

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 Yolo	57-72702-0139436	January 15, 2021	January 31, 2021

Purpose and Description

Compass Charter Schools (CCS) of Yolo is a free, nonclassroom-based public charter school authorized by the Winters Joint 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 of Yolo began operation in July 2019, so there is no statewide data available to measure as state assessments were suspended due to the global pandemic.

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 Yolo 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 (students) 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.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds.

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 parents 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

Compass Charter Schools (CCS) of Yolo began operation in July 2019, so there is no statewide data available to measure as state assessments were suspended due to the global pandemic.

Goals, Strategies & Expenditures

Goal 1

Improve scholar achievement in English/Language Arts and mathematics to ensure growth in 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

CCS of Yolo began operation in Fall 2019, so there is no state testing data available. While resources and academic supports within our academic programs have been used effectively, CCS of Yolo will strategically address varied needs of scholar groups to meet our targets provided in the Annual Measurable Outcomes section. One such need has been identified in our population of 6-12 grade scholars in the areas of English and Math.

Although CCS of Yolo does not currently have California School Dashboard data to identify a need to target graduation rates, our scholars participate in biannual internal diagnostic testing in reading and math. The data from these diagnostics exams indicate 79% of our TK-5 scholars are at or above grade level in math. However that percentage drops off significantly for our 6-12 scholars whom 35% are at grade level in math. This need is reflected in our reading scores where again 79% of our TK-5 scholars are at or above grade level whereas only 56% of our 6-12 population of scholars are at or above grade level.

Consequently CCS of Yolo will focus on addressing this disparity for our 6-12 scholars to ensure they are eligible to graduate according to their graduation plan. By addressing these skills the CCS of Yolo’s community believes the results will lead to an increase in graduation and college/career preparedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Internal Math Assessment (% “At/Above Grade-Level”)	TK-5 79% At/Above Grade-Level 6-12 35% At/Above Grade-Level	80% of all scholars At/Above Grade-Level
SBAC Mathematics (% “Meets/Exceeds” Standard)	N/A	Establish School Wide Baseline
Fall Internal Reading Assessment (% “At/Above Grade-Level”)	TK-5 79% At/Above Grade-Level 6-12 56% At/Above Grade-Level	80% of all scholar At/Above Grade-Level
SBAC English Language Arts (% “Meets/Exceeds” Standard)	N/A	Establish School Wide Baseline

Graduation Rate Indicator – CA School Dashboard	N/A	Establish School Wide Baseline
Career/College Indicator – CA School Dashboard	N/A	Establish School Wide Baseline

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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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, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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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, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 17,635 Certificated Salary (Partial): Scholar Success Coordinator, EI Coordinator \$4,614	Title I
\$ 2,039 Administrative Salary: \$33,398 Tutors (4)	Title I
\$ 2,207 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)
\$ 9,986.00 Salary: 9 Certificated Teachers, Summer School	Title I

\$ 2,039 Salary (Partial): Summer School Administrator	Title I
\$ 0 Salary (Partial): Dir. Curriculum/Instruction	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, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$	

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, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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	\$61,932
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 61,932

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 (\$)
[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]