

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Compass Charter Schools of San Diego	37-68313-0127084	January 15, 2021	January 31, 2021

Purpose and Description

Compass Charter Schools (CCS) of San Diego is a free, nonclassroom-based public charter school authorized by the Mountain Empire. Unified School District. As a TK-12 personalized learning public charter school, CCS operates a school-wide Title I program to meet the needs of its scholars. CCS was identified by the California Department of Education for Comprehensive Support & Improvement for the performance on the California School Dashboard's Graduation Rate Indicator.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Compass Charter Schools (CCS) of San Diego uses its federal funding to supplement the base instructional program for its scholars (students). The 2020-21 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) as the result of the global health pandemic. Furthermore, this plan aligns to the provisions of the LCAP Federal Addendum which was approved by the California Department of Education in the 2019-20 academic year.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of CCS' mission and vision and the goals for all scholars are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually prior to submission to the Board of Directors for final adoption.

Each learning coach (parent) will receive updated progress information about the academic growth of his/her child every eight weeks. The Assistant Superintendent & Chief Academic Officer will present the scholar achievement data quarterly for all scholar groups and significant scholar groups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Supervising teachers (STs) and staff will meet monthly to review the progress of the scholars in their class. Scholars are provided with interventions, and STs review individual scholar progress in the

core curriculum as well as in intervention. If adequate progress is being made, the STs will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the STs may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the STs may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team (SST), or if there is another intervention which would improve the scholar's skills.

As the stakeholders meet to determine the schoolwide goals, the review of scholar achievement data determines the types of activities that should be provided to increase achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars.

CCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the learning coaches to propose suggestions and questions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement (SPSA) was developed in concert with our Local Control and Accountability Plan (LCAP) and Learning Continuation and Attendance Plan (LCP). This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research, and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/LCP/SPSA development, so the analytical work of the LCAP/LCP/SPSA drives the development of the budget. Below you will find the timeline for stakeholder engagement and approval process for our SPSA:

Scholar Leadership Council Meeting (September 8, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Parent Advisory Council Meeting (September 18, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Leadership Team Meeting (January 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

Parent Advisory Council Meeting Approval (January 15, 2021) Reviewed the SPSA and provided final feedback.

Board of Directors Meeting (January 31, 2021): Final SPSA approved.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The 2019 California School Dashboard demonstrates the following priority areas of need for Compass Charter Schools (CCS) of San Diego:

- **Graduation Rate Indicator (GRI):** Schoolwide performance was identified as “Red” which demands immediate attention to improve the 46.7% graduation rate as a school. Additionally, the Socioeconomically Disadvantaged (SED) scholar group underperforms the schoolwide performance with 40% graduating in 2019.
- **College/Career Indicator (CCRI):** The schoolwide performance in 2019 was 7% of CCS of San Diego scholars being classified as “Prepared” for college/career.
- **Academic Indicators (English Language Arts and Mathematics):** As expected, based on GRI and CCI, the root analysis of the data points to the need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA (schoolwide: “Orange”) and mathematics (schoolwide: “Red”).
- **English Learner Progress Indicator (ELPI):** CSS of San Diego’s English Learner scholars annual growth of 33.3% equates to the state performance level of “Very Low”.

Goals, Strategies & Expenditures

Goal 1: College/Career Preparation

Improve scholar achievement in English/Language Arts and mathematics to increase the percentage of scholars meeting the “prepared” level of performance for the Career/College Indicator (CCI), and thereby improving the Graduation Rate Indicator (GRI).

Identified Need

The data previously discussed in the “Resource Inequities” section provides the basis for this goal. While resources from the base program have been used effectively, the data demonstrates the need to strategically address varied needs of scholar groups to meet our targets for improvement in GRI and CCI. With English and mathematics skills being barriers to scholar achievement, the CCS of San Diego’s community believes addressing these skills will lead to gains in graduation and college/career preparedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Internal Math Assessment (% “At/Above Grade-Level”)	71 % At/Above Grade-Level K-5 43% At/Above Grade-Level 6-8 3% At/Above Grade-Level 9-12	81 % At/Above Grade-Level K-5 53% At/Above Grade-Level 6-8 13% At/Above Grade-Level 9-12

SBAC Mathematics (% “Meets/Exceeds” Standard)	24 % Schoolwide 116.7 below standard Hispanic/Latino 104.7 below standard Socioecon. Disadvantaged 156.6 below standard English Learners	34% Schoolwide 106 points below - 10% improvement Hispanic/Latino 95 points below - 10% improvement Socioecon. Disadvantaged 142 points below 10% improvement English Learners
Spring Internal English Language Arts Assessment (% “At/Above Grade-Level”)	49% At/Above Grade-Level	59% At/Above Grade-Level
SBAC English Language Arts (% “Meets/Exceeds” Standard)	28.2 % Schoolwide 136.7 below standard Hispanic/Latino 50.2 below standard Socioecon. Disadvantaged 136.7 below standard English Learners	38 % Schoolwide 124 points below standard - 10% improvement Hispanic/Latino 45 points below standard -10% improvement Socioecon. Disadvantaged 124 points below standard - 10% improvement English Learners
Concurrent Enrollment	3.8% 2019-20	7% 2020-21
A-G Course Completion (Graduating Seniors)	20.5% 2019-20	25% 2020-21
Graduation Rate Indicator – CA School Dashboard	46.7% Schoolwide 41.7% Hispanic/Latino 40%% Socioecon. Disadvantaged 50%% White	56% Schoolwide 51% Hispanic/Latino 50% Socioecon. Disadvantaged 60% White
Career/College Indicator – CA School Dashboard	7% Schoolwide 6.9% Socioecon. Disadvantaged 8.7% Hispanic/Latino 8.3% White	17 % Schoolwide 16.9 % Socioecon. Disadvantaged 18.7 % Hispanic/Latino 18.7 % White

Strategy/Activity 1: Consultant (Graduation, College/Career)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$ 30,000	Consultant – Altitude Learning	CSI
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Strategy/Activity 2: Schoolwide AVID Implementation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$ 61,773	AVID XP Online	CSI
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\$ 17,500	Altitude Learning	CSI
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Strategy/Activity 3: Targeted Interventions (Tutoring)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 37,061 Certificated Salary (Partial): Scholar Success Coordinator	Title I
\$ 70,187 Classified Salaries: Tutors (4)	Title I
\$ 4,638 Certificated Salary (Partial): Dir. Curriculum/Instruction	Title I

Strategy/Activity 4: Summer School

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 23,040 Salary: 9 Certificated Teachers, Summer School	LCFF
\$ 6,170 Salary (Partial): Summer School Administrator	Title I

Strategy/Activity 5: Summer Slide Mitigation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide access to online academic resources in English and mathematics for at-risk Scholars to mitigate “summer slide” in these two content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 7,784 Adventure to Learning	CSI
\$ 9,750 Edgenuity (Grades 6-12)	CSI
\$ 11,750 Istation (Grades K-5)	CSI

Strategy/Activity 6: Accelerated Course Option Program (ACOP)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 46,980 Accelerate Education	LCFF
\$30,131 Accelerate Education	CSI

Strategy/Activity 7: A-G Course Offerings

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide expanded offerings for high school scholars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 1,435 Leading Edge	CSI

Goal 2: English Learner Progress

Increase achievement of scholars classified as English Learners.

Identified Need

Compass Charter Schools (CCS) of San Diego's English Learner Performance Indicator (ELPI) performance in 2019 identifies the growth of EL mastery of English is 33.3%. This requires more focused attention to ensure EL scholars not only demonstrate annual growth but reclassify as "RFEP" in order to prepare them for graduation and college/career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22.2%	28%
ELPI Annual Progress	33.3% "Very Low"	40%
SBAC English Language Arts (% "Meets/Exceeds" Standard)	136.7 points below standard English Learners	124 points below standard - 10% improvement English Learners

Strategy/Activity 1 – English Learner Coordinator & ELD Instruction

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Our English Learner Coordinator will support English learners by providing Designated ELD using a research-based ELD curriculum and provide professional development to core teachers to ensure effective Integrated ELD instruction. In addition, the EL Coordinator will provide direct support for all EL scholars through support sessions. The combination of these strategies will increase the annual growth and reclassification rates of EL scholars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 9,697 Certificated Salary (Partial): English Learner Coordinator	Title I
\$ 32,275 Certificated Salary (Partial): English Learner Coordinator	Title III

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 130,152
Total Federal Funds Provided to the School from the LEA for CSI	\$ 170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 283,546

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$32,275
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ (Enter state or local funds subtotal here)

Total of federal, state, and/or local funds for this school: \$(Enter total funds here)