



Compass Charter Schools

Regular Board Meeting
September 24, 2022

Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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.



Opening Items

Call the Meeting to Order (Thomas Arnett)

Record Attendance and Guess (Josue Garcia)

Welcoming Inclusion Activity (Lainie Rowell)

Board Packet: page 1



Welcoming Inclusion Activity

Permission Slips (inspired by Brené Brown)

*Set an intention for our time together.
What do you give yourself permission
to do?*

Waterfall chat:

Please use the chat to write your response, but don't share until we start the waterfall.

To be optimistic
in spite of
challenging times.

I give myself
permission to feel
tired & run-down, but
still engaged.

Permission to listen
without feeling the
need to fix right
away.



Consent Items

Approval of the September 24, 2022 Regular Meeting
Agenda

Approval of the June 25, 2022 Annual Meeting Minutes

Approval of the July 25, 2022 Special Meeting Minutes

Approval of the August 25, 2022 Special Meeting
Minutes

Approval of the August 30, 2022 Special Meeting
Minutes

Approval of the September 7, 2022 Special Meeting
Minutes

Board Packet: pages 7-225



Consent Items

Approval of Board Policy 17: Retention & Promotion

Approval of the 2022-23 CDE Consolidated Applications

Approval of the Check Registry for June, July & August
2022

Approval of Resolution 2022-02: One-Time Mandate
Block Grant

Approval of Resolution 2022-03: 2022-23 Enrollment
Capacity

Reaffirmation of Resolution 2022-01: Continuing
Authority to Hold Virtual Meetings



Organization of the Board

Confirmation of Scholar Representative

Board Packet: pages 226-227



Guest Speaker

Catina Hancock, Vice President of Strategic Partnerships, Learner-Centered Collaborative

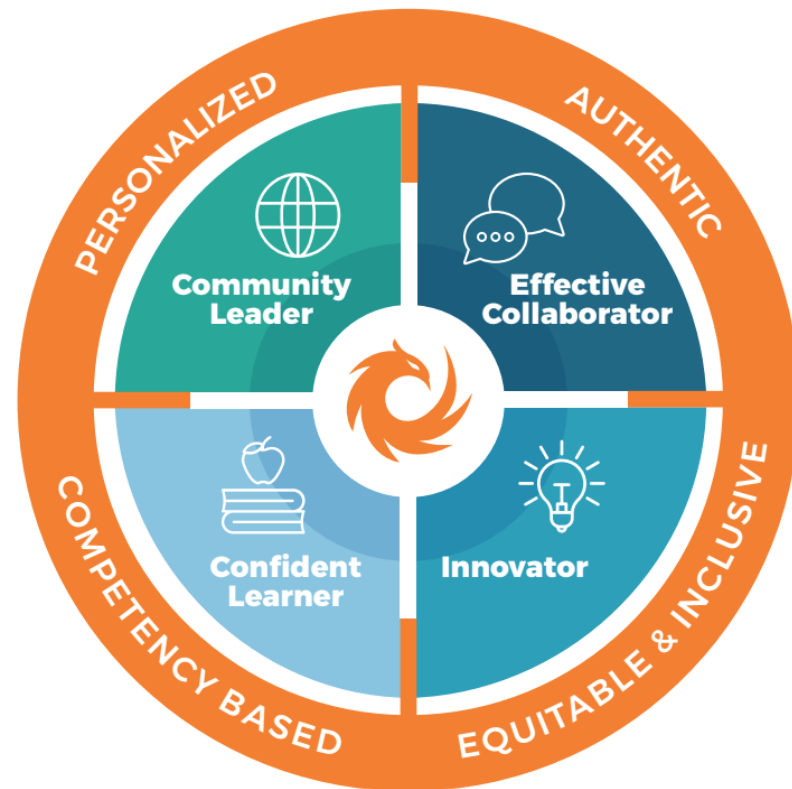
Board Packet: pages 228-258



COMPASS

CHARTER SCHOOLS

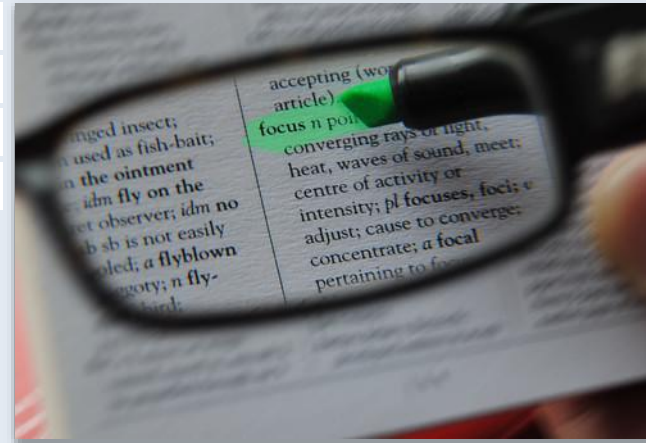
THE GOLD STANDARD
IN
VIRTUAL EDUCATION



Check in



What's one thing you hope to get accomplished at today's meeting?





Hello
my name is

Catina

Top 5 Strengths:
Activator,
Communication,
Arranger, Positivity,
WOO



Helping others leverage their strengths to create the enabling conditions such that ALL students know who they are and are equipped to enter the world as their best self.



Who am I?

Wife, mom, daughter, sister, friend, crossfitter, crafter, napper, sports mom enthusiast, entrepreneur, former principal, AP, teacher, leader and teacher aide

Why did we embark on this work?

COMPASS
CHARTER SCHOOLS



It's in our logo but do we really know what we mean by this?

Do all staff know?

Are ALL scholars truly getting this?

Wows, Wonders

What Wows us about what we see/hear?

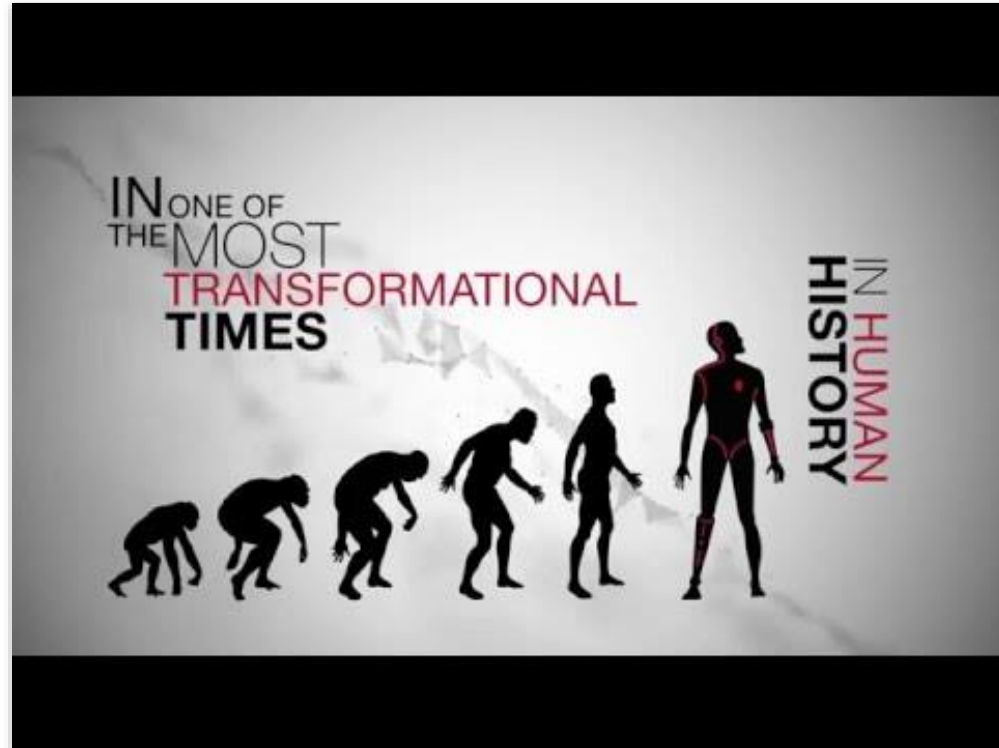


What Wonders do we have?



The Future of Work

"Humanity will change more in the next 20 years than in the previous 300 years – let's make sure that we can still maintain what makes us human." -Gerd Leonhard





“Start defining success as any path that leads to a happy and healthy life. Start teaching us to make our own paths and start guiding us along the way.”

-10th grade student

Scholar Outcomes: Key Shifts



SCHOOL-CENTERED

Focus on seat time (attendance)

Success is measured by GPA and standardized test scores

Priority is academics

Focus is on the individual

Assessment is designed to sort and select

Learners follow a standardized path to success

LEARNER-CENTERED

Focus on competencies

Success is measured by goals and evidence

Priority is whole-learner: knowledge + skills + habits

Focus is on individual and collective aspirations

Assessment is designed to inform learning

Learners navigate their path to success

Learning Experiences: Key Shifts



SCHOOL-CENTERED

LEARNER-CENTERED

Learning happens in school



Learning happens in learners

Paced, scaffolded instruction



Individually paced based on mastery

Grades are primary method of feedback



Intentionally designed feedback systems

Teach to the average and manage exceptions



Variability is the norm; learner uniqueness is built upon

Learners are compelled to learn in discrete disciplines



Learners drive authentic, relevant, interdisciplinary learning

Relationships + SEL are secondary to learning



Relationships + SEL are foundational to learning

Enabling Conditions: **Key Shifts**



SCHOOL-CENTERED

LEARNER-CENTERED

Disconnect between vision, classroom experiences, and resource allocation



Vision, learner profile, learning model, and resources are intentionally aligned

Policies mandate consistency and control



Policies allow for flexible demonstration of mastery

Outcomes are identified by standardized test scores



Whole-learner outcomes are prioritized, visible, and measured

Educators comply with externally enforced structures and policies



Educators co-create learning structures and policies

Educators work in isolation



School culture has high levels of relational trust and collaboration

Professional learning is a one-size-fits-all approach



Professional learning is job-embedded and personalized

Technology tools are primarily used for consumption



Digital ecosystem empowers impactful teaching and learning

THE GOLD STANDARD

IN
VIRTUAL EDUCATION



How is Gold
even made?



The **gold standard** was a commitment by participating countries to fix the prices of their domestic currencies in terms of a specified amount of gold.

Gold Mine Exploration: 1 - 10 years

Gold mine exploration is challenging and complex. It

requires **significant time**, financial resources and expertise in many disciplines – e.g. geography, geology, chemistry and engineering. The likelihood of a discovery leading to a mine being developed is very low – less than 0.1% of prospected sites will lead to a productive mine. And only 10% of global gold deposits contain sufficient gold to justify further development.

Once basic facts about the local geology and potentially viable deposit are established, the gold ore body can be modelled in detail and its feasibility assessed.

Gold Mine Development: 1 - 5 years

Gold mine development is the next stage of the gold mining process. It involves the **planning and construction** of the mine and associated infrastructure. Mining companies must obtain appropriate permits and licenses before they can begin construction. This will generally take several years, although this varies greatly depending on location.

Construction may not be confined to the mine itself. In addition to potential processing capacity, mining companies frequently construct local infrastructure and amenities to support both logistical and operational needs, as well as employee and community welfare. **This development provides much long-term support for local communities**, and one of the key initial ways gold supports wider socio-economic development.

Gold Mining Operation: 10 - 30 years

The gold mining operation stage represents the **productive life** of a gold mine, during which ore is extracted and processed into gold. Processing gold involves **transforming** rock and ore into a metallic alloy of substantial purity – known as doré – typically containing between 60-90% gold.

During its life, a number of factors – such as the price of gold or input costs – will affect which areas of an ore body are deemed profitable (economic) to mine. In times of higher prices, mining low-grade ore will become profitable as the higher price offsets the increased cost of extracting and milling greater volumes. When the price is lower or costs rise, it might only prove profitable to extract and process higher-grade ores. Mine plans are regularly **re-assessed as market conditions change**, new technical information comes to light, and process and technological enhancements are considered.

Increasingly, technological advancements are making the gold mining process smarter, cleaner and more efficient. Mines are now designed with these technologies in mind and electrification, digitisation and automation are becoming increasingly common elements **reshaping gold mine operations and processes**.

FRAMEWORK

FOR THE **FUTURE**



Compass Gold Standard Defined

Blueprint for Success

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.

SCHOLAR OUTCOMES:

Innovator, Effective Collaborator, Confident Learner, Community Leader

WIG #1:

100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2022-2023 school year.

Strategic Plan Goals

- Build trusting relationships and a culture of collaboration, innovation, and ongoing learning.
- Provide equitable support for all scholars by leveraging the full Compass community to advance each individual scholars' academic and social emotional progress.
- Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.
- Become a recognized leader in personalized virtual learning within California and across the U.S.

WIG #2:

100% of eligible scholars will graduate by the end of the 2022-2023 school year.

Learning Experiences

- **Inclusive & Equitable**
Learning communities are collaborative and culturally relevant, where every scholar feels they belong and can tap into their full academic and social potential, contributing to the collective success of their community.
- **Authentic Learning**
Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.
- **Competency-based**
Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills and dispositions.
- **Personalized**
Learning is co-constructed based on each scholar's unique strengths, skills interests and needs.

Core Values: Achievement, Respect, Teamwork, Integrity, Communication

Enabling Conditions: Coherence, Culture, Connectedness

LCAP: (fiscal and physical measurement)

Our Mission:

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

How does this translate
to staff?



Shift 1: From Standardization to Personalization

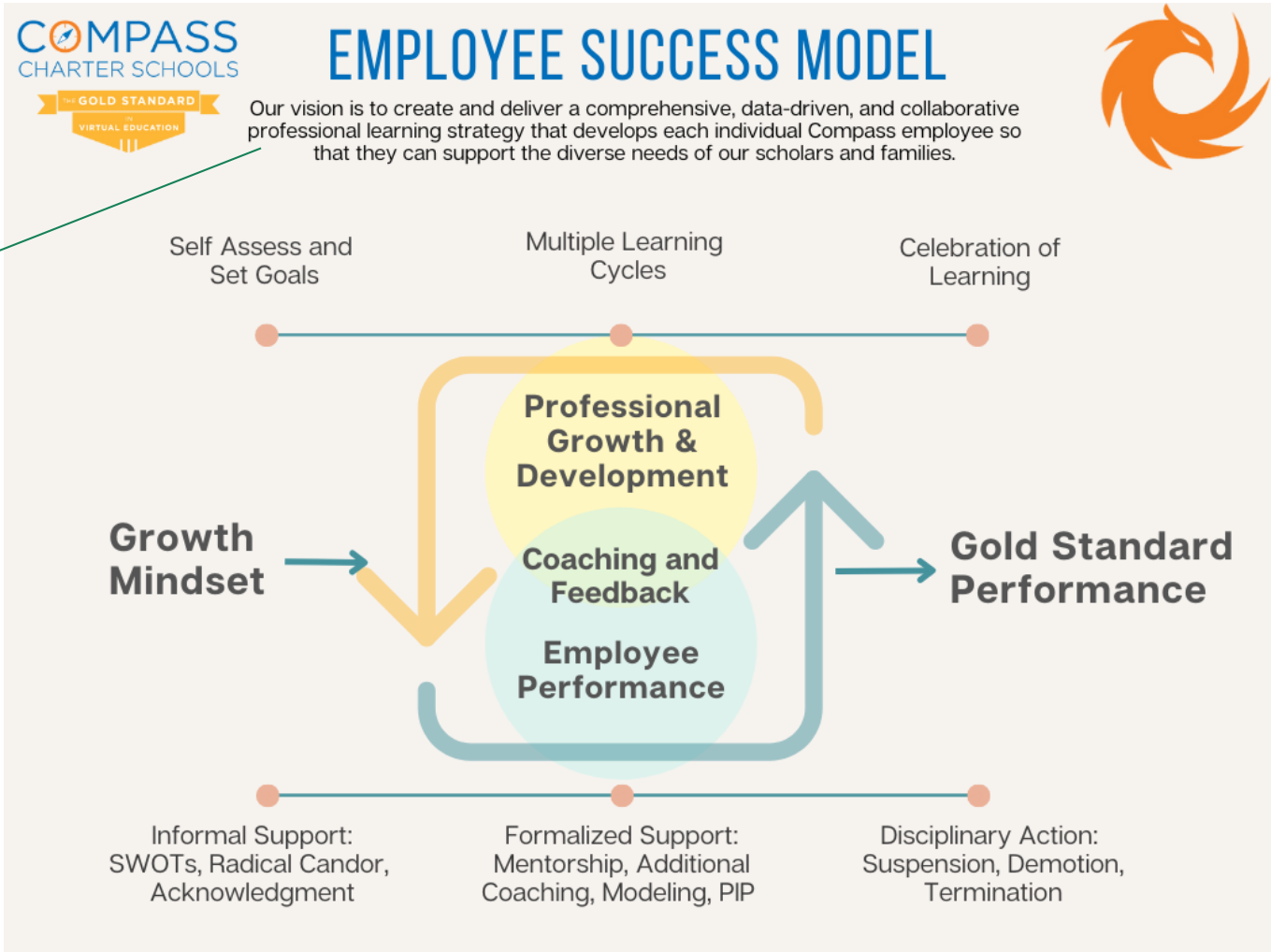


EMPLOYEE SUCCESS MODEL



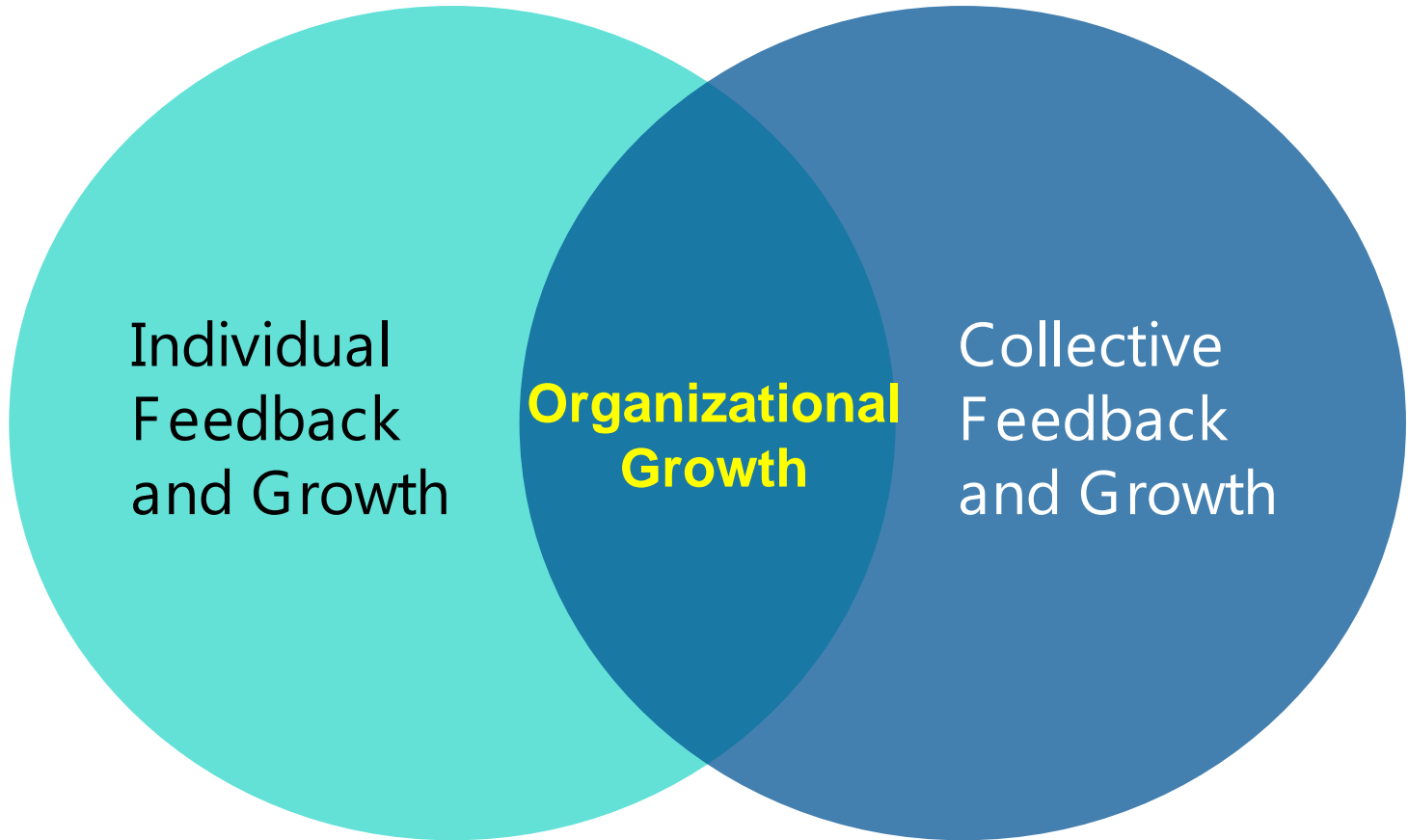
Our vision is to create and deliver a comprehensive, data-driven, and collaborative professional learning strategy that develops each individual Compass employee so that they can support the diverse needs of our scholars and families.

Our vision is to create and deliver a comprehensive, data-driven, collaborative professional learning program that develops each individual Compass employee so that they can support the diverse needs of our scholars, families, and each other.





Shift 2: Compliance to Learner Agency



Individual
Feedback
and Growth

**Organizational
Growth**

Collective
Feedback
and Growth



Shift 3: Isolated Content to Authentic Application

Compass Professional Learning Agreements



We are present. We reduce or eliminate distractions for ourselves and others.



We are learners. We are all learners and engaged in the learning process.



We are inclusive. We respect one another and value the inclusion of multiple perspectives.



We are considerate. We consider how our words and actions impact others and take responsibility for our impact.



We assume positive intent. We act with grace & generosity toward each other.

Job Descriptions and Defined Competencies

ALL Staff

Essential Competency	This looks/sounds like:
I am a Community Leader and understand that I am a member of a global society. I feel a sense of responsibility to make a contribution both at the local level and in the wider world.	<ul style="list-style-type: none"> I embrace shared aspirations that drive organizational goals and actions. I support initiatives to allocate resources in alignment with our Framework for the Future and Blueprint for Success. I engage in a culture of high expectations and support in which each individual continuously strives to achieve desired outcomes. I support the design of widespread access for educational partners that support meaningful, equitable learning experiences and opportunities.
I am an Effective Collaborator who participates effectively to build understanding of concepts and ideas and completes authentic tasks and projects. I actively listen, strive to understand others and seek to be understood, using these effective communication techniques to	<ul style="list-style-type: none"> I provide resources and time to support educational partners to effectively meet the needs of each scholar. I leverage our shared ARTIC values to collaborate with colleagues and educational partners, to navigate and to make difficult decisions required to achieve desired outcomes.
create a safe environment in which everyone feels valued and is inspired to achieve common goals.	<ul style="list-style-type: none"> I incorporate and utilize strong communication to listen and inform colleagues, as well as our educational partners. I value educational partners as active participants in the learning process and scholar outcomes.
I am a Confident Learner who strives to be my best self and recognize my purpose and value, both inside and outside of Compass. I think critically and skillfully evaluate data and information as a guide to form beliefs and take action.	<ul style="list-style-type: none"> I dedicate time to learn, practice and share my growth based on desired outcomes for all scholars. I consistently measure the impact of my contribution on scholars' progress and utilize that assessment to inform next steps toward achieving our vision. I develop strong relationships through consistent communication, communication, and competence in my unique role.
I am an Innovator who doesn't limit myself by what is. I seek to create something new and better in service of achieving my goals and the organizational goals. I synthesize information and explore multiple perspectives to find creative and realistic solutions.	<ul style="list-style-type: none"> I support the transition from legacy expectations to the learner-centered conditions that support our Framework for the Future and Blueprint for Success. I leverage systems that embrace agency from individuals and teams. I provide access to the tools and resources scholars need to be successful, while also ensuring privacy, security, scholars' safety and well-being. I effectively use tools and resources to reflect and manage change, overcome hurdles, and measure impact.

ACADEMIC Staff

Essential Competency	This looks/sounds like:
I Personalize learning by tailoring to each scholar's unique strengths, skills, interests, and needs.	<ul style="list-style-type: none"> I develop scholar's metacognition, self-regulation, and perseverance. I amplify scholar voice. I customize the learning experience.
I create Authentic , relevant learning experiences, grounded in real-world challenges that include applications for authentic audiences.	<ul style="list-style-type: none"> I design real-world learning experiences. I promote anytime/anywhere learning. I spark collaboration.
I use Competency-Based Assessment , evidence-based instruction, assessments, and feedback cycles (based on progress toward desired knowledge, skills and dispositions) to drive learning.	<ul style="list-style-type: none"> I use assessment and data as tools for learning. I plan with a competency-based approach. I leverage performance-based assessment.
I create Equitable and Inclusive learning communities that are collaborative and culturally relevant, where every scholar feels they belong and can tap into their full academic potential, contributing to the collective success of their community.	<ul style="list-style-type: none"> I nurture a meaningful and engaging community. I cultivate a sense of belonging. I partner with scholars and their Learning Partners to support each scholar's ability to reach their full potential.

MANAGERS

Essential Competency	This looks/sounds like:
I Personalize support by tailoring to each employee's unique strengths, skills, interests, and needs.	<ul style="list-style-type: none"> I support opportunities for career development to inspire and engage staff, honoring individual career aspirations aligned to the scholar profile. I provide personalized professional learning opportunities for staff to self-assess, set goals, and engage in learning cycles with feedback and support to improve their practice. I leverage the strengths and talents of our staff to best meet the needs of scholars.
I use Authentic , relevant feedback and coaching, grounded in real-world opportunities and challenges that include applications for mastery and growth.	<ul style="list-style-type: none"> I use aligned educational competencies, evaluation, and feedback to the desired learning model and address opportunity in ways that meet Compass Values and maintain employee dignity. I design meetings and interactions to enhance community and collaboration.
I use Competency-Based Assessment , evidence-based observation, assessments, and feedback cycles that are based on progress toward desired knowledge, skills and dispositions to drive employee growth and support retention.	<ul style="list-style-type: none"> I use data effectively, measuring systems to report coherence, culture and connectedness. I use co-created progress metrics driven by our scholar profile to influence coaching, feedback and opportunities for on-going improvement.
I create Equitable and Inclusive learning communities within my team and across the organization that are collaborative and culturally relevant, where every employee feels they belong and can tap into their full role potential, contributing to the collective success of our community.	<ul style="list-style-type: none"> I recruit and hire strategically, ensuring our practices and policies are inclusive (as relevant to position). I leverage relationships with colleagues and teams to create the Gold Standard of Compass Culture.

Shift 4: Completion of Tasks to Competency-Based Assessment



Employee Growth & Development Plan

For ease and navigation, use the [Document Outline](#) to work on your Growth & Development Plan.



{Your name}'s
Growth & Development Plan
August 2022-June 2023

How will we use this?

This will serve as your homebase to reflect, set goals, capture learnings, and celebrate your growth over the next school year.

Personalized Growth
Plans
+
Professional Learning

Learning is a **process**, not an event



Self Assessment and Goals

All staff self assess:
Core Competencies

Set Personal Goals:
Includes connection to core competencies, Strategic Plan, and team Lead Measures

Select Peer Reviewer

Learning Cycle 1

Based on self assessment, all staff select & engage in personal PD Pathway.

Cycle Includes:

- Monthly synch and async learning
- 1 observation
- Self assessing progress
- Debrief with Manager
- Action planning

Learning Cycle 2

SAME AS CYCLE 1

Action planning to include preparation for Celebration

Celebration of Learning

All Hands Celebration of growth and progress

Final Debrief with Manager

Identification of opportunities for the next school year

COMPASS
CHARTER SCHOOLS



**Growth &
Development
Timeline**

Learning Journals

Authentic Learning Journal



Competency-Based Learning Journal



Learner-centered Leadership Journal



Personalized Learning Journal



Equitable and Inclusive Journal



Each link will force make a copy just for your use...

Compass:LCC Partnership

Winter-Spring 2022

Framework Development & Finalization:

-Final product [here](#)

Employee [Success Model](#) aligned to the Framework:

Revised job descriptions

- General-[sample](#)
- Manager-[sample](#)
- [Academic](#)

Personalized Growth Plans

- [General](#)
- [Manager](#)
- [Academic](#)

Summer 2022

Compass [Onboarding Plans](#)

4 personalized pathways [learning journals](#) and toolkits created for academic staff (heavily laced with AVID)

[Competency Crosswalk](#) to show the robustness of the newly defined Framework competencies

Compass All Staff Retreat

Launch the Framework and Blueprint as the DEFINED “gold standard”

Fall 2022-Spring 2023

6 Personalized Pathways for all Compass Staff

- Monthly learning
- 4 Academic
- 2 Leadership

Mentoring for all Managers

- Monthly or bi-monthly depending on role

Cabinet Support

- Weekly

2023-2024 Opportunities

Assessment and Data

- Data Needs Assessment
- Compass Assessment Policy
 - Moving toward competency
 - Exhibitions of learning and HS capstone project
- Efficient and effective housing and usage of data for instructional decision making

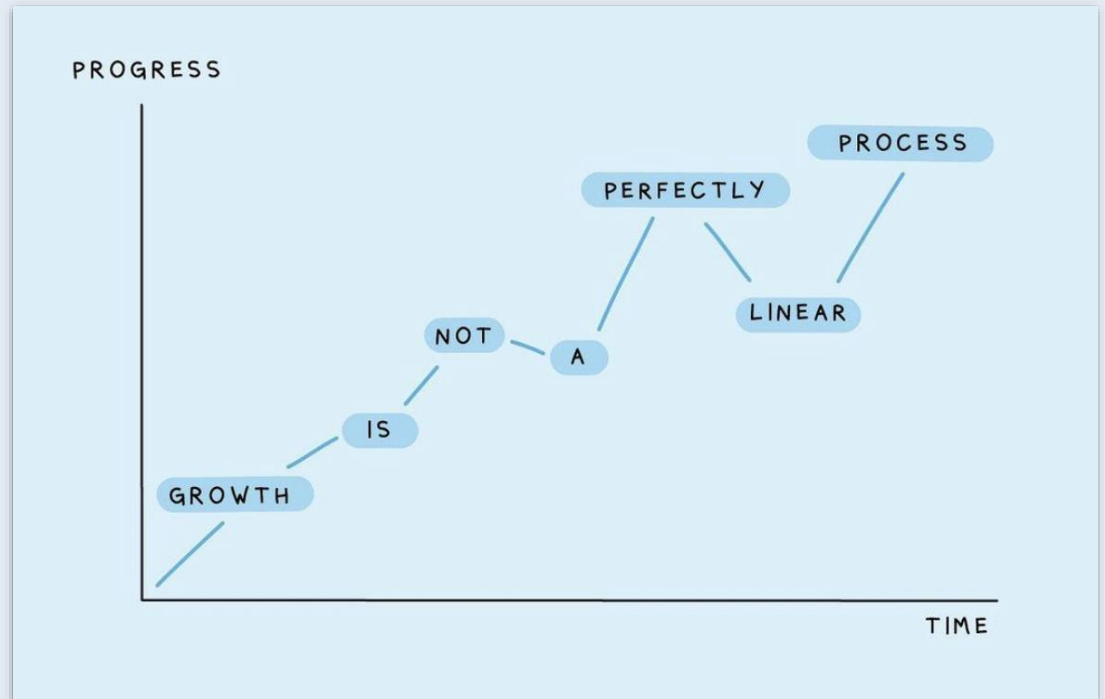
Learning Coach Engagement

- Build awareness and capacity of the learning model
- Provide tools and resources that enhance the home experience for scholars
- Create buy-in for more scholar ownership of PLPs and connections meetings

Community-Based Ecosystem

- Consider the possibility to make Compass offerings more dynamic
- Partner with an organization like [Education Reimagined](#) to design, test, and provide research on impact

The progress of progress



Source: @lizandmolly

What's your biggest **learning** or **insight** from today?



Closing

Communications

Board Member Communication



Communications

Scholar Advisory Council Update (Samantha Herrod)

Proud Parent
Compass Charter Schools

<https://www.compasscharters.org/about-us/parent-advisory-council/>

Board Packet: pages 259-260



Communications

Scholar Advisory Council Update (Airis Yeung)

Proud Scholar

Compass Charter Schools

<https://www.compasscharters.org/about-us/scholar-leadership-council/>

Board Packet: pages 261-262



Superintendent's Report

Superintendent's Report



J.J. Lewis
[@lewis1jj](https://twitter.com/lewis1jj)

<https://www.compasscharters.org/about-us/superintendent-of-schools/>

Board Packet: pages 263-327



Presentations

Online Learning Department



Board Packet: pages 328-354



Questions?



Contact:

Janae Smith | Director of Online Learning

(805) 407-1448

jsmith@compasscharters.org



Presentations

Options Learning Department



Board Packet: pages 355-383



Questions?



Contact:

Ke'Len Armstrong | Director of Options Learning

(805) 405-6029

karmstrong@compasscharters.org



Academic Services Division

Academic Services Update



Dr. Aviva Ebner
[@aviva_ebner](https://twitter.com/aviva_ebner)

<https://www.compasscharters.org/about-us/academic-services/>

Board Packet: pages 384-407



Operations Division

Operations Division Update



Lisa Fishman
[@CCSCOO](https://www.compasscharters.org/about-us/financial-services/)

<https://www.compasscharters.org/about-us/financial-services/>

Board Packet: pages 384-407



Operations Division

Review and Approval of the 2021-22
Unaudited Actual Reports

Board Packet: pages 435-460



FY22 Unaudited Actuals Summary

FY22



Income Statement by Location*

Compass Charter Schools

July 2021 - June 2022

Account Code	Description	Compass San Diego	Compass Los Angeles	Yolo County	Total
	LCFF	\$8,325,555	\$8,670,932	\$6,253,879	\$23,250,366
	Federal Revenue	\$1,093,199	\$1,148,942	\$507,352	\$2,749,493
	Other State Revenue	\$329,320	\$317,119	\$233,554	\$879,993
	Local Revenue	\$1,479,313	\$767,067	\$669,952	\$2,917,156
	Total Revenue	\$11,227,386	\$10,904,060	\$7,664,737	\$29,797,008
	Certificated Salaries	\$4,700,397	\$4,058,649	\$2,876,772	\$11,635,818
	Classified Salaries	\$1,307,830	\$1,225,650	\$869,017	\$3,402,497
	Employee Benefits	\$1,814,726	\$1,685,756	\$1,196,674	\$4,697,155
	Personnel Expenses	\$7,822,953	\$6,970,055	\$4,942,462	\$19,735,471
	Books and Supplies	\$1,775,941	\$1,727,761	\$1,238,840	\$4,742,543
	Services & Other Operating Expenses	\$1,921,781	\$2,139,283	\$1,412,137	\$5,473,200
	Other Outgo	-	-	-	\$1,033,079
	Operational Expenses	\$3,697,723	\$3,867,044	\$2,650,977	\$11,248,823
	Total Expenses	\$11,520,676	\$10,837,099	\$7,593,440	\$30,984,293
	Net Income	(\$293,289)	\$66,961	\$71,297	(\$1,187,286)

SPED spending exceeded budget by \$1,110,874

Funding Determination %s

FY22

Compass Charter Schools

July 2021 - June 2022

	Home Office	Compass San Diego	Compass Los Angeles	Yolo County	Total
Net Income	(\$1,032,255)	(\$293,289)	\$66,961	\$71,297	(\$1,187,286)

Calculated Funding Determination Percentage

	San Diego	Los Angeles	Yolo	TARGET
1. Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1])				
Formula: Certificated S&B costs Line B.1.a(1) / Federal Revenues Lines A.1.a - PCSGP A.1.a(i) + State Revenues A.1.b.	57.45%	48.03%	48.99%	40.00%
2. Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2])				
Formula: Instructional & Related Services costs. Line B.1.d. + Allowable Facilities costs 2.f.(iv) / Total Revenues Line A.1.e.	93.64%	90.01%	89.56%	80.00%

UAR: CCS LA

FY22

Proportional share of SPED spending impacted actual results

Account Description	July - June		
	Actual	Budget	Variance \$
LCFF	\$8,670,932	\$8,600,991	\$69,941
Federal Revenue	\$1,148,942	\$971,084	\$177,858
Other State Revenue	\$317,119	\$379,002	(\$61,883)
Local Revenue	\$767,067	\$650,507	\$116,560
Total Revenue	\$10,904,060	\$10,601,585	\$302,475
Certificated Salaries	\$4,058,649	\$4,077,020	\$18,371
Classified Salaries	\$1,225,650	\$1,217,756	(\$7,894)
Employee Benefits	\$1,685,756	\$1,645,436	(\$40,320)
Total Personnel Expenses	\$6,970,055	\$6,940,212	(\$29,843)
Books and Supplies	\$1,727,761	\$1,820,748	\$92,987
Services & Other Operating Expenses	\$2,139,283	\$1,667,319	(\$471,963)
Other Outgo	-	-	-
Total Operational Expenses	\$3,867,044	\$3,488,067	(\$378,976)
Total Expenses	\$10,837,099	\$10,428,280	(\$408,819)
Net Income	\$66,961	\$173,305	(\$106,344)

UAR: CCS SD

FY22

Proportional share of SPED spending impacted actual results + OCLC still included in calculations for % share for FY22

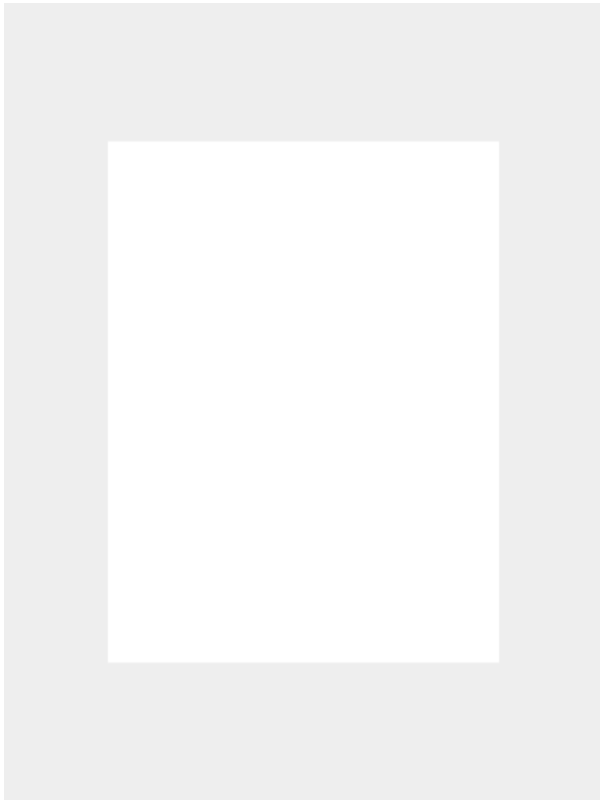
Account Description	July - June		
	Actual	Budget	Variance \$
LCFF	\$8,325,555	\$8,558,529	(\$232,974)
Federal Revenue	\$1,093,199	\$981,431	\$111,768
Other State Revenue	\$329,320	\$392,335	(\$63,015)
Local Revenue	\$1,479,313	\$692,407	\$786,905
Total Revenue	\$11,227,386	\$10,624,703	\$602,684
Certificated Salaries	\$4,700,397	\$4,647,961	(\$52,436)
Classified Salaries	\$1,307,830	\$1,317,381	\$9,551
Employee Benefits	\$1,814,726	\$1,860,610	\$45,885
Total Personnel Expenses	\$7,822,953	\$7,825,953	\$3,000
Books and Supplies	\$1,775,941	\$1,827,718	\$51,777
Services & Other Operating Expenses	\$1,921,781	\$1,700,592	(\$221,189)
Other Outgo	-	-	-
Total Operational Expenses	\$3,697,723	\$3,528,310	(\$169,412)
Total Expenses	\$11,520,676	\$11,354,263	(\$166,412)
Net Income	(\$293,289)	(\$729,561)	\$436,271

UAR: CCS Yolo

FY22

Proportional share of SPED spending impacted actual results

Account Description	July - June		
	Actual	Budget	Variance \$
LCFF	\$6,253,879	\$6,286,790	(\$32,911)
Federal Revenue	\$507,352	\$389,055	\$118,297
Other State Revenue	\$233,554	\$258,178	(\$24,624)
Local Revenue	\$669,952	\$490,545	\$179,407
Total Revenue	\$7,664,737	\$7,424,568	\$240,169
Certificated Salaries	\$2,876,772	\$2,894,125	\$17,353
Classified Salaries	\$869,017	\$864,440	(\$4,577)
Employee Benefits	\$1,196,674	\$1,168,034	(\$28,640)
Total Personnel Expenses	\$4,942,462	\$4,926,599	(\$15,863)
Books and Supplies	\$1,238,840	\$1,275,118	\$36,277
Services & Other Operating Expenses	\$1,412,137	\$1,026,703	(\$385,433)
Other Outgo	-	-	-
Total Operational Expenses	\$2,650,977	\$2,301,821	(\$349,156)
Total Expenses	\$7,593,440	\$7,228,420	(\$365,019)
Net Income	\$71,297	\$196,148	(\$124,851)



info@csmci.com

888.994.CSMC

43460 Ridge Park Dr., Ste. 100,
Temecula

Operations Division

Review and Approval of the August Financial
Statements

Board Packet: pages 461-477



Operations Division

Review and Approval of the Revised
FY23 Operating Budget

Board Packet: pages 478-491



Average Daily Attendance Driving Revenue

September Revise

	Yolo	San Diego	Los Angeles	Total
Enrollment By Grade				
Total Enrollment	681	816	903	2,400
Average Daily Attendance by Grade Range				
ADA Grades TK-3	250.35	270.24	280.46	801.05
ADA Grades 4-6	198.55	211.15	187.27	596.98
ADA Grades 7-8	106.47	123.98	132.09	362.54
ADA Grades 9-12	97.84	185.00	217.13	499.97
Average Overall Daily Attendance	653.22	790.38	816.94	2,260.54

FY23 Sept revise ADA

ADA reduction of 194.84

	Yolo	San Diego	Los Angeles	Total
Average Daily Attendance by Grade Range				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.66	224.72	218.03	615.40
ADA Grades 7-8	113.19	127.86	146.56	387.60
ADA Grades 9-12	84.41	204.37	200.84	489.63
Average Overall Daily Attendance	676.24	885.30	893.84	2,455.38

FY23 INITIAL ADA

September Revise Budget Summary

FY23

Compass Charter Schools Budget Summary

	65,392	25,647	58,467		ADA
2022-23 Budget- Sept Revise 12.84% COLA	Ending position after transfer	Ending position after transfer	Ending position after transfer		2,455.38
FY23 Adopted Budget Ending Position	\$ (74,539)	\$ 6,385	\$ (202,489)	\$ (270,643)	Enrollment
				\$ -	2,400.00
				\$ -	2,260.54
	Yolo	San Diego	Los Angeles	Total	
Revenue	27.73%	33.44%	38.83%	**Excludes OCLC revenues for % sales**	
State	7,421,905	9,440,916	9,855,366		26,718,187
Federal	376,503	912,013	1,132,241		2,420,757
Local	346,796	713,599	695,382		1,955,777
Total Revenue	\$ 8,345,205	\$ 11,066,527	\$ 11,682,988	\$ 31,094,720	
Expenses					
1000 Certificated Salaries	3,467,825 41.8%	4,698,348 42.8%	4,723,755 40.6%	12,889,928	41.7%
2000 Classified Salaries	941,474 11.3%	1,190,737 10.8%	1,302,941 11.2%	3,435,153	11.1%
3000 Benefits	1,408,744 17.0%	1,906,590 17.4%	1,929,333 16.6%	5,244,667	17.0%
Total Personnel Expense	5,818,043 70.1%	7,795,676 70.9%	7,956,029 68.5%	21,569,748	69.8%
4000 Books and Supplies	1,244,419 15.0%	1,503,872 13.7%	1,742,143 15.0%	4,490,434	14.5%
5000 Services and Other Operating Expenses	1,235,688 14.9%	1,689,008 15.4%	1,923,078 16.5%	4,847,774	15.7%
6000 Capital Outlay					
7000 Other Outgoing					
Total Expenses	\$ 8,298,150	\$ 10,988,556	\$ 11,621,250	\$ 30,907,956	
Surplus / (Deficit)	\$ 47,054.17	\$ 77,971.16	\$ 61,738.39	\$ 186,764	
As a % of LCFF revenue	0.68%	0.88%	0.67%		
Estimated Beginning Balance	\$ 630,239	\$ 856,283	\$ 863,437	\$ 8,256,843	
CMO (Contribution)/Draw down:	\$ 18,337	\$ (52,324)	\$ (3,272)	\$ (37,258)	
Ending Balance	\$ 695,631	\$ 881,930	\$ 921,903	\$ 8,294,101	
As a % of LCFF Revenue	10.0%	10.0%	10.0%		
Consolidated Fund Balance				\$ 10,793,566	
Sb-740 Funding Determination Test:					
Certificated Salaries (40% req.):	68.89%	72.83%	70.97%		
Instructional Costs (80% req.):	82.05%	82.41%	82.12%		
Cert Salaries Met/Not Met:	Met	Met	Met		
Instr. Costs Met/Not Met:	Met	Met	Met		

Variance from FY23 Initial: \$457k

Changes:

- LCFF Increase
- Enrollment decline (2400)
- Lower Options scholar (1792) cost in 4100
- Static staffing level and benefits (\$950/mo)
- Benefits savings \$150k
- Arts and Music Grant offset STRs increase % \$55k
- PD reduction \$50k
- Assessment (5602) \$80k savings- virtual testing
- Prof Consulting \$50k savings
- Advertising \$50k savings
- Additional \$130k in ESSER 3 revenues- earned by in house Psych
- CSI adjustments \$350k
- Arts and Music Grant offset Stipends \$484k
- Enrollment marketing savings \$50k



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People Division

People Division Update



Sophie Trivino
[@CCSHRGuru](https://www.compasscharters.org/about-us/hr-services/)

<https://www.compasscharters.org/about-us/hr-services/>

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Executive

Planning Updates

Board Packet: pages 492-550



Closing Items

The next regular meeting of the Board of Directors will be Saturday, December 3, 2022 at 10 am. Agenda items will include:

- Approve 2021-22 Audit
- Approve First Interim Reports
- Department Presentations
 - Academic Support Department
 - Special Education Department

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Optimistic Closure Activity

What 1-2 words sum up
your feelings about our
meeting today?

