

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego 850 Hampshire Road, Suite P Thousand Oaks, CA 91361 Website: https://www.compasscharters.org/	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Compass Charter Schools of San Diego (CCS) - CDS Code: 37 68313 0127084

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
Compass Charter Schools of San Diego (CCS) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020 due to the following school indicators: Red level for all student group in Graduation (46.7%, a 3.8% increase), College/Career (7% prepared, a 4.1% decline) and Math (98.8% Below Standards, a 7.2 points decline). And Orange level for English/Language Arts (48.6 Points Below, a 26.1 point decline). Finally, our English Learner Progress at 33.3% making progress towards English language proficiency. Although our school indicators may show our progress has declined in the previous year, we remain steadfast in our devotion and commitment to our scholars' success. As a result of this commitment, this year we have implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2020-21 school year. Through this school-wide WIG, all departments have developed their own aligned WIG that will guide the goals of our Supervising Teachers (STs) and Professional Learning Communities (PLCs) data collection. Lead and lag measures will determine the development and data reporting for this WIG. This WIG data, at the department level, will be shared bimonthly to provide a compelling scoreboard to indicate the lead and lag measures. The overall CCS of San Diego WIG goal will be shared with CCS of

San Diego staff on a weekly basis to monitor goal achievement. To further involve the stakeholders in the implementation and progress of the WIG, the goal will provide the focus for all collaborative ideation and work completed in staff committees, divisions and department, the Parent Advisory Council, and the Scholar Leadership Council.

As a non-classroom-based public charter school, CCS of San Diego seeks to provide opportunities for learning coaches (parents) to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners. CCS of San Diego continuously engages all stakeholders in their evidence planning and decision-making processes. For example, CCS of San Diego holds various Leadership Team meetings to review data for initial planning. Town Halls are held monthly in which updates are presented and questions by staff are answered by our Superintendent. Leadership councils lead by scholars, learning coaches and staff examine data, propose initiatives, and receive feedback. CCS of San Diego also utilizes planning surveys of scholars, learning coaches and staff. The engagement of both scholars and learning coaches is essential to the success of our community.

Additionally, stakeholders are regularly surveyed or polled to help identify resource inequities. We have a Parent Advisory Council (PAC), Scholar Leadership Council (SLC), and a Staff Advisory Committee (SAC) who meet regularly and collect, then share, information regarding resource inequity concerns as part of their function. Recent resource inequities identified were that more documents need to be translated into Spanish for our English Learner (EL) population. As a result, an internal Translation Committee was formed to identify, track, and translate relevant documents. As resource inequities are identified and reported to these councils and to the Leadership Team, committees and/or task forces are formed or the tasks are assigned to the appropriate individuals to address. Actions taken are then shared with staff through our Superintendent's Weekly Update and actions pertaining to families are shared in communications from the school, which currently uses ParentSquare as the platform for such communication. Staff and families are made aware via such communications and via the Employee Handbook and Scholar Handbook, respectively, as to whom to report any resource inequities. As for our evidence-based interventions and practices, CCS of San Diego will continue with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. This diagnostic assessment uses a bank of questions that are skill-based which is determined through grade-level skill mastery. These questions and the scholar's grade level determine which questions should be answered correctly to show skill mastery. Those questions that are not answered correctly show a skill gap and contribute to the determination of the tier level and interventions needed. From these assessments, skill gaps will be identified and an Individual Learning Path (ILP) curriculum will be assigned based on those gaps. The completion of this curriculum, which will be used to fill learning gaps specific to reading and math, will be monitored by the

tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and Support (PBIS) model, scholars who show engagement and improvement through this curriculum will be recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-wide recognition program.

It is through this process of stakeholder engagement that CCS of San Diego completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions and practices. This needs assessment was conducted to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve scholar performance. Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, PAC, and SLC, input was provided on both statewide and internal assessment data, through Edgenuity and Istation. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the PAC to review the CSI Plan.

Based on these results, CCS of San Diego will implement a consistent system of internal assessment for benchmarking, provide additional professional development to increase the capacity of staff to respond to scholar academic and social-emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction. CCS of San Diego will modify the previous Local Control Accountability Plan (LCAP) goals, actions, and metrics slightly while maintaining a rigorous academic program, high-quality professional development, and increasing scholar achievement of targeted populations. Additionally, CCS of San Diego will add a new goal to focus on the unique needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Compass Charter Schools (CCS) of San Diego will monitor the implementation of the CSI plan to support scholars and school-wide improvement by partnering with Altitude Learning. Through monthly meetings, the CCS Leadership Team and the Altitude Learning Team will build capacity in the instructional systems through continuous improvement, incorporate a holistic and integrated approach, apply technical and adaptive methods to attain immediate and

transformational change, focus on collaboration and solution building, and utilizing innovation to drive equity and access for all scholars. CCS of San Diego plans to monitor the effectiveness of the plan in numerous ways. First, we will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our Superintendent. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches and staff to examine data, propose initiatives, and receive feedback. Second, the teams will utilize the systems created to review what the scholars are doing, what the Supervising Teachers (STs) are doing, how the scholars and STs are interacting with each other and with the core content, and what the instructional content looks like. The teams will review work completion during learning periods, feedback provided to scholars, quarterly benchmarks, attendance rates, and personalized learning plans. The Leadership Team will implement specific reporting systems to collect these specific data points to monitor scholar growth and progress. As strengths are identified through these reporting systems and Professional Learning Communities (PLCs), the PLC teams will reflect on the factors that are making progress possible. As areas of opportunity for growth are identified, the PLC teams will reflect and evaluate the evidence-based strategies implemented to effectively promote academic growth and progress. Through the continued evaluation of these strategies, those which are not effectively showing scholars growth will be discontinued or replaced with evidence-based strategies and/or interventions. CCS of San Diego has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the AVID (Advancement Via Individual Determination) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby tutors use supplemental curriculum through Istation and Edgenuity to address scholar needs. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by the instructional staff and learning coaches. These can include regularly scheduled grade level subject specific synchronous learning labs or specialized workshops offered to support a range of skills necessary for scholar success. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. And lastly, scholars will complete the diagnostic assessment three times a year to show growth. After each diagnostic assessment, scholars will be assigned to a specific ILP tutoring group and will complete the ILP curriculum to close skill gaps in reading and math. This data will be shared through a compelling scoreboard so all Supervising Teachers can recognize growth. The Supervising Teachers will monitor scholar's completion of these assignments, tutoring attendance in reading and math, curriculum completion, and growth through data analysis of each assessment. The Assessment Coordinator will collect and disseminate the data from each diagnostic assessment to the Supervising Teacher, Scholar Success Coordinator, and tutors. Tutors under the MTSS framework will provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and ILP supplemental curriculum to provide additional support and instruction to address needs. The LEA will monitor the

effectiveness and implementation of this program by collecting specific data at-risk scholars determined through diagnostic assessment tier identification and academic progress to meet standards and close skill gaps from the supervising teachers bi-monthly. Likewise, the LEA will collect and share data collected from the scholar success coordinator that will show scholar growth through diagnostic assessments, ILP course completion, and tutoring participation. This data will be also shared with all of the staff through a compelling scoreboard.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.