

Compass Charter Schools (CCS)

Description of Program (curriculum, instructional strategies, teaching staff, learning environment, and method of teacher interaction with students.)

CCS MISSION

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

CCS VISION

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.

CCS has also developed Schoolwide 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

We will meet our families’ needs by allowing them to:

- Create a compelling learning environment
- Provide challenging lessons on a daily basis

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 the California content standards, which include the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Standards, English Language Development (“ELD”) Standards, and any other applicable state content standards. Enrollment in CCS is contingent on the parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement.

REALM Charter School’s voluntary independent study program shall be open to scholars in grades 6th through 12th grade. Upon enrolling, the Enrollment Team will verify the program scholars wish to enroll in: the classroom-based program or independent study program. The Enrollment Team will ensure prospective scholars and families understand the differences of both programs, as well as expectations, while ensuring that not more than 20% of the total enrollment at REALM is part of the independent study program.

Program Features

The following variety of strategies and features provide the best opportunities for all scholars to learn at high levels:

1. Online standards-based curriculum aligned to the California Common Core Standards

2. Virtual “Learning Labs” – uses a combination of synchronous (immediate feedback) and asynchronous (feedback is saved or stored in order to be reviewed at a later time) learning environments.
3. Question and Answers forum. This is where scholars can ask any question and get immediate teacher feedback. These Q & A's are stored for other students to view and refer back to when needed.
4. Field trips
5. Elective courses
6. Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis.
7. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress.
4. Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
5. Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

CCS's programs are designed using an independent, learner-centered model that helps scholars become more self-disciplined, better time managers, and more effective problem solvers.

Diversity

CCS is committed to diversity across the staff and teaching teams. Embarking on a new geographic region, CCS recognizes that it will rely on REALM's expertise to recruit and hire a diverse teaching team that closely reflects the scholar body it will be serving in Alameda and the contiguous counties. Moreover, CCS will look to the current REALM teachers and leadership teams to assist CCS with its outreach, curriculum design, and professional development as it relates to culturally relevant pedagogy, ELL supports, communication, and hiring.

Whom the School is Attempting to Educate

In education, one size does not fit all, and CCS is dedicated to providing scholars and families with an online learning environment that can meet an individual scholar's needs. CCS is designed and organized to serve scholars in grades 6-12 who reside in Alameda County and its contiguous counties and have chosen an independent educational setting for any of the following reasons:

- 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 school 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.

A typical week of an Online CCS Scholar

We encourage scholars to set a schedule for their week, one that works with their individual commitments and responsibilities. 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. Scholars need to make daily progress in their courses to finish by the end of the semester. Scholars take five to six classes per semester. Moreover, all scholars must meet their teachers in a Learning Lab once per week for a total of five “live” hour-long sessions per week.

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 Learning Management System (LMS). Scholars’ progress and grades can be viewed 24/7 so that both scholar and Learning Coach (parent) are always aware of their progress.

Every CCS teacher conducts at least 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 ten 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 plan that will allow them to complete all courses by the end of the semester. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Curriculum and Instructional Design

Overview of Learning Environment

CCS provides scholars with a demanding education program and fully credentialed teachers.

CCS is committed to establishing high standards and expectations for all scholars. CCS' courses have been designed to meet today's rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. The online high school curriculum is A-G accredited.

Our self-paced virtual curriculum will foster and develop a love of learning in each scholar by providing an engaging State Standards-based curriculum with real world connections that is flexible enough to fit all schedules. This rigorous education shall provide a wide variety of content regardless of ability level, and strives to ready scholars for the next grade level.

CCS's curriculum shall be effective in meeting the individual needs of its scholars because our teachers practice three key principles of effective virtual pedagogy.

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Q&As, you will rarely see our teachers practice "I talk, you listen." Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar-led discussions, peer to peer learning, inquiry-based instruction, case study analysis, individual and group projects.
2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it's posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group breakout sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.
3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

Researchers advocate virtual learning for instructional effectiveness because scholars have 24/7 access to learning, are exposed to a variety of learning modes, and because scholars can control their pace of learning.

All of our unit lessons are followed by assessments, ensuring that each scholar has mastered content before moving on. The assessments are integrated with planning and progress tools, making it easy to find the right pace by subject and to stay on track. This unique, individualized approach allows each scholar to go as fast or slow as needed as long as they follow the pacing guides, keep track of semester end dates, and follow instructions provided by their teachers. Scholars in grades 6 through 12 will submit their assignments, tests, and quizzes online through our LMS. Both scholar and learning coach are able to see real time updates on progress and grades in all of their courses.

[My Compass/Start Up Orientation](#)

All scholars in grades 6th through 12th who are enrolling in CCS for the first will time take My Compass, an orientation course designed to prepare scholars on how to be successful in

independent study and/or online learning. This course will help scholars familiarize themselves with the CCS program, show them how to submit course work using their accounts in the Charter School's LMS, and more. The emphasis of this course is 21st century communication skills. This course also assists them in setting up daily routines and schedule to stay on track. Writing is an important communication skill and scholars are asked to complete a variety of types of writing and research throughout their courses. One of the lessons in My Compass is how to prevent plagiarism. Scholars are exposed to plagiarism prevention during their core courses as well and teachers use a plagiarism detection program to keep scholars accountable. Scholars also take the Charter School's benchmark test for math and reading in order to establish a baseline for where they are academically. Throughout their time at CCS, scholars will have access to My Compass to review the orientation materials and presentations.

[Arts](#)

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning. Our mission is to inspire and develop innovative and creative learners. CCS believes that the arts nurture a curiosity for lifelong learning.

[Sciences](#)

CCS also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web-based classrooms take on the feel of "labs" and are known as "Learning Labs" because of the investigative and inquiry-based teaching practices that CCS teachers emphasize throughout its curriculum. Additionally, CCS offer a science club in the middle school and wet labs at the high school for our lab science courses.

[Blended Learning Wet Labs](#)

CCS is one of the few independent study virtual charter schools to have its biology, chemistry, and physics labs A-G accredited. As a result, our biology, chemistry, and physics courses offer a blended learning component. Scholars will complete their course work for their biology, chemistry, and physics courses as they do the rest of their classes. The goal of these labs is to provide scholars with the science lab experiences that will prepare them to meet the demands of university laboratory courses.

[Online Instructional Supports](#)

External Apps We Use

[Flipgrid](#) - [Math Flipgrid Sample](#)

[Vocaroo](#) - Allows scholars to record their voices

[Go Formative](#) - [Sample from Math](#)

[Quizziz](#) - [Sample of a learning lab where class uses Quizziz](#)

[Nearpod](#) - [Alternative Energy](#)

[Miro](#) - [Algebra Miro Board](#)

Web-based Virtual Classrooms

Our teachers will host live synchronous web-based classroom instruction, or Learning Labs, up to one hour a week for each subject to conduct State Standards-based instruction. These lessons will be used to introduce new content, build on the prior knowledge of the self-paced work scholars are completing through the LMS, do test prep, review for tests, and answer scholar questions. Teachers will often conduct breakout sessions during the live sessions to allow scholars to participate in group activities, discussions, or projects. Teachers will also hold open office hours, or Q&A sessions, for each course once a week and be available to meet with scholars and learning coaches by appointment when necessary. This type of individualized assistance is what sets CCS apart from other virtual programs.

Regular feedback on progress

Feedback will be given to scholars and parents frequently in a variety of ways:

- Scholars receive written feedback from teachers on written assignments, tests, and quizzes
- Scholars and parents access this feedback in the gradebook of the LMS
- Scholars and parent receive weekly progress reports to their emails each Monday
- Every teacher has a school-provided cell phone. Scholars and parents can get specific feedback by calling or emailing their teacher directly or using the messaging center in the LMS

Flexible Course Scheduling

All online courses have built in pacing plans with due dates that help guide the scholar in submitting their course work and assignments. Although scholars may work at their own pace, work ahead, etc., these due dates will ensure scholars complete the course by the end of the semester.

Advantages of Virtual Learning

There are many benefits to virtual learning. Professionals that teach in an independent study environment are able to focus less on planning and content development, and more time to be spent on the other value-added tasks undertaken by highly effective teachers. In other words, more quality instructional time is spent working 1:1 with scholars or in small groups and interacting with them in the learning environment than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for scholars and creates a clearer focus for teachers.

The table below describes six primary tasks executed by highly effective teachers and the differences between the independent study environment and a traditional classroom setting.

Task	Traditional Classroom	Virtual Classroom
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<p>Lesson Planning –</p> <p>Content</p> <p>Development</p>	<p>Lesson plan for daily teaching</p> <p>Prepare materials used for lessons</p> <p>Teach lessons</p> <p>Review lessons not learned</p>	<p>Material already planned and content already prepared – minimal planning and preparation required.</p>
Grading	<p>Grading all scholar work</p> <p>Short turnaround on math and daily assignments</p> <p>Longer turnaround times in Language Arts on research papers or essays</p> <p>Other subjects fall in the middle</p>	<p>Much scholar work graded automatically</p> <p>Math work done largely by computer with some answers graded by teachers</p> <p>Language Arts heavy on writing and require grading time equal to Face-to-Face</p> <p>More time available for “value- added” grading</p>
Checks for Understanding	<p>Must respond to scholars in the classroom</p> <p>Have one hour a day to answer questions</p>	<p>Questions come via email or in online chat sessions</p> <p>Can receive questions anytime</p> <p>Can respond to questions within 24 hours</p> <p>Many questions are repeats and teachers develop pre-arranged answers</p>

Monitoring Scholar Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review scholar data and adjust teaching	Monitor online Refer to gradebook Respond to parent/scholar concerns Alert parents when problems arise Review scholar data and coach scholar progress
Monitoring Behavior	Keep scholars in line with classroom rules	Keep scholars in line on chats

Independent Study Assurances and Attendance (breakdown of instructional minutes for the online program as opposed to the seat-based program, which is required to determine whether the Charter School is complying with Education Code section 47612.5.)

REALM shall comply with all applicable independent study laws and regulations including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 11963-11963.7. These laws require, among other things, that REALM shall operate pursuant to an adopted independent study Board policy and each student will have a master agreement.

REALM will offer the same number of instructional minutes as set forth in Education Code Section 47612.5(a) for the appropriate grade levels and will operate for the required minimum of 175 days as set forth in the California Code of Regulations, Title 5, Section 11960. CCS will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

REALM will ensure at least 80 percent of the instructional time offered by REALM shall be at the schoolsites, and REALM shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the schoolsite for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

Master Agreement

Pursuant to Education Code Section 51747, enrollment in REALM is contingent on scholar, parent, and teacher signing a Master Agreement Form ("MA") prior to the first day of class each year. This is a legal document and must be signed, dated, and returned to REALM. Parent and scholar will not have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting courses will result in the withdrawal of the scholar from REALM. The signed MA is the agreement that parent and scholar wish to continue enrollment in REALM. All scholars enrolled in Independent Study must sign a new Master Agreement each year. Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an independent study school looks very different than a brick and mortar school.

Work Samples

Independent study attendance credit is determined using the time value method which is based on assignments (work samples) given and evaluated by the certificated teacher and recorded by the school. (EC Section 51747.5, California Code of Regulations, Title 5, Section 11703.)

Attendance is determined by amount of work samples submitted rather than time in seat. Recorded attendance in days should not exceed more than five (5) days in one school week, unless on a specific attendance track. Attendance should be counted in days not hours.

Learning Periods

Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated by the collecting of work samples during each learning period. (EC Section 517470(a).)

Virtual Classroom Attendance – Learning Labs

Attendance in Learning Lab sessions are a part of the scholar's participation grade for their classes. Q&A sessions are also live and hosted by content area teachers. These sessions are scheduled for 1:1 support, tutoring, intervention, enrichment or group tutoring.

Truancy Policy

Excessive absences are considered truant. In these cases, REALM may deem that enrollment at REALM is not in the best interest of a scholar. REALM will follow due process to determine if independent study is a good match for a child to succeed.

REALM scholars are considered truant if they fail to complete five assignments during any period of ten school days.

Excellence Pledge for Independent Study

A group of independent-study charter school leaders ... have signed an "Excellence Pledge," and banded together to dispel what they say are myths about virtual charters they believe have been fueled by recent controversies involving legal battles, charter brokering and turf wars. (The San Diego Union-Tribune, 2016)

The Pledge reads:

Independent study in the state of California is defined as non-classroom-based instruction. Non-classroom-based instruction includes, but is not limited to, independent study, homeschool, work-study, and distance and computer-based education.

We, the undersigned, pledge to the following in the operation and management of our charter schools offering independent study.

1. As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program

that is relevant, rigorous, and aligned to 21st Century learning.

2. As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional offices of education, and the California Department of Education.
4. As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media draw comparisons speaks to the fact that they are unaware of what we do or are acting on rumor and misinformation.
5. As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that offer innovative and tested methods of instruction and self-paced learning. We are helping scholars to think, communicate, and achieve.
7. The undersigned represent schools and organizations serving scholars in 26 Counties. Our programs, events, and activities align with personalized and adaptive learning elements to meet scholars where they are educationally to promote and achieve their academic success.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.

Measuring Scholar Outcomes

The Request for Material Revision fails to contain a reasonably comprehensive description of the process for identifying and enrolling pupils in the online program, assessment measures and frequency, measurable pupil outcomes, and methods for assessing pupil progress.

Measuring scholar outcomes is essential and allows us to reflect, analyze, and direct instruction regarding the skills and knowledge our scholars have gained. CCS strives for 100% participation on the Smarter Balanced Assessment and CCS teachers spend significant planning time understanding the test and how to best prepare scholars for success (Exhibit 1).

All CCS scholars participate in the StrongMind formative and summative assessments. All CCS

staff review the data at an all-day professional development at the beginning of the year (exhibit 2).

In addition to the district-wide assessments, CCS teachers use unit tests, quizzes, and writing assessment to constantly monitor scholar progress toward mastery of the content standards. CCS also uses an adaptive assessment program that provides instruction and supplemental work based on scholar test results. Through these resources, CCS shall monitor and adjust instruction based on scholar, class, and grade level results (Exhibit 3).

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Compass. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these assessments will be used to help guide instruction and monitor progress. As scholars take the assessment, Istation provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component for additional tools and resources for scholars.

Curriculum Assessments

Throughout the online curriculum, there are quizzes after each section and tests after each unit. These curricula-based exams allow teachers to monitor for understanding and reteach areas as necessary. Material used in Learning Labs can come from these exams. These tests and quizzes, along with writing prompts and samples, allow teachers to target areas for individualized instruction and assistance.

Support

CCS will provide all scholars identified as low achieving with an intervention program that best suits their needs and takes into consideration their individual learning styles.

CCS will implement the Response to Intervention model ("RTI"), 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.

At CCS, RTI is set up as a three-tier system of support:

Tier 1: Universal Screening and Core Classroom Instruction

Within Tier 1, all scholars receive high-quality differentiated instruction and are screened to determine an academic baseline and identify struggling learners.

- At all levels TK-12, teachers will provide small group instruction to meet the differentiated needs of scholars.
- Scholars who are not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Supplemental Interventions and Supports

Tier 2 Interventions will be provided in the areas of Math and Language Arts based on results from the i-Ready Diagnostic assessments, or referral through the Scholar Success Team (“SST”) process.

- Teachers will monitor and adjust the computer assisted instruction as appropriate for scholar needs.
- For scholars in Tier 2, progress monitoring will occur regularly (six weeks’ maximum) to ensure that progress is being made with these interventions.
- Scholars who are not showing adequate progress are moved to Tier 3.

Tier 3: Intensive Interventions

We anticipate that a small percentage of scholars will require additional support beyond the Tier 2 intervention. Tier 3 scholars are provided the most intensive instruction, which typically means one-on-one intervention or working in very small groups (2-5 scholars).

- Skill-specific interventions are delivered by teachers to those small groups.
- Progress monitoring occurs more frequently (four weeks’ maximum) to ensure progress is being made with the intervention.
- Scholars who do not achieve the desired level of progress may be referred for a comprehensive evaluation and may possibly be eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004.

Scholar Success Team Procedures

The purpose of a Scholar Success Team is to assist scholars who are performing below or above grade level or are academically challenged by developing a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist scholars with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and scholar.

The function of the Scholar Success Team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member’s unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral. The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths.

Plan for Scholars that are Academically High Achieving

Scholars who are high achieving will thrive at CCS. This is because our curriculum is self-paced and highly personalized, allowing scholars to move ahead at their own pace. Teachers differentiate lessons and activities for high achieving scholars just as they do for low achieving scholars. Scholars will be encouraged to explore content in greater depth and incorporate scholar interests and strengths. CCS identifies high achieving scholars through the results of their i-Ready diagnostic assessment, progress reports, and SBAC test results. Scholars in high school are able to take advantage of our Accelerated Course Options Program (“ACOP”; described below) and concurrent enrollment at community colleges.

Plans for Scholars that are Academically Low Achieving

Identification

We believe that early intervention is critical for all scholars who are in need of support. CCS will seek to quickly identify scholars who may be low-achieving in the first weeks of the academic year, and will implement an early intervention program. All scholars who are achieving substantially below grade level will be identified through multiple measures including diagnostic baseline testing for all scholars and regular performance measures in the classroom. As part of the enrollment process for each scholar, previous academic history will be reviewed, and parents will be asked to provide information on their scholar's academic history.

Parents will be asked to provide information on the scholar's past academic history for those who are identified as achieving substantially below grade level based on assessments and classroom performance. Written notification will be provided for parents of scholars who are identified as mildly experiencing an achievement gap, while a collaborative meeting will be scheduled with appropriate staff and parents to review the assessment data and develop a plan to support the scholar and close the achievement gap for those experiencing significant achievement gaps. Parents will continue to be actively involved in the process and kept up to date on the progress or lack of progress (which will require additional supports) of their scholars on a continuing basis. CCS believes strongly that a cohesive plan involving the scholar, parents or guardians and the Charter School provides the best process to ensure scholar learning and achievement.

Academic Dishonesty

Integrity and honesty are important traits in both 21st century learners and online learners. Because of this, CCS has a stringent Academic Dishonesty and Plagiarism Policy. Upon enrollment, scholars must read the Scholar Handbook and Academic Dishonesty and Plagiarism Policy. We want our scholars to know what our expectations and beliefs are on this subject.

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. CCS takes academic dishonesty in any form seriously and it will not be tolerated.

Some examples of this include:

- Using another person's work and claiming it as your own
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials or information in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work and claiming it as your own
- Letting a friend or parent do the work for you

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as “the act of using another person’s words or ideas without giving credit to that person: the act of plagiarizing something.”

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one’s own.
- to use (another’s production) without crediting the source.
- to commit literary theft or fraud.
- to present as new and original an idea or product derived from another source.

How to Avoid Plagiarism?

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should to ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of the CCS Parent/Scholar handbook which outlines the Charter School’s policy on plagiarism during enrollment.
See Appendix C for the Parent/Scholar Handbook.
2. Scholars in grades 6-12 complete a lesson in My Compass with the following objectives and outcomes.
 - a. Scholars review CCS policy on plagiarism
 - b. Plagiarism is defined, and examples are given
 - c. Scholars complete an assignment demonstrating their understanding of how serious plagiarism is and the consequences of plagiarizing while at CCS
3. Scholars in grades 6-12 complete a lesson on plagiarism during their first unit of a core course.
4. Teachers will use “Turnitin,” a program embedded into the LMS or other recognized plagiarism detection program, to check for plagiarism as necessary.

If a scholar is found to have plagiarized, CCS will implement a series of consequences including parent conferences, Disciplinary Action Committee hearings, and failing of an assignment or class.

Middle School Course Placement and Course Scheduling

All middle school scholars are required to enroll in four (4) academic courses (English, Math, Science, Social Science), physical education, and one elective course each semester of the academic school year.

Our middle school academic program utilizes semester scheduling for all tracks. This helps prepare them for the high school experience. The number of courses a scholar is eligible to enroll in is dependent upon the scholar start date.

High School Course Placements

High School Course Scheduling

Course selection for online scholars is a team process that involves the scholar, learning coach and counselor to ensure proper placement. The number of courses and credits a scholar is eligible to enroll in is dependent upon the scholar start date.

ACOP – Accelerated Course Options Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding up to ten additional credits (two courses) to their schedule per semester.



Rockin' the Test

Beth Sneyd
Assessment Coordinator

Kelli McCaulley
Educational Facilitator



SBAC

CAASPP

CAST



CAT

PT

EAP

- Smarter Balanced Assessment Consortium = SBAC
 - California belongs to SBAC along with 11 other states, the US Virgin Islands, and the Bureau of Indian Education
- California Assessment of Student Performance and Progress = CAASPP
 - This is California's version of the Smarter Balanced Assessment
 - When discussing CAASPP, it usually refers to English and math, but can also include CAST
- California Science Test = CAST
 - This test replaces the California Standards Test (CST)
- Computer Adaptive Test = CAT: main portion of the CAASPP for each content area
- Performance Task = PT: set of questions that are centered on a common theme or problem
- Early Assessment Program (EAP) = lets scholars know if they are ready for college-level work in English and math.



WHO TAKES THE TESTS?

School of Attendance	Grade									
	3	4	5	6	7	8	9	10	11	12
Fresno	Y	Y	Y	Y	Y	Y	N	N	Y	Y
Los Angeles	Y	Y	Y	Y	Y	Y	N	N	Y	Y
San Diego	Y	Y	Y	Y	Y	Y	N	N	Y	Y

	ELA	Math	CAST
3	Y	Y	N
4	Y	Y	N
5	Y	Y	Y
6	Y	Y	N
7	Y	Y	N
8	Y	Y	Y
11	Y	Y	Y
12	N	N	Y

THE IMPORTANCE OF TESTING



- California's academic standards are designed so scholars graduate ready for college and career.
- CAASPP testing is statewide, so the assessments provide an opportunity to measure the skills of all scholars against the same academic standards.
- Public charter schools are mandated to test 95% of their scholars. This percentage is important to our ongoing charter authorizations as well as state reporting.
- Counselors use scores to determine High School math placement.
- Achieving “standard met” on the English or math test can qualify you for the Golden State Seal Diploma, an award to recognize scholars for demonstrating their mastery of the HS curriculum.
- Sharing 11th grade scores with the Early Assessment Program (EAP) lets scholars know if they are ready for college-level work in English and math. This gives the scholars an opportunity to improve skills during senior year.



TESTING SPECIFICS

- Testing is generally scheduled during the day.
- Scholars should bring a lunch/snack/water with them.
- Scholars should bring their own earbuds or headphones will be provided.
- Electronic devices are not allowed in the testing areas. Scholars will be asked to turn their phones off and put them away during testing sessions. They may access their phones during group breaks and lunch.
- Scholars should bring a book or magazine in case they finish a test section early. They will not be able to access any electronic device while other scholars are still testing.
- Scholars are supervised until they are picked up by a parent or guardian or designated ride.



ACCESSIBILITY RESOURCES

- A set of universal tools—such as a digital notepad and scratch paper—are available to all scholars.
- Designated supports—like a translated pop-up glossary—are available to scholars for whom a need has been identified by school personnel familiar with each scholar's needs and testing resources.
- Accommodations are available to scholars with a documented need noted in an Individualized Education Program (IEP) or 504 plan. Accommodations include Braille and closed captioning, among others.



HOW CAN WE PREPARE SCHOLARS FOR TESTING?

1. Practice and Training Tests
2. Share Parent Roadmaps
3. Practice with sample items
4. Learning to tackle test anxiety





WHAT CAN PROCTORS DO TO HELP SCHOLARS ON TEST DAY?





Q & A





Thank you!





Diagnostic & End-of-Course Assessments

Standards Tested

Each test has 3 grade levels represented.

Subject	Grade	At Grade Level	1 Grade Below	2 Grades Below	Total Items	Estimated Time
ELA	6	51%	29%	20%	45	70 minutes
	7	51%	29%	20%	45	70 minutes
	8	48%	29%	20%	48	75 minutes
	9	51%	29%	20%	45	70 minutes
	10	51%	29%	20%	45	70 minutes
	11	51%	29%	20%	45	70 minutes
	12	51%	29%	20%	45	70 minutes

Subject	Grade	At Grade Level	1 Grade Below	2 Grades Below	Total Items	Estimated Time
Math	6	50%	30%	20%	50	50 minutes
	7	50%	30%	20%	50	50 minutes
	8	50%	30%	20%	50	50 minutes
	HS	50%	30%	20%	50	50 minutes

Sample Diagnostic Exam

ASSESSMENT NAME

Sample Course

COURSE

Student Name	Assessment Score	Grade Earned	Overview
Test Student	16%	100%	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div><div>13</div><div>14</div></div>
Test Student	2%	100%	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div><div>13</div><div>14</div></div>
Test Student	36%	100%	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div><div>13</div><div>14</div></div>

Assessment Score: This is the raw score the scholar received on this Galileo assessment.

Grade Earned: This is the modified grade that the scholar received on this Galileo assessment accounting for the rigor of the assessment items. For diagnostic assessments, scholars will automatically earn a participation grade of 100%.

Standards Tested

	7 th grade	8 th grade	High School
Ratios & Proportional Relationships	RP.1		
	RP.2a		
Expressions & Equations	EE.2	EE.3	
	EE.3	EE.5	
	EE.4b	EE.7b	
		EE.8b	
Geometry	G.1	G.2	G-CO.10
	G.2	G.5	G-CO.12
	G.4	G.7	G-SRT-T.2
	G.5	G.8	G-SRT-T.5
		G.9	G-SRT-T.8
			G-C.2
			G-GPE.7
			G-MG.2
Functions		F.1	F-IF.1
		F.3	F-IF.2
		F.4	F-BF.1
		F.5	F-BF.4a
			F-LE.2 *
			F-TF.8
Statistics & Probability	SP.6	SP.2	SP-ID.3
		SP.4	SP-ID.5
			S-IC.4
Algebra			S-CP.3
			A-SSE.3
			A-APR.3
			A-CED.4
			A-REI.2
			A-REI.7
			A-REI.10

*= Having been sufficiently instructed in ALG 1A for students to demonstrate mastery.

Standards Mastery Report (page 1 of 2)

Test Student

36%

Exam Score

"Exam Score" is not the score the student receives in the grade book. See the list view for the "Grade Earned". Also, this score should not be used to infer if a student is performing at a specific grade level.

Standards Proficiency Level



53.33% Not Demonstrating Mastery

13.33% Partial Understanding

0% Meets Expectations

33.33% Exceeds Expectations

Showing Standards Breakdown

Not Demonstrating Mastery

CC-HS.F-IF.2. 2 Items

CC-HS.F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. [From the cluster: Understand the concept of a function and use function notation].

CC-HS.SP-ID.9. 2 Items

CC-HS.SP-ID.9. Distinguish between correlation and causation. [From the cluster: Interpret linear models].

CC-HS.SP-ID.5. 2 Items

CC-HS.SP-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. [From the cluster: Summarize, represent, and interpret data on two categorical and quantitative variables].

Standards Mastery Report (page 2 of 2)

There are four headings in the report. Not Demonstrating Mastery is represented by red. Partial Understanding is in yellow. Meets Expectations is green and Exceeds Expectations is blue. Under each heading is a list of standards that fall within that grouping. If the student exceeds expectations in a standard, the standard code will appear on the report in blue for example .

Partial Understanding

CC-HS.SP-ID.7.Interpret 2 Items

CC-HS.SP-ID.7.Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. [From the cluster: Interpret linear models].

CC-HS.F-IF.6. 3 Items

CC-HS.F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* [From the cluster: Interpret functions that arise in applications in terms of the context].

CC-HS.F-BF.3. 2 Items

CC-HS.F-BF.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. [From the cluster: Build new functions from existing functions].

CC-HS.A-REI.1. 2 Items

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. [From the cluster: Understand solving equations as a process of reasoning and explaining the reasoning].

Meets Expectations

No standards fall into this category.

Exceeds Expectations

CC-HS.F-IF.4. 2 Items

CC-HS.F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* [From the cluster: Interpret functions that arise in applications in terms of the context].

CC-HS.F-IF.8.a 1 Item

The scholar
Exceeded
Expectations
on this
standard

Standards Mastery Report (page 2 of 2)

Partial Understanding

CC-HS.SP-ID.7.Interpret 2 Items

CC-HS.SP-ID.7.Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. [From the cluster: Interpret linear models].

CC-HS.F-IF.6. 3 Items

CC-HS.F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* [From the cluster: Interpret functions that arise in applications in terms of the context].

CC-HS.F-BF.3. 2 Items

CC-HS.F-BF.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. [From the cluster: Build new functions from existing functions].

CC-HS.A-REI.1. 2 Items

CC-HS.A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. [From the cluster: Understand solving equations as a process of reasoning and explain the reasoning].

Meets Expectations

No standards fall into this category.

Exceeds Expectations

CC-HS.F-IF.4. 2 Items

CC-HS.F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* [From the cluster: Interpret functions that arise in applications in terms of the context].

CC-HS.F-IF.8.a 1 Item

Using the Results

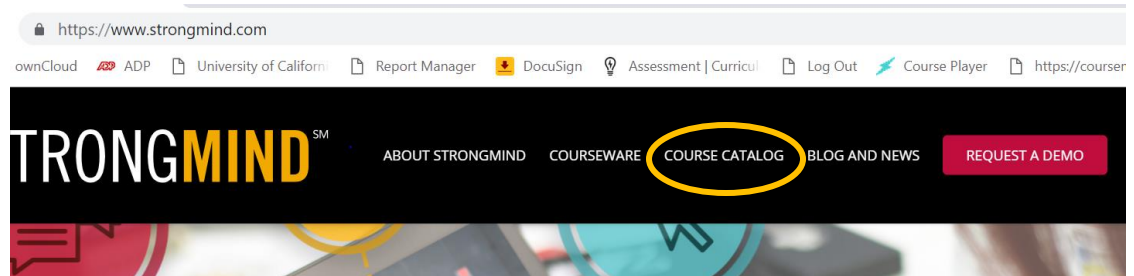
- Standards that a scholar has not yet mastered can be identified on the Standards Master report. From there, support and remediation can be provided to the scholar.
- The Curriculum Map can also be utilized to prepare additional support for areas the scholar has not yet mastered, including the scaffolding standards.

Algebra 1A						
Theme / Enduring Understanding	Grade/Level	Strand/Concept/O	Standard Text	Content Description	Content Location (Lesson)	Objectives: How Students Will Demonstrate Mastery
Interpret the structure of expressions.	HS	A.SSE.A.1	Interpret expressions that represent a quantity in terms of its context.*			
	HS	A.SSE.A.1.A	Interpret parts of an expression,	Text Practice	U02-L07-A02 U02-L07-A03	Identify the slope or rate of change as the
				Text Practice	U02-L07-A02 U02-L07-A03	Identify the y-intercept or initial value as the
				Text Practice	U02-L07-A04 U02-L07-A05	Identify the slope or rate of change in a point-
				Text Practice	U02-L07-A04 U02-L07-A05	Recognize that the point (h, k) is on the line
				Text Practice	U02-L07-A06 U02-L07-A07	Identify the parts of the standard form of a linear
				Text Practice	U04-L16-A02 U04-L16-A03	Define polynomial.
				Text Practice	U04-L16-A02 U04-L16-A03	Identify polynomials.
				Text Practice	U04-L16-A02 U04-L16-A03	Identify parts of polynomials such as coefficients.
				Text Practice	U04-L18-A02 U04-L18-A03	Explain the difference between an expression and
				Text	U04-L18-A02	Identify the standard form of a quadratic equation

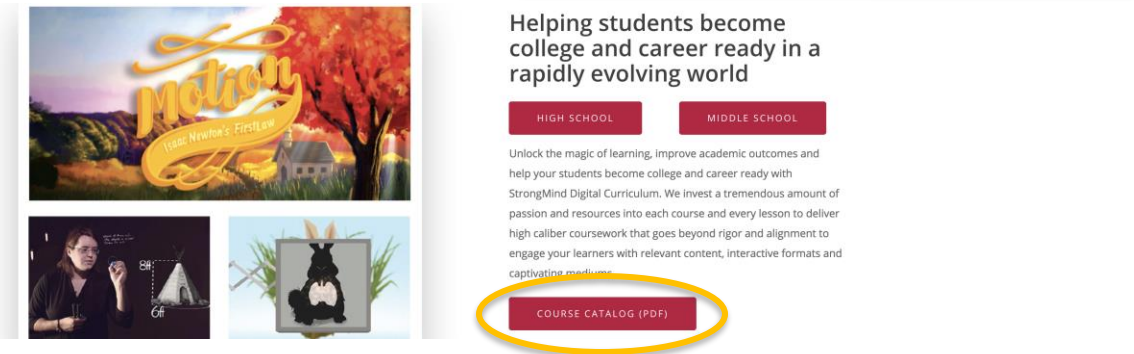
- For example, if a scholar entering an Algebra 1A course did not meet all the CC-8.EE Expressions and Equations, he or she should receive additional support when introduced to A-SSE-1 Interpret Expressions That Represent a Quantity in Terms of Its Context.

Accessing Curriculum Maps

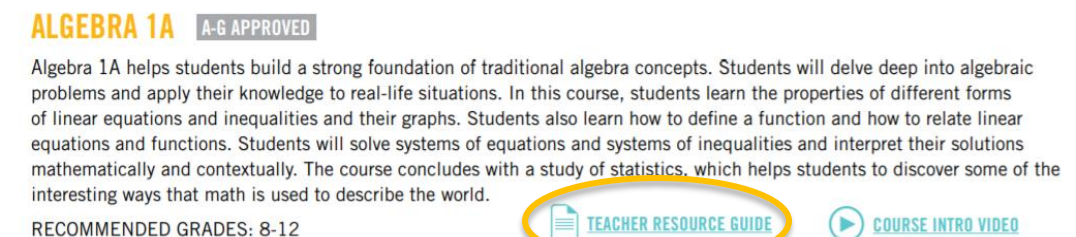
1. Go to StrongMind.com, and click Course Catalog in the header menu.



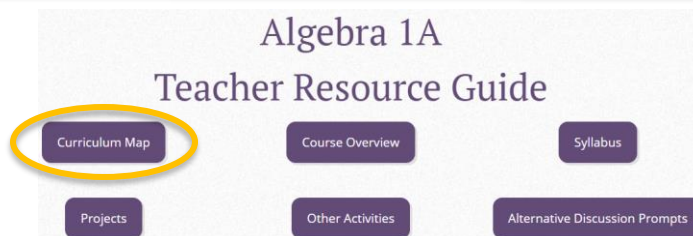
2. On this page, scroll down to the PDF version of the Course Catalog.



3. Locate the course in the PDF and click Teacher Resource Guide.

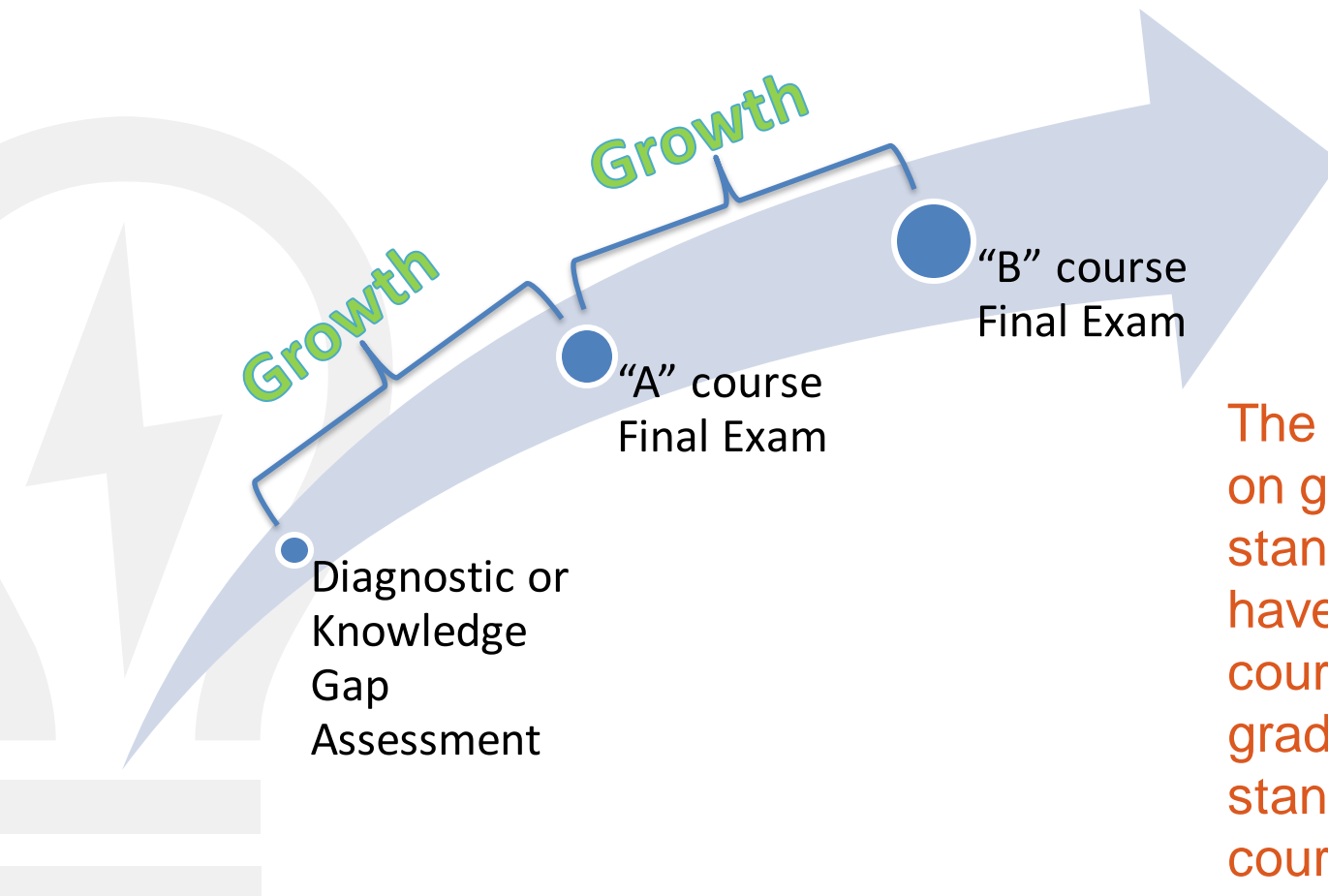


4. Then click on Curriculum Map!



Growth Results

We can capture growth results twice for scholars who complete all three assessments. Alternatively, one snapshot of growth for students can be seen for scholars who complete only two of the three assessments. (report available Dec. 2018)



The final exams are 100% on grade level. The standards being tested have been taught in the course. The student's grade should reflect their standard mastery for the course.

Practices to Adopt

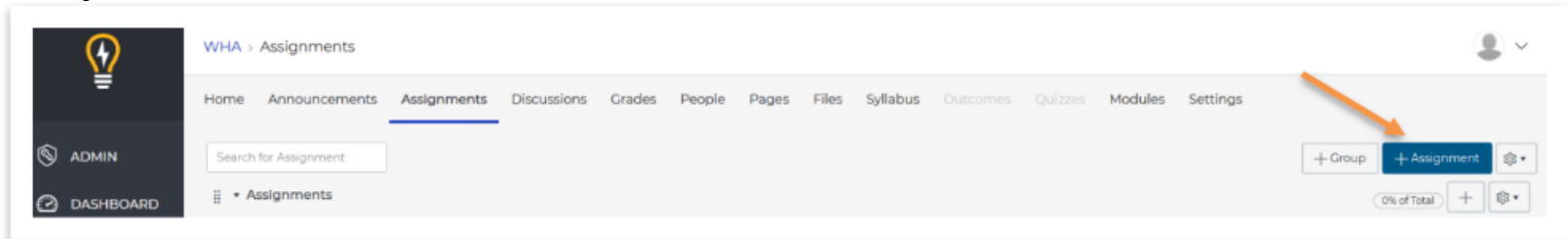
- Evaluate foundational knowledge gaps for students struggling the most
- Provide individualized intervention and instruction for students based on specific knowledge gaps
- Supplement instruction and activities based on shared knowledge gaps

Practices to Avoid

- Re-testing on any diagnostic test or KGA
- Coaching
- Under-incentivizing
- Providing no incentive
- Assigning grades based on a raw score

Didn't Take the "A" Course?

Step 1



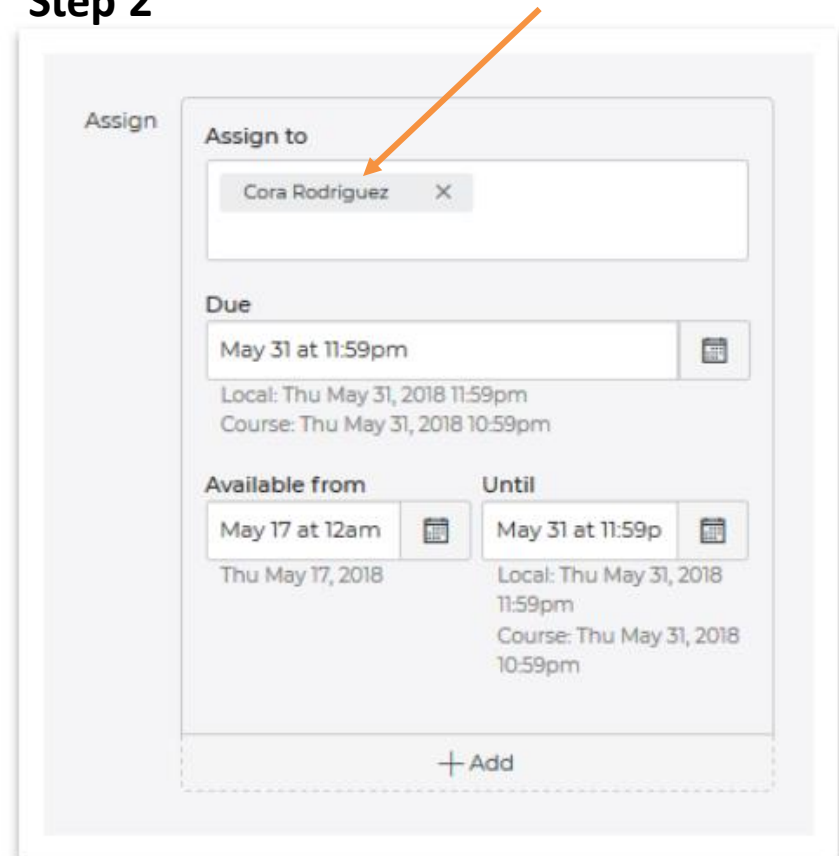
If a scholar did not take the "A" part of a course, the diagnostic exam can be copied as a module into the "B" part of the course.

Step 1: From the Assignments tab from the "B" course, click the [+ Assignment] button.

Step 2: By default, any new assignment is assigned to "everyone". Teachers have the ability to assign an assignment to a single student (or multiple).

The full tutorial can be found on the StrongMind Help Page.

Step 2





Data-Driven Strategies 101

Terrasa McGuire
Middle School Math Teacher

Kasey Wingate
Scholar Success Coordinator



Agenda

- ▣ What is Data?
- ▣ Why is Data important?
- ▣ Strategies
- ▣ Gradebook Data
- ▣ Graded Activities Report
- ▣ Tour of Galileo Reports
- ▣ Tour of Istation Reports
- ▣ Q&A

What is Data?

What is your definition of data? Type it in the chat box...



DATA



KNOWLEDGE



ACTION

Why is Data Important?

- Data is one of the most powerful tools to inform, engage, and create opportunities for scholars along their educational journey—it's much more than test scores.
- Collecting data is an important factor in increasing scholar achievement
- Data helps us make connections which lead to insights and improvements to the scholar's educational experience.

Strategies

1. Identify the type of data (data points)
2. **Identify** the process (why are you looking at it and when?)
 - a. Schedule of reviewing data
 - i. Istation--PLCs
3. Process--how are you using data to make decisions in your classroom?
 - a. How are you tracking your data?
 - b. Data points
 - c. Time frame (structure)
 - d. Impact decisions? -scholar interventions

Gradebook Data

- Used for grades 6-12

Filter by student name or secondary ID

Export

Student Name	Secondary ID	Checkpoint 07 Out of 100	Checkpoint 08 Out of 100	Checkpoint 09 Out of 100	Checkpoint 11 Out of 100	Checkpoint 13 Out of 100	Checkpoint 12 Out of 100	Checkpoint 17 Out of 100	Checkpoint 16 Out of 100	Checkpoint 18 Out of 100
		30	57.5	20	-	-	-	-	-	-
		12.5	30	27.5	-	-	-	-	-	-
		0	0	0	-	-	-	-	-	-
		100	0	0	-	-	-	-	-	-
		0	0	0	-	-	-	-	-	-
		90	75	75	-	-	-	-	-	-
		32.5	25	15	-	-	-	-	-	-
		100	EX	EX	EX	EX	EX	EX	EX	EX
		0	0	0	-	-	-	-	-	-
		0	0	0	-	-	-	-	-	-
		0	0	0	-	-	-	-	-	-
		100	80	52.5	-	-	-	-	-	-
		0	0	0	-	-	-	-	-	-

Graded Activities Report

Course		Instructor	Date Range	Attempted Grade	Final Grade
			2/4/2019 - 6/14/2019	45.48	0.00
Module Title	Graded Activity	Date Submitted	Points Earned	Points Possible	Percentage
LEARNING LAB RECORDINGS & ASSIGNMENTS	LL #1 Participation Assignment		0.00	10	0.00
LEARNING LAB RECORDINGS & ASSIGNMENTS	LL #2 Participation Assignment		0.00	10	0.00
LEARNING LAB RECORDINGS & ASSIGNMENTS	LL #3 Participation Assignment		0.00	10	0.00
LEARNING LAB RECORDINGS & ASSIGNMENTS	LL #4 Participation Assignment		0.00	10	0.00
LEARNING LAB RECORDINGS & ASSIGNMENTS	LL #5 Participation Assignment		0.00	10	0.00
Unit 1: Heroes (The Middle Ages, 400–1500)	12th Grade ELA Pretest	02/05/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 1.1 Vocabulary Skill: Using Context Clues to Figure Out Word Meanings	02/05/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 1.2 Reading Skill: Understanding Implicit and Explicit Meaning	02/05/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Checkpoint 01	02/20/2019	83.33	100	0.83
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 2.1 Vocabulary Skill: Determining Connotation and Nuance in the Meaning of Words	02/20/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 2.2 Reading Skill: Discovering Themes	02/20/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Checkpoint 02	02/20/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 3.1 Vocabulary Skill: Understanding Patterns of Word Change with Affixes to Identify Word Meaning	02/20/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 3.2 Reading Skill: Comparing Literary Representations	02/22/2019	100.00	100	1.00
Unit 1: Heroes (The Middle Ages, 400–1500)	Checkpoint 03	02/22/2019	93.33	100	0.93
Unit 1: Heroes (The Middle Ages, 400–1500)	Workbook 4.1 Vocabulary Skill: Using Reference Materials to Understand Word Usage	02/22/2019	100.00	100	1.00
	Workbook 4.2 Reading Skill: Explaining the Development of a				

Galileo

- Used for grades 8-12

84%
Exam Score

Standards Proficiency Level



12.5% ● Not Demonstrating Mastery

5% ● Partial Understanding

0% ● Meets Expectations

82.5% ● Exceeds Expectations

Showing Standards Breakdown

Istation

- Used for grades K-8 for both online and options
- For scholars who scored T2/T3, frequent monitoring is a must
 - Scholars scoring T2 should complete Istation lessons *at least* 2 times a week for 20 minutes each (ELA and math)
 - Scholars scoring T3 should complete Istation lessons *at least* 3 times a week for 30 minutes each (ELA and math)

Q&A

Q&A



Thank You



tmcguire@compasscharters.org | 805.807.8420

kwingate@compasscharters.org | 805.405.3758