

# Low Performing Students Block Grant Compass Charter Schools of Fresno Proposed Action Plan

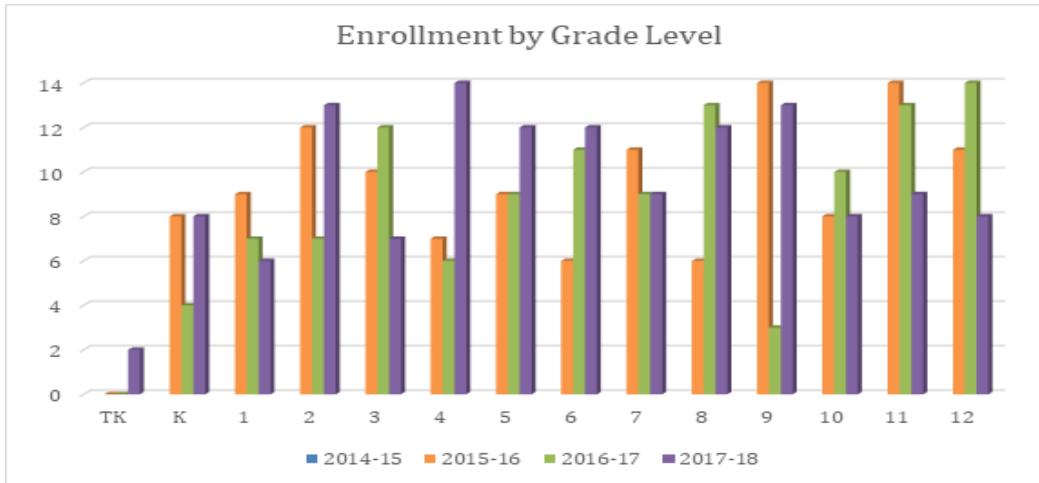
## ABSTRACT

Compass Charter Schools of Fresno is an independent study public charter school serving scholars throughout Fresno and its adjacent counties. Scholars often come to our school with academic challenges brought on by low expectations, low socioeconomic status, emotional stress from bullying, low self-esteem, lack of support at home and/or challenging family situations. Through the increased reading and mathematical support from this plan, our low performing scholars will be provided additional resources and support to help increase their reading fluency, comprehension and their ability to understand grade level math concepts.

## NEEDS ASSESSMENT

Compass Charter Schools presently serves 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 that prohibits scholars from attending traditional 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.



(in tens of scholars)

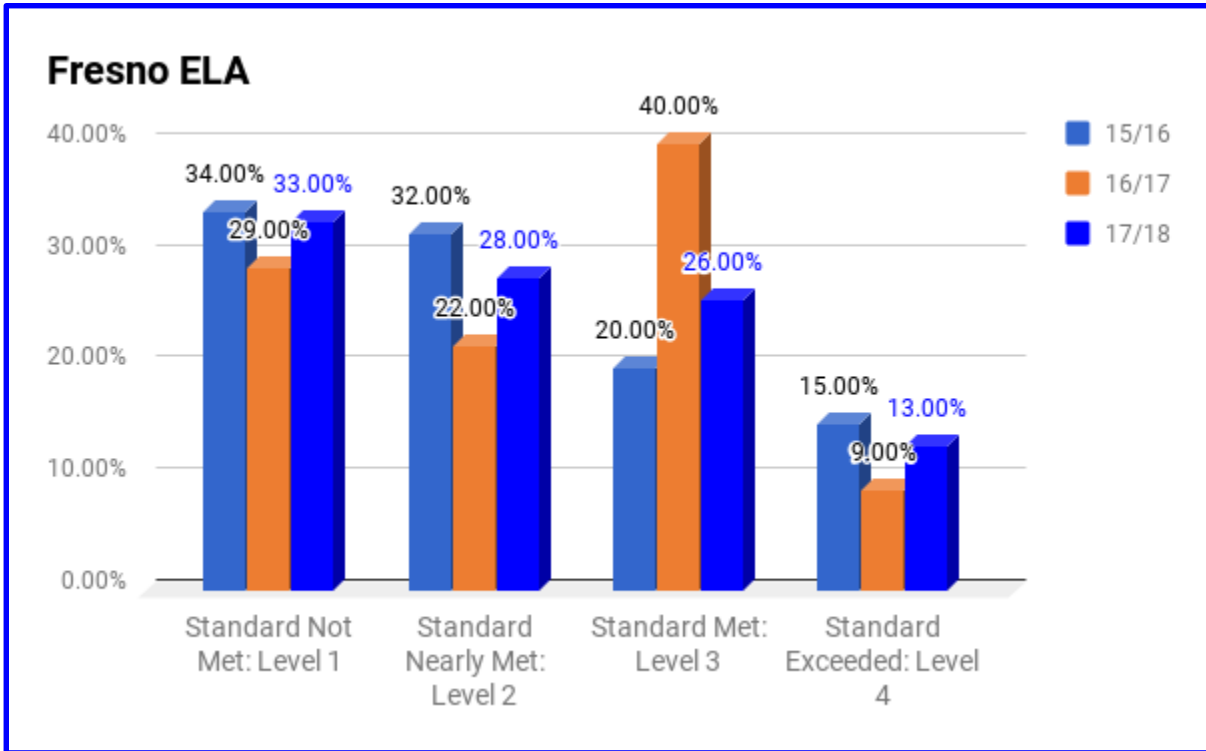
As reflected in the Enrollment by Grade Level chart above, our enrollment has been shifting, with our high school numbers decreasing and elementary numbers growing. With the changes in enrollment come changes in our demographics as well. The current demographics of our school necessitate a wide range of programs to meet the needs of our scholars.

The data below show the CAASPP results for Compass Charter Schools of Fresno, along with the results of our authorizer, Orange Center School District. The charts also show county-wide data for Fresno County, along with the counties adjacent to Fresno. As Compass is a nonclassroom-based independent study charter school, scholars must reside in Fresno and its adjacent counties 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.

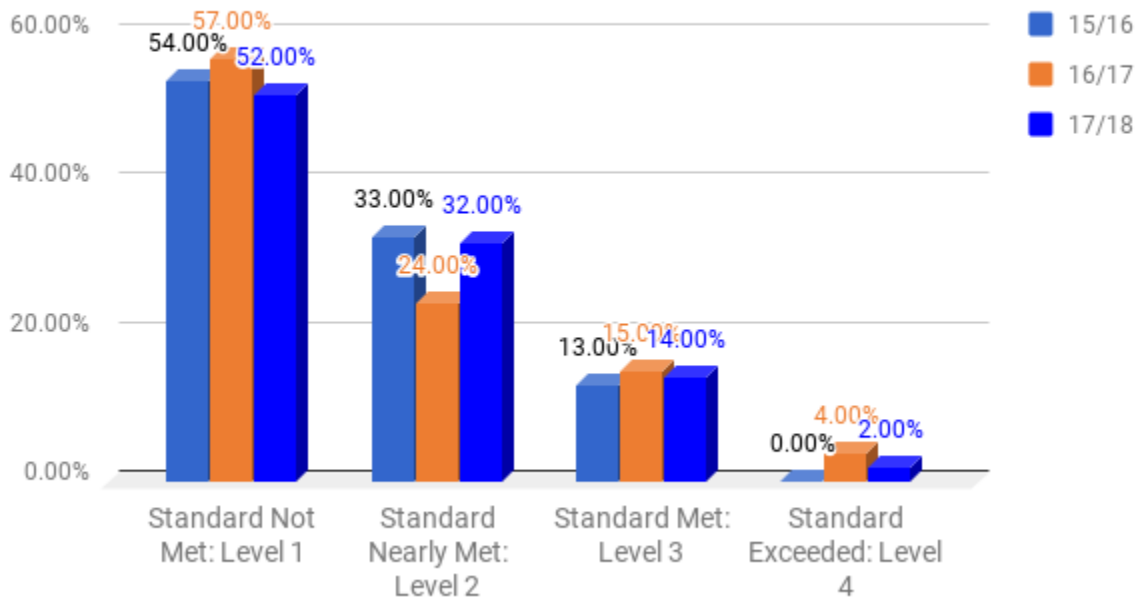
**Compass Charter Schools of Fresno (Standard Met or Exceeded):**

| Demographic               | Assessment | 2015 | 2016 | 2017   | 2018  |
|---------------------------|------------|------|------|--------|-------|
| Schoolwide                | ELA        | 44%  | 35%  | 44.09% | 39.1% |
|                           | Math       | 18%  | 13%  | 18.51% | 15.9% |
| Black or African American | ELA        | NA   | NA   | NA     | NA    |
|                           | Math       | NA   | NA   | NA     | NA    |
| Hispanic or Latino        | ELA        | 54%  | 20%  | 47.4%  | 37.5% |
|                           | Math       | na%  | 7%   | 16.7%  | 6.7%  |
| White                     | ELA        | 40%  | 47%  | 45.8%  | 40.9% |

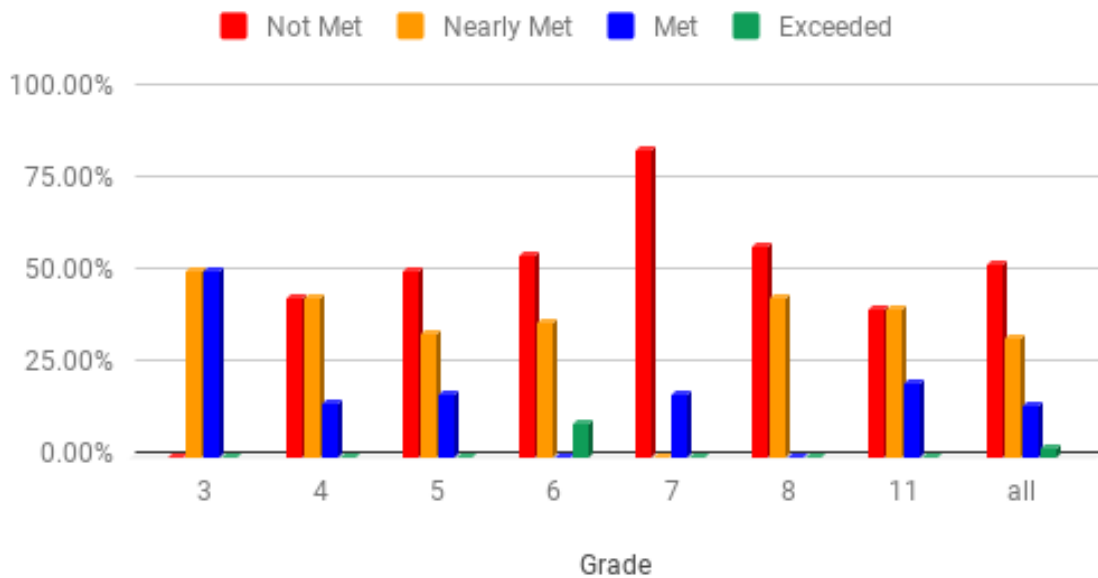
|                            |      |     |     |       |       |
|----------------------------|------|-----|-----|-------|-------|
|                            | Math | 12% | 24% | 20.8% | 14.3% |
| Economically Disadvantaged | ELA  | NA  | 21% | 42.8% | 32%   |
|                            | Math | NA  | 5%  | 8.6%  | 16%   |

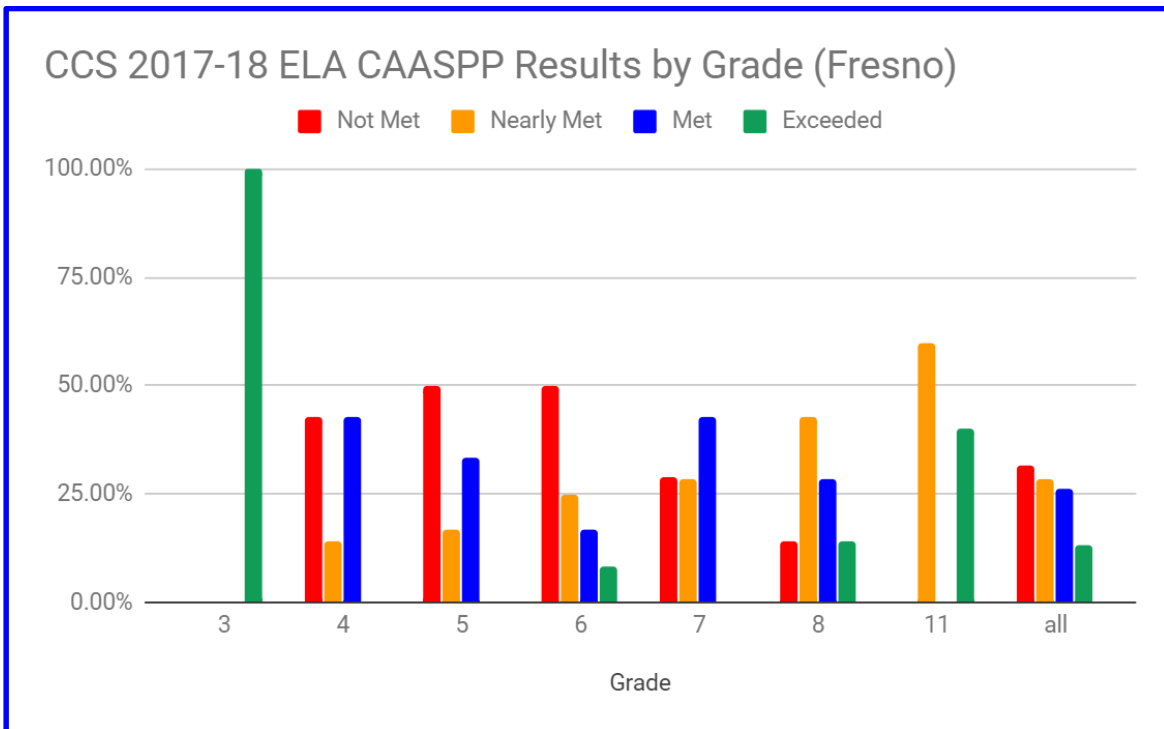


## Fresno Math



## CCS 2017-18 Math CAASPP Results by Grade (Fresno)





Low academic test scores are a complex problem that may be caused by a variety of factors, some of which could be access to content, family mobility, scholar engagement, background experiences, family situations, exposure to technical tools, etc. It is the responsibility of a school to consider these issues, and to find ways to support the scholars toward reaching their academic potential. Because scholars may not necessarily know how to minimize their struggles and maximize learning, it is imperative that schools are there to provide support and direction.

As we have a high percentage of scholars whose test scores fall in the “standard not met” categories for math and ELA, we need to provide these TK-12 grade scholars with additional support in the areas of reading and math to increase their academic performance and proficiency.

These scholars cannot be left on their own to improve their learning and test scores, and our planned systems of support will increase the chances that they will be able to catch up, grow in confidence and then continue their education. Since a solid education can stop the cycle of dropping out, this support is so important to keep scholars from failing and not completing their education. The funding from this Low Performing Block Grant Program will help us purchase additional tutoring, provide individualized attention, and offer access to online practice tools and content. This grant will also allow our staff to learn best practices as they attend professional development workshops. Our staff will be able to use the information to develop parent workshops and facilitate parent discussion so that as a team, our teachers and parents can support and encourage our scholars along their educational journey while adhering to our mission and vision as a school.

### PROGRAM DESCRIPTION

Our vision at Compass Charter Schools 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. This plan supports the Compass vision of preparing scholars for their

future success. Our plan is to support our low-performing scholars at Compass Charter Schools of Fresno through additional tutoring, individualized attention, and access to online practice tools and content.

In using multi-tiered supports, CCS will be able to provide targeted support to struggling scholars and focus on the “whole child.” MTSS supports academic growth and achievement while also considering scholars’ behavior, social and emotional needs. These tiers of support increase in intensity from one level to the next. For example, some scholars receiving small-group interventions may need to “move up” to one-on-one help.

**Our program has five goals, each with its own activities, methods, materials, and methods of assessment:**

| <p><b>Goal #1:</b> To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and postsecondary education.</p>                          |   |  |  |
|---|---|--|--|
| <p><b>Objective:</b> As a virtual school, expand access to evidence-based online resources that will increase scholars’ ability to read accurately and with improved comprehension.</p>   |   |  |  |
| <u>ACTIVITY</u>   | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>  | <u>MATERIALS/RESOURCES</u>   | <u>HOW WILL SUCCESS BE MEASURED?</u>   |
| <p><i>Participate in MTSS Reading Lab</i></p>   | <p><i>In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.</i></p> | <ul style="list-style-type: none"> <li>•Teaching staff</li> <li>•Thinking Storm Tutoring Services</li> <li>•Incentive</li> </ul> | <ul style="list-style-type: none"> <li>•Report from our teachers (internal tutors) and Thinking Storm (external tutoring) showing valuable and meaningful data such as minutes that scholars are engaged.</li> <li>•Improvement on benchmark reading assessments.</li> </ul> |
| <p><b>Objective:</b> As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests.</p>   |   |  |  |
| <u>ACTIVITY</u>   | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>  | <u>MATERIALS/RESOURCES</u>   | <u>HOW WILL SUCCESS BE MEASURED?</u>   |
| <p><i>Participate in online differentiated lessons and instruction for ELA</i></p>  | <p><i>Customized, individualized online instruction; online incentives embedded</i></p>   | <p><i>Freckle Subscription (K-12)</i></p>  | <ul style="list-style-type: none"> <li>•Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher.</li> <li>•Improvement on benchmark reading assessments and ELA CAASPP scores.</li> </ul>                    |
| <p><b>How are these services aligned with and described in the LEA's local control and accountability plan?</b></p> <p>As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for ELA SBAC (Goal 1).</p> |   |  |  |

**Goal #2:** To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and postsecondary education.

**Objective:** As a virtual school, expand scholar access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease.

| <u>ACTIVITY</u>   | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>  | <u>MATERIALS/RESOURCES</u>   | <u>HOW WILL SUCCESS BE MEASURED?</u>  |
|---|---|--|---|
| Receive one-to-one tutoring support 24/7                  | Socratic questioning strategies via mobile device   | •Yup subscription  | <ul style="list-style-type: none"> <li>•Online dashboard showing minutes engaged and data.</li> <li>•Improvement on benchmark math assessments CAASPP scores.</li> </ul>                                |
| Use supplemental online math instruction/practice program | Spatial-Temporal instruction through mastery-based scaffolded lessons   | •ST Math subscription (K-8)  | <ul style="list-style-type: none"> <li>•Online dashboard showing scholar progress data.</li> <li>•Improvement on benchmark math assessments CAASPP scores.</li> </ul>                                   |
| Participate in MTSS Math Lab                              | In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction. | <ul style="list-style-type: none"> <li>•Teaching staff</li> <li>•Thinking Storm Tutoring Services</li> <li>•Incentive</li> </ul> | <ul style="list-style-type: none"> <li>•Report from our teachers (internal tutors) and Thinking Storm (external tutoring)</li> <li>•Improvement on benchmark math assessments CAASPP scores.</li> </ul> |

**Objective:** As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement assessment techniques to track success

| <u>ACTIVITY</u>  | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>                                | <u>MATERIALS/RESOURCES</u>  | <u>HOW WILL SUCCESS BE MEASURED?</u>   |
|--|---|-----------------------------|--|
| Participate in online, differentiated lessons and instruction for math | Customized, individualized online instruction; online incentives embedded | •Freckle Subscription (K-8) | <ul style="list-style-type: none"> <li>•Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher.</li> <li>•Improvement on benchmark math assessments CAASPP scores.</li> </ul> |

**How are these services aligned with and described in the LEA's local control and accountability plan?**

As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for Math SBAC (Goal 1).

**Goal #3: To provide staff development in Common Core that support best practices in instruction for low performing scholars.**

Objective: We are providing Professional Development that focuses on what scholars need to achieve academic growth.

| <u>ACTIVITY</u>  | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u> | <u>MATERIALS/RESOURCES</u>  | <u>HOW WILL SUCCESS BE MEASURED?</u>   |
|--|--|---|--|
| <i>Provide targeted online CCSS-aligned professional development for teaching staff</i>  | <i>Online recorded training</i>            | <i>Achieve the Core Online PD<br/><a href="https://achievethecore.org/">https://achievethecore.org/</a></i> | <i>•Internal tracking of teacher attendance</i>  |
| <i>Provide internal CCSS-aligned professional development by CCS cadre</i>   | <i>Online live training</i>                |   | <i>•Internal tracking of teacher attendance</i>  |
| <b>Objective: Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team.</b>  |  |   |  |
| <i>Attendance at professional educational conference</i>   | <i>In person workshops</i>                 | <i>California Charter Schools Assn Conference registration and expenses</i>                                 | <i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i> |
| <i>Attendance at professional educational conference</i>   | <i>In person workshops</i>                 | <i>AVID Summer Institute registration and expenses</i>  | <i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i> |
| <b>How are these services aligned with and described in the LEA's local control and accountability plan?</b><br>By sending staff to training for Common Core, California Charter Schools Association Conference and AVID Summer Institute, we will increase academic achievement by providing professional development (Goal 1, Action 3). |  |   |  |

| <b>Goal #4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.</b>                                       |  |   |  |
|--|--|---|--|
| <b>Objective: Develop parenting workshops and a parent support group which result in increased knowledge and confidence that are measured by parent participation and survey feedback.</b> |  |   |  |
| <u>ACTIVITY (and which staff)</u>  | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u> | <u>MATERIALS/RESOURCES</u>  | <u>HOW WILL SUCCESS BE MEASURED?</u>   |
| <i>Parent Workshop: Supporting their independent study scholars</i>  | <i>Workshops - direct instruction</i>      | <i>Online Videos "Coaches' Corner" created by Compass staff (already created)</i> | <i>•Sign-in attendance sheets.<br/>•Survey parents at the end of the semester to ascertain positives and opportunities for growth.</i> |
| <i>New Parent Workshops: Targeted support to</i>   | <i>Workshops - direct instruction</i>      | <i>New Online Videos</i>  | <i>•Sign-in attendance sheets.<br/>•Survey parents at the end of the</i>   |



|   |  |  |   |
|---|--|--|---|
| <i>increase academic achievement</i>  |  |  | <i>semester to ascertain positives and opportunities for growth.</i>  |
| <i>Parent Support Group: Create collaborative environment within ParentSquare community for Parents to share best practices</i>   | <i>Group Work - parents supporting other parents monitored and/or facilitated by CCS Staff</i> | <i>ParentSquare community group with facilitation by CCS Staff</i> | <ul style="list-style-type: none"> <li>•Number of parents in support group.</li> <li>•Survey parents at the end of the semester to ascertain positives and opportunities for growth.</li> </ul> |
| <p><b>How are these services aligned with and described in the LEA's local control and accountability plan?</b><br/>         By providing parent workshops and a collaborative community, we will increase scholar and parent engagement by facilitating more Learning Coach (parent) involvement (Goal 2, Action 4).</p> |  |  |   |

|  |   |                              |   |
|--|---|------------------------------|---|
| <p><b>Goal #5:</b> Provide a foundation for safe and positive learning environment, while enhancing our scholars' ability to succeed in school, life and career.</p>   |   |                              |   |
| <p>Objective: As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child's academic performance, self-control, empathy, and optimism.</p>   |   |                              |   |
| <u>ACTIVITY (and which staff)</u>  | <u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>  | <u>MATERIALS/RESOURCES</u>   | <u>HOW WILL SUCCESS BE MEASURED?</u>  |
| <i>Incorporate MindUp SEL lessons into the academic framework to build awareness and self-regulation.</i>  | <i>Customized online direct instruction</i> | <i>MindUP Curriculum K-8</i> | <ul style="list-style-type: none"> <li>•Social Emotional Learning Formative Assessment Rubric and Progression Chart</li> <li>•Improvement on benchmark math assessments CAASPP scores.</li> </ul> |
| <p><b>How are these services aligned with and described in the LEA's local control and accountability plan?</b><br/>         As this curriculum is successfully implemented, we will build awareness and self-regulation that increases a scholars' academic performance, self-control, empathy, and optimism. (Goal 1).</p> |   |                              |   |

**IMPLEMENTATION**

**TIMELINE:**

|                      |  |
|----------------------|--|
| <b>January 2019</b>  | <ul style="list-style-type: none"> <li>•Develop schedule for Professional Development for staff using Align the Core online PD</li> <li>•Plan Writing, Math Lab plan and how to incorporate Thinking Storm for additional tutoring</li> <li>•Map out schedule for re-sharing created online workshop recordings</li> <li>•Map out schedule for New Parent Workshop topics</li> </ul> |
| <b>February 2019</b> | <ul style="list-style-type: none"> <li>•Implement Yup.com and ST Math for 2nd semester</li> <li>•Develop &amp; Implement Writing, Math Lab plan</li> <li>•Survey parents for baseline of their knowledge of CCSS &amp; instructional strategies</li> <li>•Hold New Parent Workshop, Topic #1</li> </ul>  |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>• Implement Parent Support Group</li> <li>• Plan MindUp Implementation</li> </ul>  |
| <b>March 2019</b>      | <ul style="list-style-type: none"> <li>• Send two teachers to California Charter Schools Association Conference</li> <li>• Hold New Parent Workshop, Topic #2</li> </ul>  |
| <b>April 2019</b>      | <ul style="list-style-type: none"> <li>• CAASPP testing</li> <li>• Hold New Parent Workshop, Topic #3</li> </ul>  |
| <b>May 2019</b>        | <ul style="list-style-type: none"> <li>• Hold New Parent Workshop, Topic #4</li> </ul>  |
| <b>June 2019</b>       | <ul style="list-style-type: none"> <li>• Send six teachers to AVID Summer Institute</li> <li>• Gather data to prepare to assess plan</li> <li>• Surveys regarding Parent Workshops and Parent Support Groups</li> </ul> |
| <b>July 2019</b>       | <ul style="list-style-type: none"> <li>• Assess the plan's goals &amp; objectives to make adjustments for the 2019-2020 school year.</li> </ul>   |
| <b>September 2020</b>  | <ul style="list-style-type: none"> <li>• Implement adjusted plans for 2020-21 school year.</li> </ul>   |
| <b>June 2021 (end)</b> |   |

## BUDGET

| <b>Compass Charter School - Fresno</b>             |  |   |                   |                   |                   |
|--|--|---|-------------------|-------------------|-------------------|
| PRODUCT  | COST   | QUANTITY PER YEAR                                     | TOTAL 2018-19     | TOTAL 2019-20     | TOTAL 2020-21     |
| ST math year subscription (K-8)<br>ELA (K-12)      | \$500 school start-up<br>cost, plus<br>\$35/scholar/year | 7 (2016-17)   | \$ 745.00         | \$ 245.00         | \$ 245.00         |
| Yup year subscription (K-12)                       | \$100/scholar/year                                       | 7 (2016-17)   | \$ 700.00         | \$ 700.00         | \$ 700.00         |
| Thinking Storm or other for<br>additional tutoring | \$20/hour/scholar  | 30 hrs  | \$ 600.00         | \$ 600.00         | \$ 600.00         |
| Freckle (K-8 math, K-12 math)                      | \$700 proportional share<br>based on scholar count       | license   | \$ 700.00         | \$ 700.00         | \$ 700.00         |
| Scholar improvement incentive                      | \$12/scholar   | 7 (2016-17)   | \$ 84.00          | \$ 84.00          | \$ 84.00          |
| Professional Development for<br>teachers - AVID    | \$1250/person  | YR1- funded by other<br>YR2 & YR3 -one<br>funded here | \$ -              | \$ 1,250.00       | \$ 1,250.00       |
| Professional Development for<br>teachers - CCSA    | \$2000/person  | 1   | \$ 2,000.00       | \$ 2,000.00       | \$ 2,000.00       |
| MindUp Curriculum for SEL                          | \$0  | 7   | \$ -              | \$ -              | \$ -              |
| Align the Core Online PD                           | \$0  | All Teacher   | \$ -              | \$ -              | \$ -              |
| <b>TOTAL</b>                                       |  |   | <b>\$4,829.00</b> | <b>\$5,579.00</b> | <b>\$5,579.00</b> |

## EVALUATION

We will evaluate our plan annually to assess its effectiveness in helping our scholars reach their academic goals. The evaluation will focus on math and English language arts concepts. As we address our plan's objectives, our evaluation will focus on assessing our success at increasing scholar's knowledge with math and ELA concepts at their grade levels, by engaging them in quality inquiry-based activities, and increasing the amount of one-to-one tutoring and instruction. We will use a variety of formative assessment methods (surveys, observations and internal diagnostic tests) to provide us with data to improve our program and summative data from SBAC scores to show our program's impact.