	<p>\$0.00</p>	<p>\$0.00</p>
<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>	<p>\$0.00</p>	<p>\$0.00</p>

**Action 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.

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.

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.

\$0.00

\$0.00

**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 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

### Budget Reference

1100 Teachers' Salaries

## 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> \$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>	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.
<b>1.2</b>	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.
<b>1.3</b>	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.
<b>1.4</b>	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.
<b>1.5</b>	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.
<b>2.4</b>	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.

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

2019

LEA Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles	J.J. Lewis President & CEO	jlewis@compasscharters.org 818-824-6233

## 2018-19 Plan Summary

### The Story

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

Compass Charter Schools (CCS) of Los Angeles is an exclusively virtual independent study charter school, serving scholars who reside in Los Angeles 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 close to 500 scholars. Based on Census Day, our scholar population consists of 59% socioeconomically disadvantaged, 3% homeless, 2% English language learners, and 9% 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 **\$5,336,605.00**

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year **\$1,977,949.00**

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 18-percent of our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year **\$4,603,770.00**

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

Increase academic achievement at Compass Charter Schools of Los Angeles

### 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
1. Create a baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	1. Baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) is set at 45%, based on 2016-17 results
2. Create a baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	2. Baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) is set at 17%, based on 2016-17 results
3. Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	3. Baseline for CAST grades 5 & 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
4. Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments	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
5. Create a baseline for for the percent of K-12 scholars at/above grade level on i-Ready Math assessments	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
6. 43% percent of K-12 scholars will be eligible for Honor Roll	6. Data not yet available
7. Create a baseline for ELL Reclassification Rate	7. Baseline for ELL Reclassification Rate is set at 0%, based on 2016-17 results
8. 41% of seniors will be eligible for Graduation	8. 78% of seniors were eligible for Graduation, exceeding our goal by 37%
9. Increase attendance rate to 97%	9. Our attendance rate was 93.57%, short of our goal by 3.43%

### 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>\$1,556,355.00</p>	<p>\$1,433,606.00</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>\$0.00</p>	<p>\$0.00</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. 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. 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>\$88,006.00</p>	<p>\$82,498.00</p>
<p><b>Action 4 - Educational Planning</b>  Scholars will receive individualized planning from Counseling Services in meeting A-G requirements. CCS will be implementing 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. AVID was successfully implemented, both an elective course for online 9th grade scholars, as well as a series of instructional strategies throughout our entire online high school program. 15 scholars participated in concurrent enrollment, and another 20 in our accelerated course options program.</p>	<p>\$296,555.00</p>	<p>\$313,101.00</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. 78% of our scholars were eligible to graduate, 15 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.

\$1,382,955.00

\$647,450.00

**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 LA

### 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 93.57%</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 o the 2017-18 year</li> <li>6. At least 50% of our scholars and parents will participate 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. In addition, scholars had the opportunity to participate in 14 virtual contests and 15 virtual workshops.</p>	<p>\$37,717.00</p>	<p>\$12,234.00</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>	<p>\$0.00</p>	<p>\$0.00</p>
<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 12 in Long Beach, where 78% of our seniors were eligible to graduate. 15 of those seniors also earned the Golden State Seal of Merit Diploma, and two received the State Seal of Biliteracy. We also awarded both the gold and silver Presidential Awards to deserving scholars.</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. 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>	<p>\$0.00</p>	<p>\$0.00</p>

**Action 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.

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."

\$0.00

\$0.00

**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 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 Los Angeles 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 LA

### 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)	45%	Increase by 3% the number of scholars who exceed or meet standards	-	-
SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	17%	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	0%	Maintain or increase ELL Reclassification Rate	-	-
Percent of High School Seniors eligible for Graduation	78%	Increase by 3% the number of High School Seniors eligible for Graduation	-	-
Attendance Rates	93.57%	97%	-	-

## 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

<b>2018-19</b>	
	<b>Amount</b> \$1,445,714.00
<b>Sources</b>	
General Fund	\$1,445,714.00
<b>Budget Reference</b>	
1100	Teachers' Salaries

## 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** \$161,312.00

### Sources

General Fund	\$161,312.00
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### Budget Reference

1300	Certificated Pupil Support Salaries
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### 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>	\$71,563.00
<b>Sources</b>	
General Fund	\$71,563.00
<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** \$263,579.00

### Sources

General Fund \$263,579.00

### 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 LA

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

State Priorities 3,4,6

### 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	93.57%	Increase Attendance Rates to 97%	-	-
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	20% of parents participated 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>	\$35,781.00
<b>Sources</b>	
General Fund	\$35,781.00
<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
\$543,037.00	12.96%

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 LEAwide use of funds

- 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 concurrent enrollment options for high school scholars.
- 1.5** 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.
- 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.





# Compass Charter Schools

## **Appendix B**

### Survey Results



# COMPASS

CHARTER SCHOOLS

## **2018-19 Planning Survey Results Comparison**

**(855) 937- 4227**

**[CompassCharters.org](http://CompassCharters.org)**



# Our Mission and Vision

## **MISSION STATEMENT**

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

## **VISION STATEMENT**

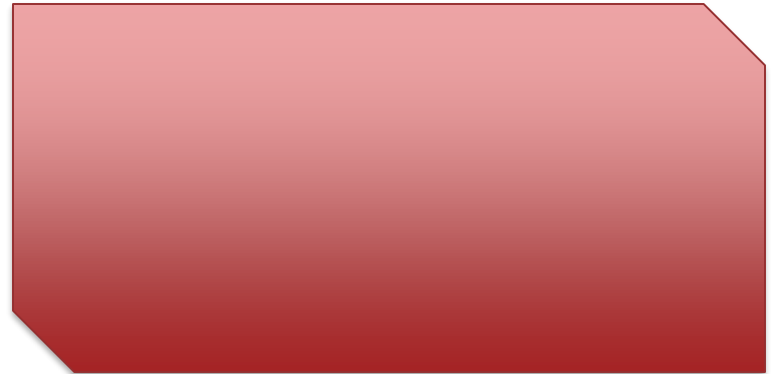
Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



# Key



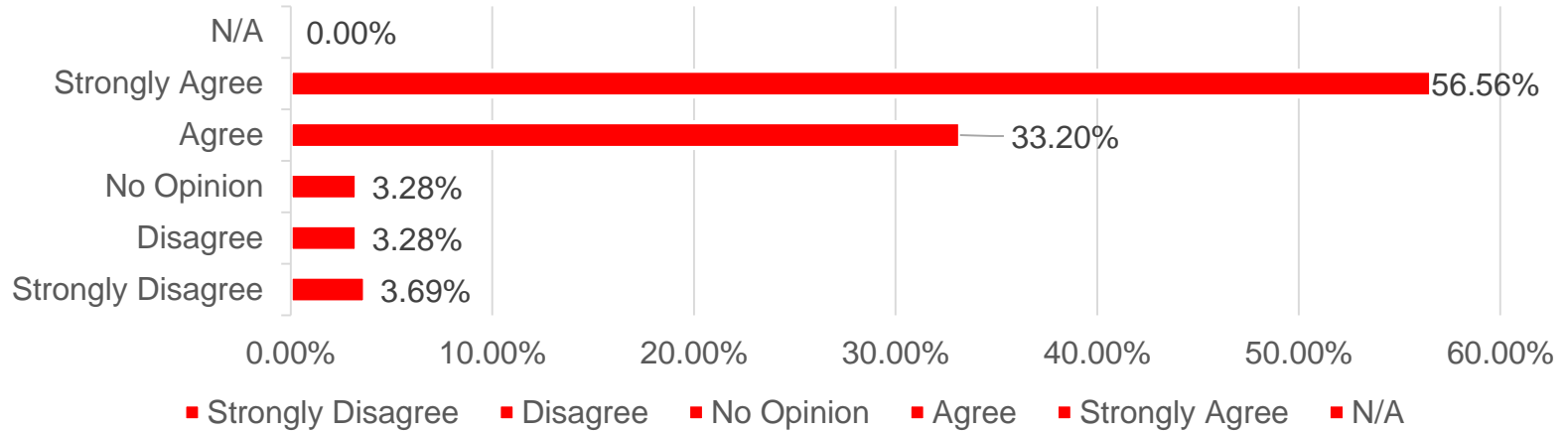
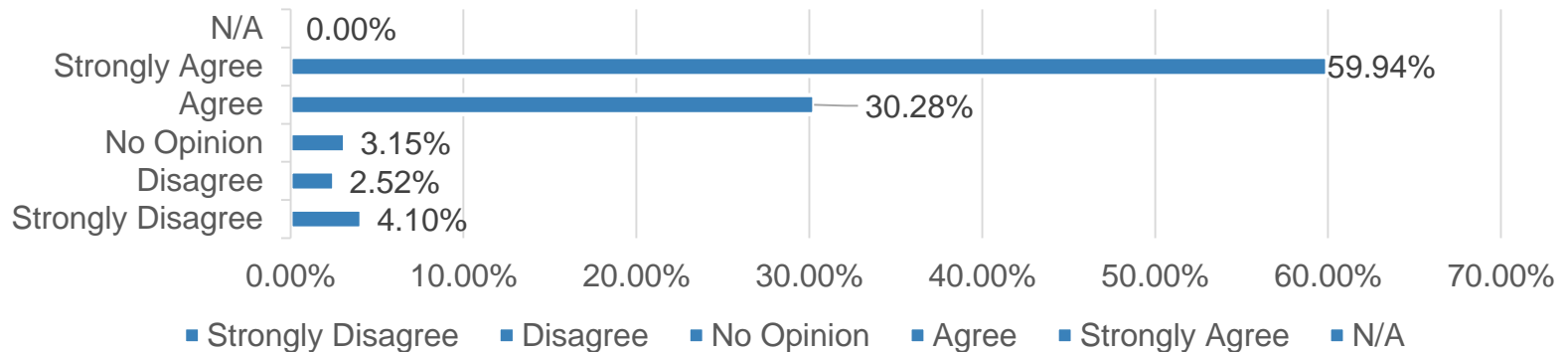
2017-18 Results



2016-17 Results

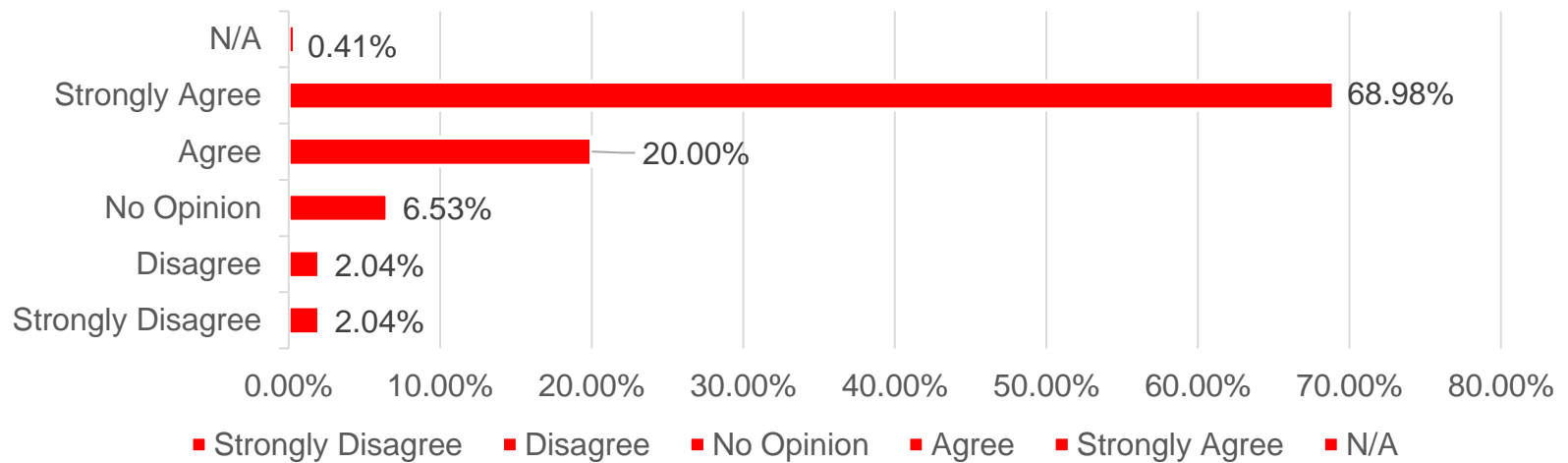
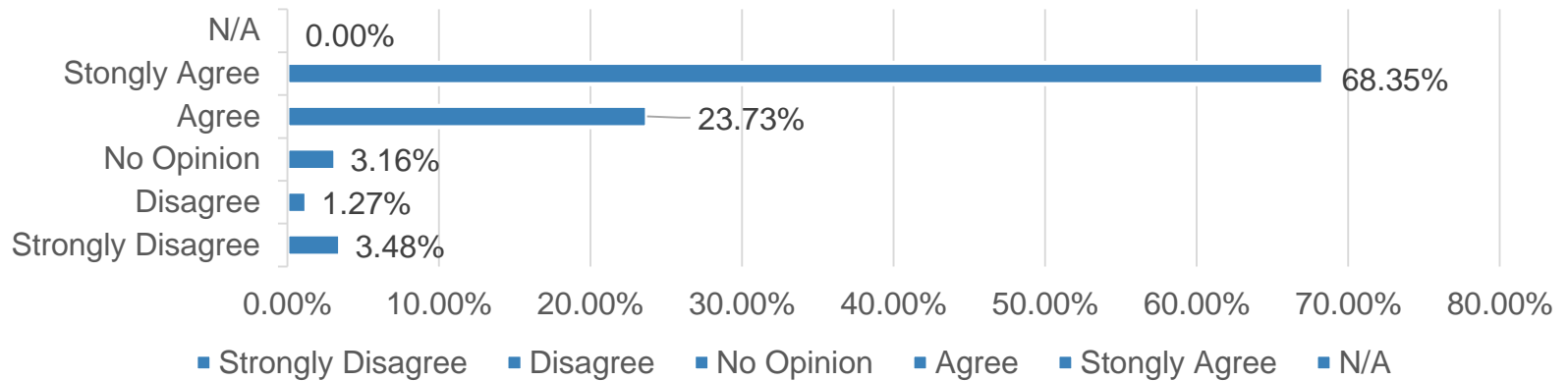


## I am satisfied with the overall program offered at CCS.



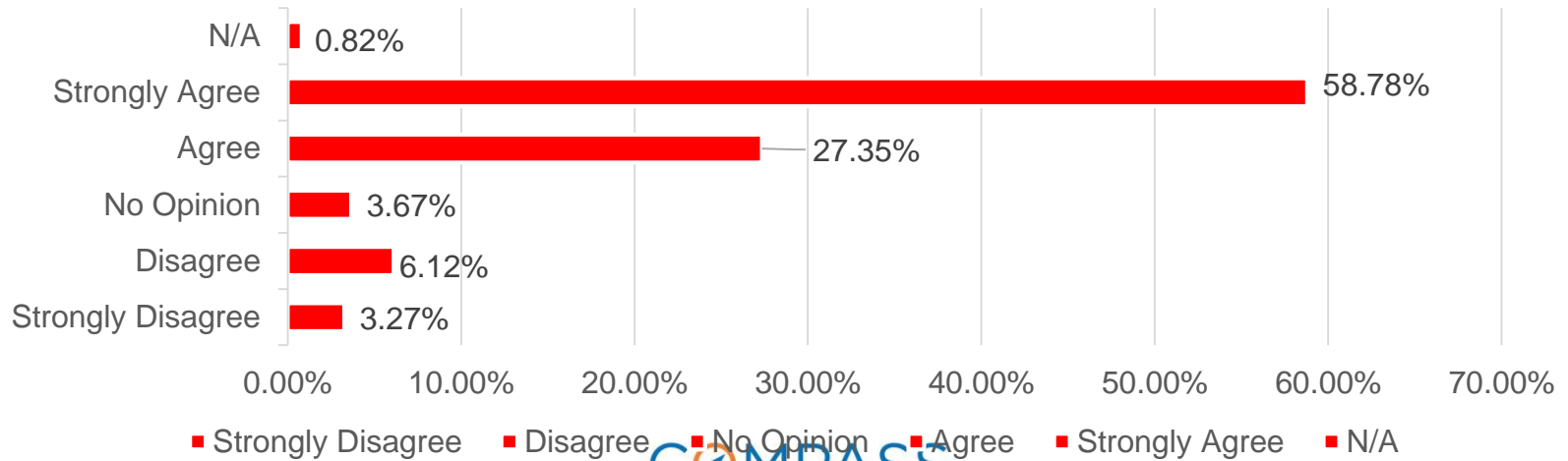
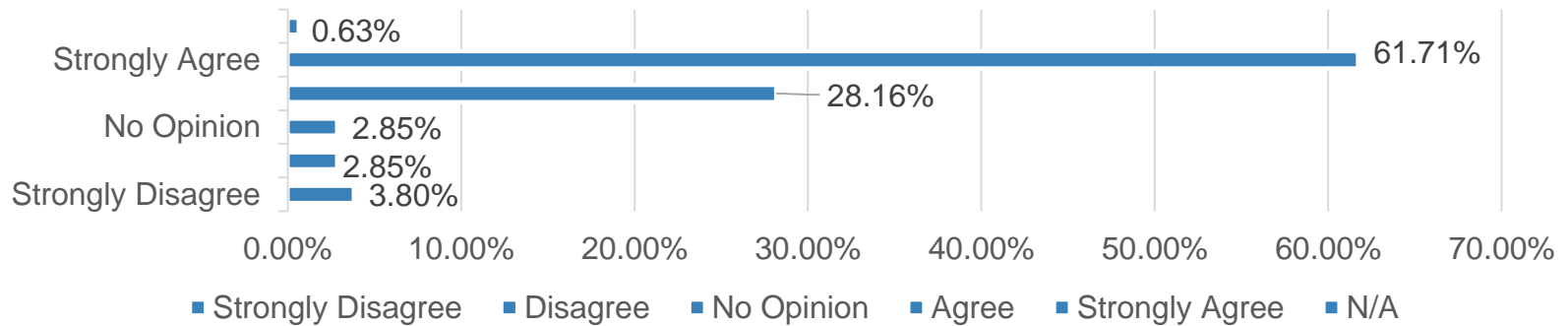


## CCS is Committed to the Success of Each Scholar



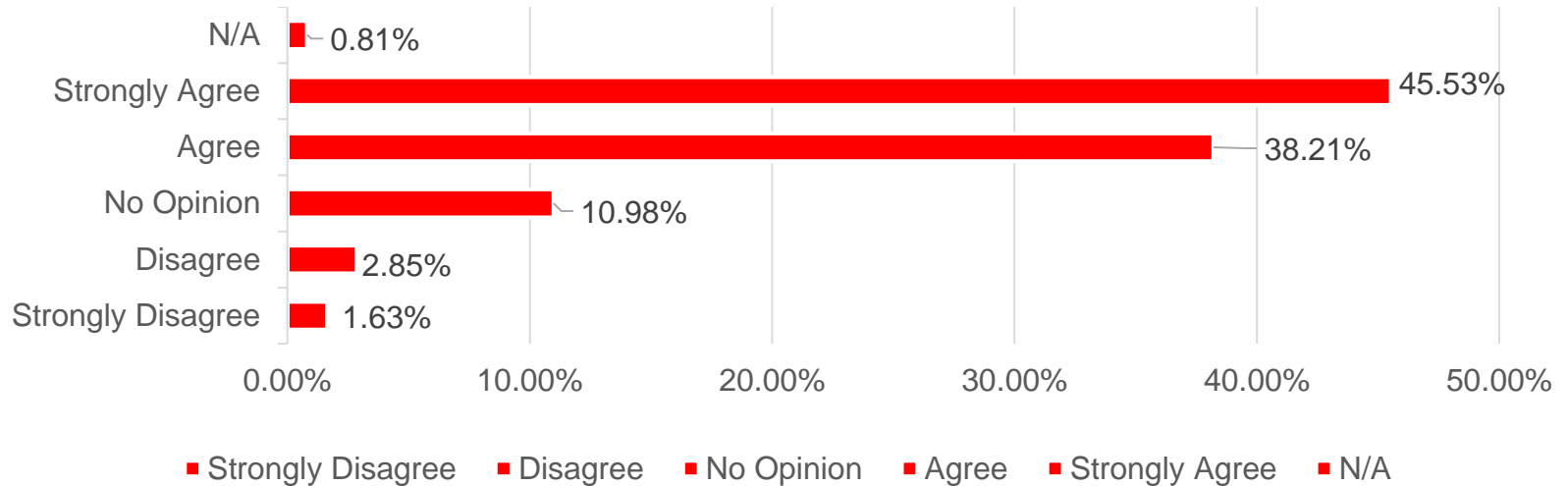
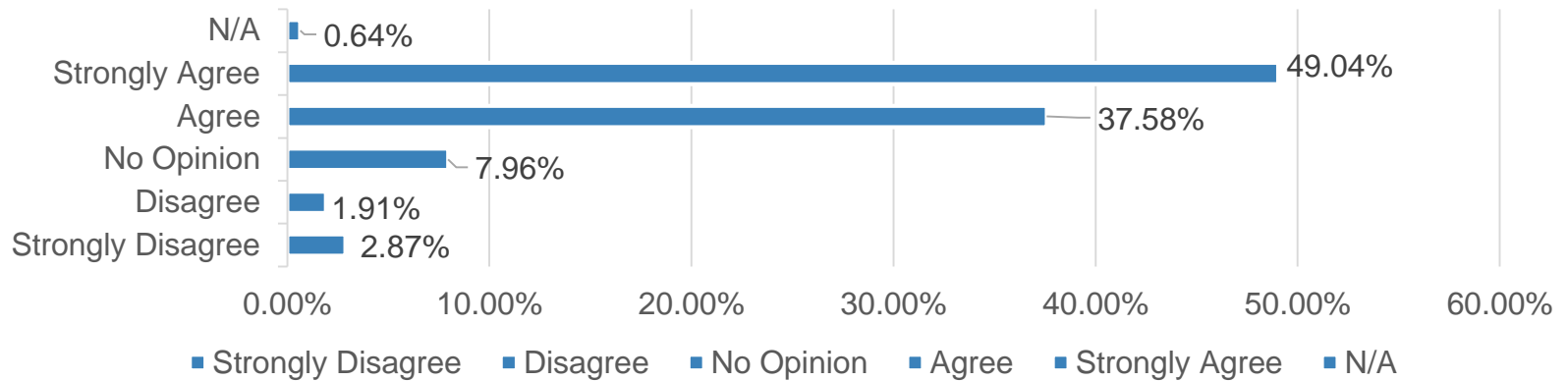


## Satisfied with the communication between staff and family.





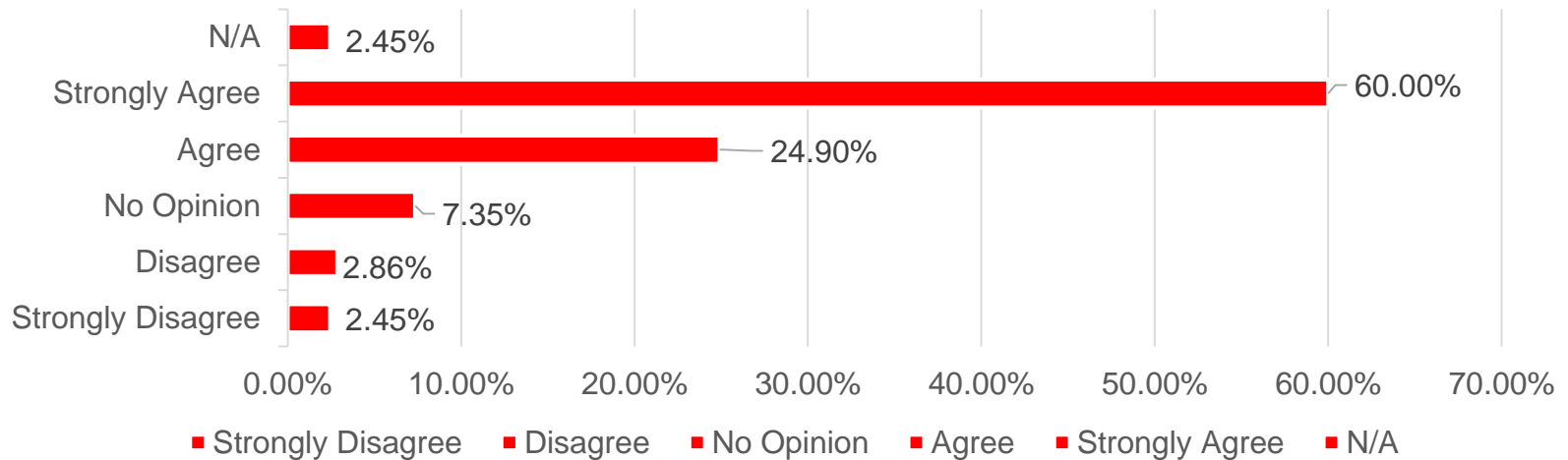
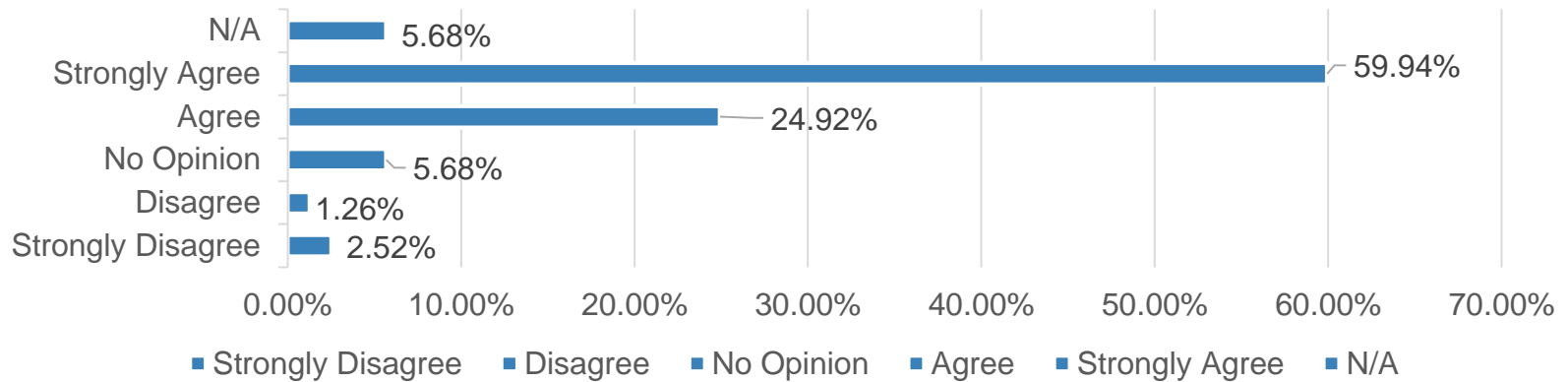
## At CCS, scholars are prepared for their future success.





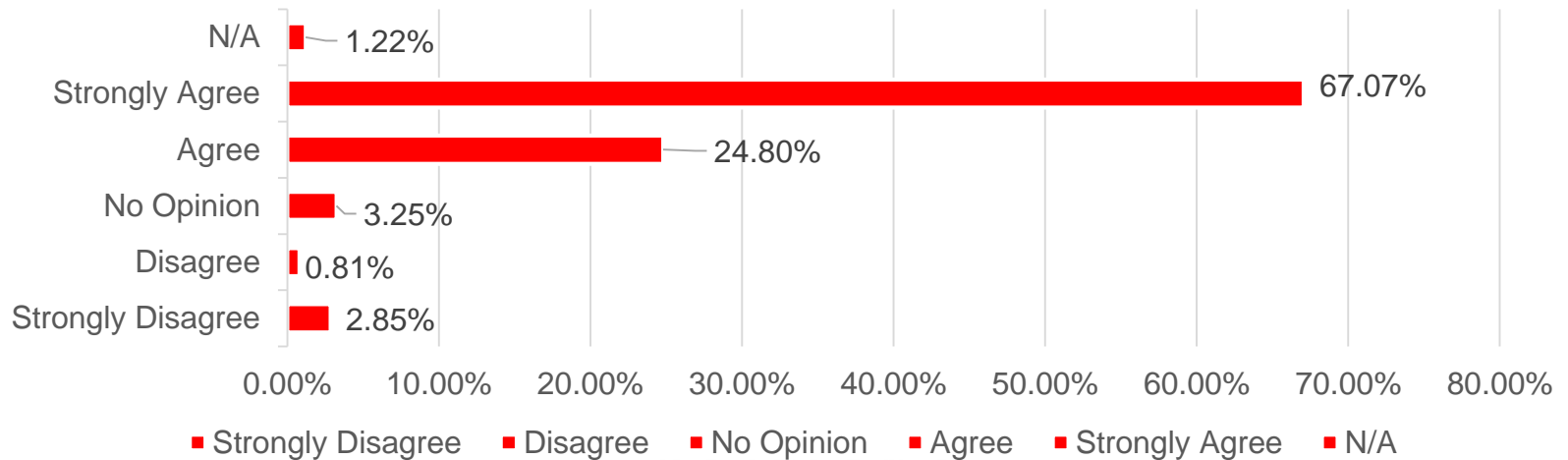
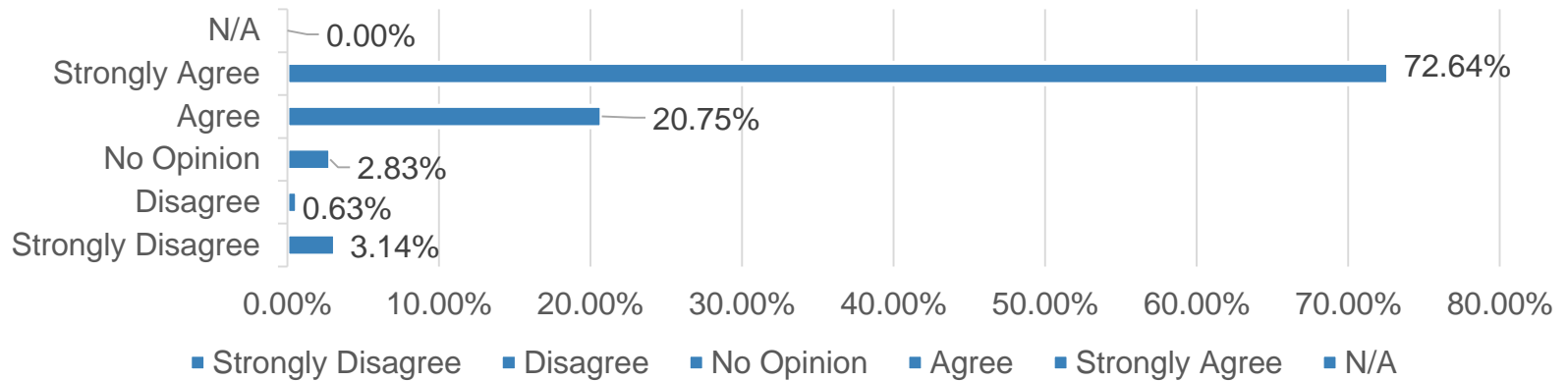


## CCS teachers are highly qualified in the fields they teach.



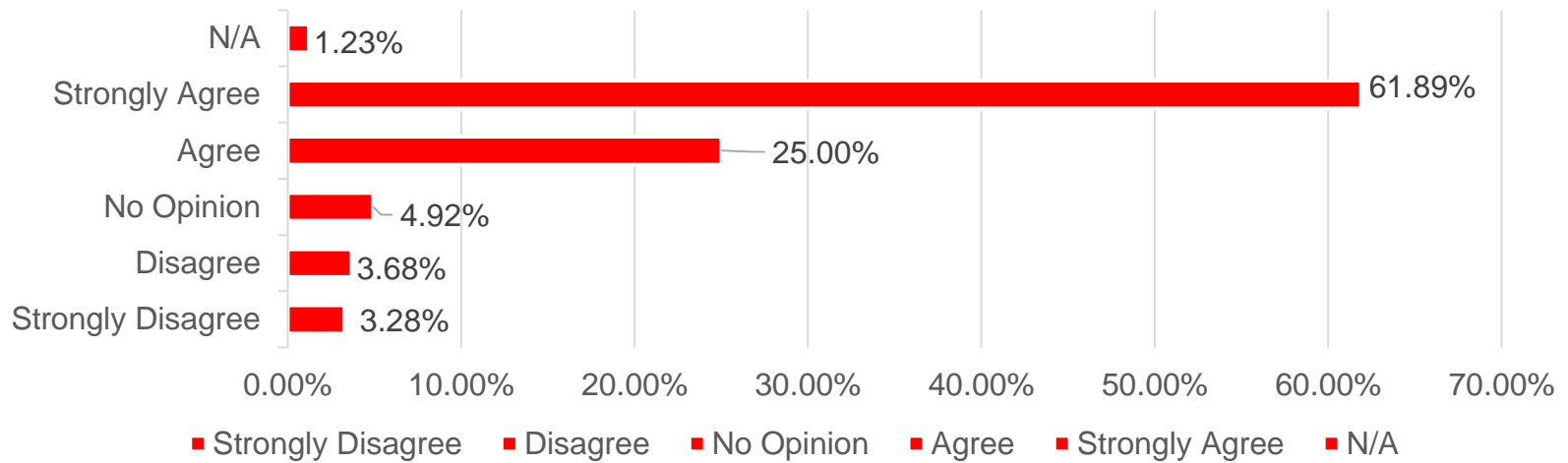
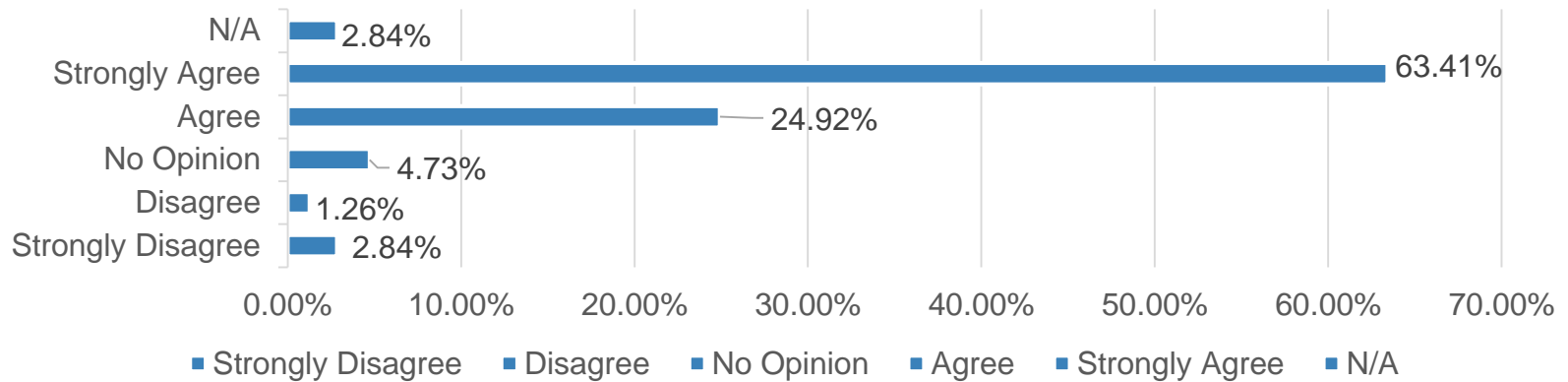


## CCS staff members are helpful and respectful.





## I believe CCS teachers are responsive to scholar needs.





# Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

[jlewis@compasscharters.org](mailto:jlewis@compasscharters.org)

[@lewis1jj](#)



# Compass Charter Schools

## **Appendix C**

### Master Schedule

# COMPASS

## CHARTER SCHOOLS

### 2018-19 Academic Calendar

July 2018						
S	M	T	W	T	F	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	T	F	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	T	F	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	T	F	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

-  Regular Schedule
-  First Day of Summer A
-  Last Day of Summer A
-  First Day of Summer B
-  Last Day of Summer B
-  Holiday - No School
-  First Day of School
-  Diagnostic Testing Window
-  In Service Days
-  Winter Break
-  Mid Year Break
-  Start of Semester 2
-  SBAC Testing Window
-  Spring Break
-  Graduation Week
-  Last Day of School



# Compass Charter Schools

## **Appendix D**

### Graduation Requirements

## Graduation Requirements

### High School Graduation Requirements

Subject Requirements	Total Credits
English <i>(4 Years Required)</i>	40

Science <i>(2 Years Required: Life &amp; Physical Science)</i>	20
Mathematics <i>(3 Years Required; minimum Geometry)</i>	30
History/Social Science <i>(3 Years Required)</i>	30
Foreign Language <i>(1 Year Required)</i>	10
Visual and Performing Arts <i>(1 Year Required)</i>	10
Physical Education <i>(2 Years Required)</i>	20
Health <i>(1 Semester Required)</i>	5
Electives	55
<b>Total</b>	<b>220</b>





# Compass Charter Schools

## **Appendix E**

### A-G Course List

## A-G Course List

Public 054906

### Compass Charter Schools of Fresno

Thousand Oaks, CA

Website

K-12 School  
Charter School, Online School

#### Course List Manager

Debra Stephan  
(805) 807-8211  
dstephan@compasscharters.org

#### Filter Course List (Clear all)

Show more filter options ▾

◀ 2016-17 2017-18  2018-19

Last Updated: Sep 17, 2018

Course	Discipline	Learning Environment
--------	------------	----------------------

#### A History / Social Science *2 years required* ?

American History	U.S. History	📶 Online
Civics and Government	Civics / American Government	📶 Online
World History	World History / Cultures / Historical Geography	📶 Online

#### B English *4 years required* ?

English 10 Common Core	English	📶 Online
English 11	English	📶 Online
English 9 Common Core	English	📶 Online
Senior English	English	📶 Online

#### C Mathematics *3 years required, 4 years recommended* ?

Advanced Math	Advanced Mathematics	📶 Online
Algebra 1 Common Core	Algebra I	📶 Online
Algebra 2 Common Core	Algebra II	📶 Online
Geometry	Geometry	📶 Online

#### D Laboratory Science *2 years required, 3 years recommended* ?

Biology	Biology / Life Sciences	📶 Online
Chemistry	Chemistry	📶 Online
Physical Science	Interdisciplinary Sciences	📶 Online
Physics	Physics	📶 Online

**E** Language Other than English *2 years required, 3 years recommended* ?

French 2 A/B	LOTE Level 2	📶 Online
French 1 A/B	LOTE Level 1	📶 Online
Spanish 1A/B	LOTE Level 1	📶 Online
Spanish 2A/B	LOTE Level 2	📶 Online
Spanish 3A/B	LOTE Level 3	📶 Online

**F** Visual & Performing Arts *1 year required* ?

Art History: Modern	Visual Arts	📶 Online
Art History: Origins	Visual Arts	📶 Online

**G** College-Preparatory Elective *1 year required* ?

AVID 10 Virtual	Interdisciplinary	📶 Online
AVID 9 Hybrid	Interdisciplinary	📶 Online
Business Math	Mathematics	📶 Online
Criminology and Forensics	Interdisciplinary	📶 Online
Criminology and Justice	History / Social Science	📶 Online
Economics	History / Social Science	📶 Online
Fashion Design	Interdisciplinary	📶 Online
Financial Literacy	Interdisciplinary	📶 Online
Health	Interdisciplinary	📶 Online
Interior Design	Interdisciplinary	📶 Online
Psychology	History / Social Science	📶 Online
Retailing	Interdisciplinary	📶 Online
Sociology	History / Social Science	📶 Online
SS 302 Economics 2017	History / Social Science	📶 Online

Public 054907

## Compass Charter Schools of Los Angeles

Thousand Oaks, CA

Website

K-12 School  
Charter School, Online School

### Course List Manager

Debra Stephan  
(805) 807-8211  
dstephan@compasscharters.org

#### Filter Course List (Clear all)

Show more filter options ▾

◀ 2016-17 2017-18  2018-19

Last Updated: Sep 17, 2018

Course	Discipline	Learning Environment
<b>A</b> History / Social Science 2 years required ?		
American History	U.S. History	Online
Civics and Government	Civics / American Government	Online
World History	World History / Cultures / Historical Geography	Online

#### **B** English 4 years required ?

English 10 Common Core	English	Online
English 11	English	Online
English 9 Common Core	English	Online
Senior English	English	Online

#### **C** Mathematics 3 years required, 4 years recommended ?

Advanced Math	Advanced Mathematics	Online
Algebra 1 Common Core	Algebra I	Online
Algebra 2 Common Core	Algebra II	Online
Geometry	Geometry	Online

#### **D** Laboratory Science 2 years required, 3 years recommended ?

Biology	Biology / Life Sciences	Online
Chemistry	Chemistry	Online
Physical Science	Interdisciplinary Sciences	Online
Physics	Physics	Online

**G** College-Preparatory Elective *1 year required* ?

AVID 10 Virtual	Interdisciplinary	📶 Online
AVID 9 Hybrid	Interdisciplinary	📶 Online
Business Math	Mathematics	📶 Online
Criminology and Forensics	Interdisciplinary	📶 Online
Criminology and Justice	History / Social Science	📶 Online
Economics	History / Social Science	📶 Online
Fashion Design	Interdisciplinary	📶 Online
Financial Literacy	Interdisciplinary	📶 Online
Health	Interdisciplinary	📶 Online
Interior Design	Interdisciplinary	📶 Online
Psychology	History / Social Science	📶 Online
Retailing	Interdisciplinary	📶 Online
Sociology	History / Social Science	📶 Online
SS 302 Economics 2017	History / Social Science	📶 Online

**E** Language Other than English *2 years required, 3 years recommended* ?

French 2 A/B	LOTE Level 2	📶 Online
French I A/B	LOTE Level 1	📶 Online
Spanish 1A/B	LOTE Level 1	📶 Online
Spanish 2A/B	LOTE Level 2	📶 Online
Spanish 3A/B	LOTE Level 3	📶 Online

**F** Visual & Performing Arts *1 year required* ?

Art History: Modern	Visual Arts	📶 Online
Art History: Origins	Visual Arts	📶 Online