



## Compass Charter Schools

### Academic Affairs Committee Meeting

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#### Date and Time

Monday December 18, 2017 at 3:00 PM PST

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CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361  
1846 West Imperial Hwy., Los Angeles, CA 90047  
3305 Buckman Springs Road, Pine Valley, CA 91962

Please join my meeting from your computer, tablet or smartphone.  
<https://www.gotomeeting.com/join/127374365>  
You can also dial in using your phone: (571) 317-3112; Access Code: 127-374-365

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

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#### Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Call the Meeting to Order		Matthew Brown	1 m
B. Record Attendance and Guests		J.J. Lewis	1 m
<b>II. CONSENT ITEMS</b>			
A. Consent Items	Vote	Matthew Brown	1 m
Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Committee requests that an item be removed and voted on separately, in which case, the Committee Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.			
<ul style="list-style-type: none"><li>• Approval of December 18, 2017 Regular Meeting Agenda</li><li>• Approval of October 16, 2017 Regular Meeting Minutes</li></ul>			
B. Approval of the October 16, 2017 Regular Meeting Minutes	Approve Minutes	Matthew Brown	1 m

Approve minutes for Academic Affairs Committee Meeting on October 16, 2017

### III. COMMUNICATIONS

<b>A. Committee Member Communication</b>	FYI	Matthew Brown	10 m
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- Kathy Granger
- Matthew Brown

### IV. REPORTS

<b>A. Staff Report</b>	FYI	J.J. Lewis	5 m
<b>B. Counseling Services Department Presentation</b>	FYI	J.J. Lewis	10 m

### V. PUBLIC COMMENT

<b>A. Public Comment</b>	FYI	Matthew Brown	5 m
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Addressing the Committee – Committee meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Committee through the Chair of the Committee. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Committee must send a Speaker Request Message through the form of a text message or chat box message to Miguel Aguilar, Executive Assistant to the CEO (805-807-8199). Messages must contain speaker name, contact number or email, and subject matter and sent prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Committee on any matter within the Committee’s jurisdiction and have **three (3) minutes each** do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Committee Member and approved by the Committee.

The Committee may not deliberate or take action on items that are not on the agenda. However, the Committee may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Committee meeting. The Academic Affairs Committee may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Committee’s ability to conduct its business in a timely manner. The Academic Affairs Committee may also allow for additional public comment and questions after reports and presentations if it deems necessary.

### VI. UNFINISHED BUSINESS

#### VII. NEW BUSINESS

<b>A. Review and Approval of the 2016-17 School Accountability Report Cards</b>	Vote	J.J. Lewis	15 m
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- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

<b>B. Review and Discussion on the California School Dashboard</b>	Discuss	J.J. Lewis	15 m
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- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

<b>C. Review and Approval of the 2018-19 Academic Calendar</b>	Vote	J.J. Lewis	5 m
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**VIII. Closing Items**

<b>A. Upcoming Meetings</b>	FYI	J.J. Lewis	1 m
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Board of Directors Meeting  
6 pm - Monday, January 29

Academic Affairs Committee Meeting  
3 pm - Tuesday, February 20

<b>B. Adjourn Meeting</b>	FYI	Matthew Brown	1 m
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# Cover Sheet

## Consent Items

**Section:** II. CONSENT ITEMS  
**Item:** A. Consent Items  
**Purpose:** Vote  
**Key Result:** Committee Attendance  
**Submitted by:** J.J. Lewis

RECOMMENDATION:  
A motion to approve the consent items.

# Cover Sheet

## Approval of the October 16, 2017 Regular Meeting Minutes

**Section:** II. CONSENT ITEMS  
**Item:** B. Approval of the October 16, 2017 Regular Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:** Miguel Aguilar  
**Related Material:**

Minutes for Academic Affairs Committee Meeting on October 16, 2017

**RECOMMENDATION:**

N/A - motion covered through consent items motion.

DRAFT



## Compass Charter Schools

# Minutes

## Academic Affairs Committee Meeting

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### Date and Time

Monday October 16, 2017 at 3:00 PM

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CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361  
1846 West Imperial Hwy., Los Angeles, CA 90047  
3305 Buckman Springs Road, Pine Valley, CA 91962

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### Committee Members Present

J. Lewis, K. Granger (remote), M. Brown (remote)

### Committee Members Absent

*None*

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## I. Opening Items

### A. Call the Meeting to Order

M. Brown called a meeting of the Academic Affairs committee of Compass Charter Schools to order on Monday Oct 16, 2017 @ 3:06 PM.

### B. Record Attendance and Guests

## II. CONSENT ITEMS

### A. Consent Items

K. Granger made a motion to approve the consent items.

M. Brown seconded the motion.

The committee **VOTED** unanimously to approve the motion.

**Roll Call**

M. Aguilar Absent

M. Brown Aye

K. Granger Aye

**B. Approval of the February 9, 2017 Regular Meeting Minutes**

K. Granger made a motion to approve minutes from the Academic Affairs Committee Meeting on 02-09-17.

M. Brown seconded the motion.

The committee **VOTED** unanimously to approve the motion.

**Roll Call**

M. Brown Aye

M. Aguilar Absent

K. Granger Aye

**III. COMMUNICATIONS**

**A. Committee Member Communication**

No committee member communication.

**IV. REPORTS**

**A. Staff Report**

Mr. Lewis shared that 45 scholars are enrolled in our AVID Elective class. Members of our AVID Site Team have attended numerous trainings to better support our scholars, including training on critical reading and collaborative study groups. Teachers in our Online High School have been incorporating AVID into their classrooms, such as philosophical chairs and the use of Cornell notes. He also shared that both the Counseling Services and Engagement Departments have been hosting a number of workshops, field trips and enrichment activities for our scholars. He also shared that we are hosting synchronous and asynchronous biology, chemistry, and physics labs every month this school year (days, time, and locations to be determined). They will be held in Fresno, Los Angeles and Santa Ana. We currently have 42 scholars enrolled in biology, 15 enrolled in chemistry and 5 enrolled in physics.

**B. Response to Intervention (RTI) Presentation**

Ms. Ashley Daugherty and Mrs. Kasey Wingate, Scholar Success Coordinators, shared a presentation on our Response to Intervention (RTI) program. They walked the committee through an example of the weekly bulletin, which is meant to support teachers in their support for scholars, the new truancy policy, and an overview of RTI. They also shared the indicators for Tier 1 scholars and examples of what the reporting currently looks like.

**C. StrongMind Walk-Through**

Mr. Lewis provided a walk-through of the new StrongMind system, including the Scholar Information System (SIS) and Learning Management System (LMS) / Parent Scholar Portal (PSP). He shared how staff, especially teachers, can access key information to support our scholars through this unified system. He will share a similar walk-through to the full Board of Directors at the November 27 board meeting.

## **V. PUBLIC COMMENT**

### **A. Public Comment**

No public comment.

## **VI. NEW BUSINESS**

### **A. Review and Discussion of Committee Charge**

Mr. Lewis reviewed the committee charge and opened the floor for discussion. This is the second year of operation for the Academic Affairs Committee, and the first with the current membership. Mr. Brown requested a monthly update on attendance, test data, and other relevant data points. Dr. Granger mentioned monthly would be good to start, and also asked that the report include RTI updates.

### **B. Review and Discussion of 9th Grade Math Placement Policy Check-Up**

Mr. Lewis reviewed the 9th grade math placement checkpoint update from the Counseling Services Department, who performed the 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy. The checkpoint resulted in zero (0) scholar course level changes.

## **VII. Closing Items**

### **A. Upcoming Meetings**

### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:55 PM.

Respectfully Submitted,  
J. Lewis



# Cover Sheet

## Staff Report

**Section:** IV. REPORTS  
**Item:** A. Staff Report  
**Purpose:** FYI  
**Key Result:** CEO Support & Evaluation  
**Submitted by:** J.J. Lewis  
**Related Material:** Staff Report - December.pdf

RECOMMENDATION:  
N/A - For Discussion Only



Staff Report  
December 18, 2017

This report is meant to provide updates to the Board of Directors Academic Affairs Committee:

California Special Education Management Information System (CASEMIS)

CASEMIS is an information reporting and retrieval system in special education, developed by the CDE. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. Furthermore, at regular intervals it provides the CDE quality data that can be used for meeting many data needs as funding, educational standards, and program needs. In December and June, the entire system gets an extensive audit. We just completed our December reporting and had a clean report thanks to the diligence and dedication of the entire special education team.

Class of 2018

Graduation dates have been secured for the Class of 2018. Save the Date!

Monday, June 11: San Diego  
Tuesday, June 12: Los Angeles  
Wednesday, June 13: Fresno

i-Ready Diagnostic Testing

Mid-year i-Ready testing is scheduled. All scholars will be completing the i-Ready math and reading tests the week of February 5, 2018.

Options Roundtables

Our Options Program held their first Options Roundtable discussions with Learning Coaches, allowing them to share their experiences with some of the vendor options that we offer. We plan to hold these on a regular basis in the spring semester, using their feedback to determine the types of vendors and curricula to focus on at each session.

Parent/Teacher Conferences

Our inaugural Online Parent/Teacher Conferences were held between November 6<sup>th</sup> and November 17<sup>th</sup>. These were very well received by Learning Coaches and teachers. Final participation percent totals: 66% (Elementary School: 74%, Middle School: 82%, High School: 41%).

Truancy Update

Per our Independent Study Policy, which was approved by the Board of Directors in January, and our signed Master Agreements between scholars, learning coaches and supervising teachers, if a scholar fails to submit at least five (5) assignments within a 10-

day span, they are considered truant and meet with the President & CEO to see if independent study is an appropriate and supportive learning environment.

Here is a breakdown of the number of scholars who have been withdrawn based on this policy and process:

- Online Elementary School: 5 scholars
- Online Middle School: 5 scholars
- Online High School: 24 scholars
- Options Program: 1 scholar

# Cover Sheet

## Counseling Services Department Presentation

**Section:** IV. REPORTS  
**Item:** B. Counseling Services Department Presentation  
**Purpose:** FYI  
**Key Result:** Graduation Rate  
**Submitted by:** J.J. Lewis  
**Related Material:**  
Counseling Services Department Academic Committee Presentation 2017.pdf

**RECOMMENDATION:**  
N/A - For Discussion Only



# Counseling Services Department

Debra Stephan  
Counseling Services Manager



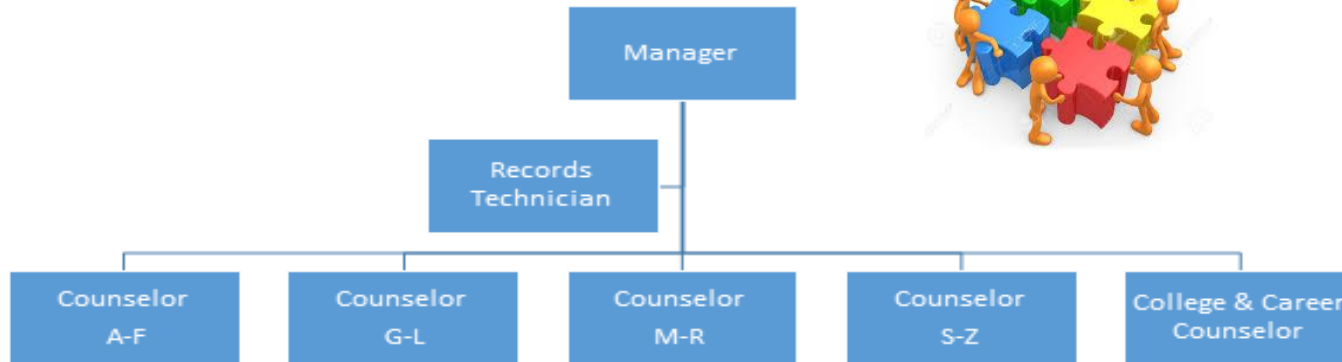
# School Counseling Program - Framework

- Meet the Team
- The School Counselor's Role
- Foundation
- Management
- Delivery
- Accountability





# Counseling Services Department





# School Counselor's Role

- Vital members of the educational team
- Focus skills, time and energy on direct and indirect services to scholars
- Use of leadership, advocacy and collaboration







# Foundation

- Scholar Standards - Domains
  - Academic
    - Support and maximize ability to learn
  - Social Emotional
    - Help manage emotions and learn/apply interpersonal skills
  - Career
    - Connection between school and work and make a successful transition to postsecondary education or world of work
- Counselor Professional Competencies & Ethical Standards

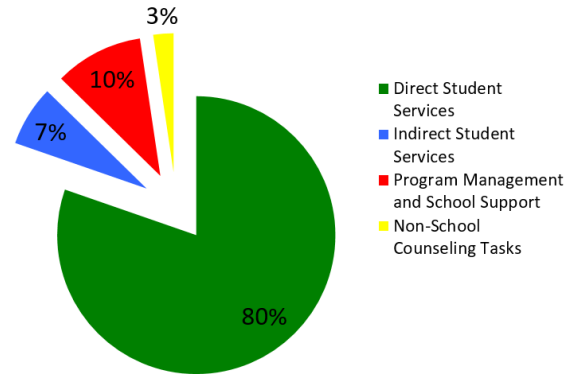




# Management

- Assessments
  - Use-of-time Assessments
  - Annual Program Assessment
  - Program Evaluation Survey
  
- Tools
  - Program Results Data
  - Curriculum Action Plan
  - Lesson Plans
  - Annual/Monthly Calendars

Counselor Time Analysis

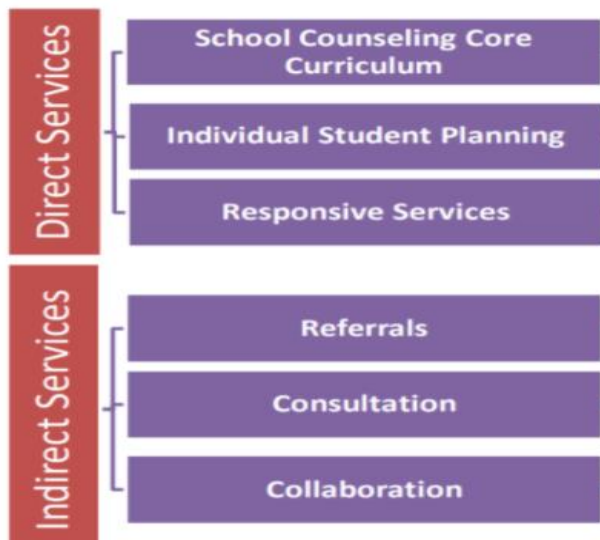


COUNSELING SERVICES CURRICULUM ACTION PLAN  
2017-2018

Grade Level	Curriculum Lesson Content	ASCA Domain	American School Counselor Association (ASCA) Mindsets & Behaviors	Curriculum and Materials	Projected Start/Projected End	Projected Number of Students Impacted	Lesson will be presented in which class/subject?	Evaluation Methods How will the results be measured?	Lead
<b>September</b>									
9-12 HS	High School Grade Level 9 & 12 Presentations	Academic	Mindsets: 3, 4, 5, 6 Behaviors: <ul style="list-style-type: none"> <li>• Learning 6, 7, 8, 9</li> <li>• Self-Mgmt. 1, 5, 8</li> <li>• Social 3</li> </ul>	Counselor Generated	Sept	All	Adobe Connect	Post Survey Observation Reflection	Counselor GA, EC
6-12 MS & HS	Roads to Respect	Personal/Social	Mindsets 1, 3 Behaviors: <ul style="list-style-type: none"> <li>• Learning 1, 5, 9</li> <li>• Self-Mgmt. 1, 7, 9</li> <li>• Social 1, 2, 5, 9</li> </ul>	UCLA Presenter	Sept	All	Adobe Connect	Post Survey Observation Reflection	Counselor MS

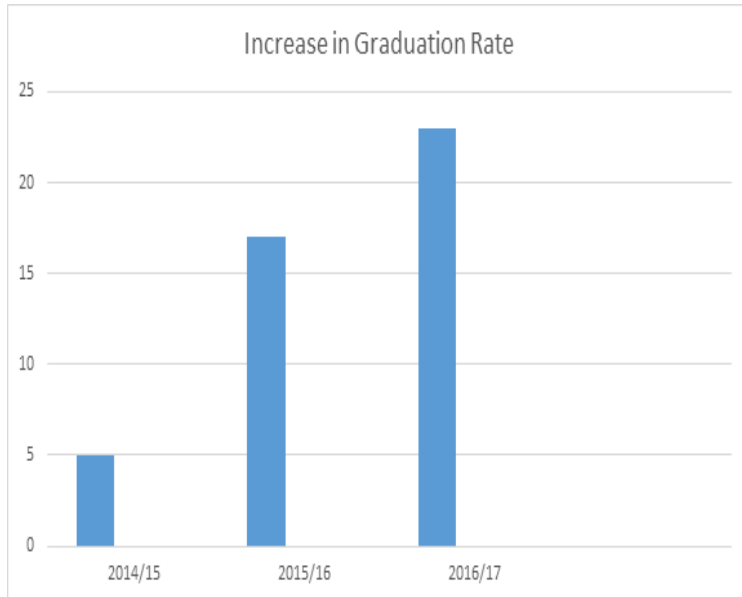


# Delivery





# Accountability



- Programs
  - Credit Deficiency Program
  - Accelerated Course Options Program
  - Concurrent Enrollment Program
- Services
  - Low Counselor to Scholar Ratio
  - Direct/Indirect Services 72-80%
  - High School Proficiency Exams
  - Summer School Resources



# Thank You

[dstephan@CompassCharters.org](mailto:dstephan@CompassCharters.org) | 805-807-8211

# Cover Sheet

## Review and Approval of the 2016-17 School Accountability Report Cards

**Section:** VII. NEW BUSINESS  
**Item:** A. Review and Approval of the 2016-17 School Accountability Report Cards  
**Purpose:** Vote  
**Key Result:** Graduation Rate  
**Submitted by:** J.J. Lewis  
**Related Material:** SARC - CCS of Fresno.pdf  
SARC - CCS of San Diego.pdf

**RECOMMENDATION:**

A motion to recommend approval of the 2016-17 School Accountability Report Cards by the Board of Directors.

## Compass Charter Schools of Fresno

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

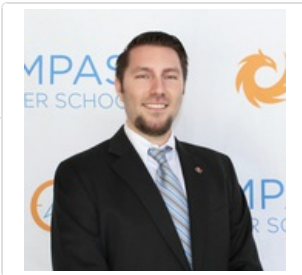
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### J.J. Lewis, President & CEO

Principal, Compass Charter Schools of Fresno

#### About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) their school of choice. I am proud to be the President & CEO of CCS, and look forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone at CCS is committed to creating a nurturing environment as we work with our scholars to meet their unique learning needs. There are a few vocabulary words that we use which make our school culture unique to many others.

#### CCS VOCABULARY

Like any school CCS has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

#### Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at CCS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach.

#### Scholar

At CCS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

We look forward to being part of our scholars educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at [www.compasscharters.org](http://www.compasscharters.org)!

Respectfully,

J.J. Lewis, M.Ed.  
President & CEO

#### Principal's Comment

Dear Parents/Guardians:

We are happy you have chosen to make Academy of Arts and Sciences (AAS) your school of choice. I am proud to be the President & CEO of AAS, and am looking forward working with

our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone here at AAS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s). As you are new to AAS there are a few vocabulary words that we use which make our school culture unique to many others.

**AAS VOCABULARY**

Like any school Academy of Arts and Sciences has its own unique culture. To help you understand part of the culture of AAS it is important you understand our use of the following key terms:

*Learning Coach*

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at A

**Contact**

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*Compass Charter Schools of Fresno  
850 Hampshire Rd., Ste. P  
Thousand Oaks, CA 91361-6004*

*Phone: 818-824-6233*

*E-mail: [info@compasscharters.org](mailto:info@compasscharters.org)*



# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Orange Center
<b>Phone Number</b>	(559) 237-0437
<b>Superintendent</b>	Terry Hirschfield
<b>E-mail Address</b>	<a href="mailto:thirschfield@orangecenter.org">thirschfield@orangecenter.org</a>
<b>Web Site</b>	<a href="http://www.orangecenter.org">www.orangecenter.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Compass Charter Schools of Fresno
<b>Street</b>	850 Hampshire Rd., Ste. P
<b>City, State, Zip</b>	Thousand Oaks, Ca, 91361-6004
<b>Phone Number</b>	818-824-6233
<b>Principal</b>	J.J. Lewis, President & CEO
<b>E-mail Address</b>	<a href="mailto:info@compasscharters.org">info@compasscharters.org</a>
<b>Web Site</b>	<a href="http://www.compasscharters.org">www.compasscharters.org</a>
<b>County-District-School (CDS) Code</b>	10623310130880

*Last updated: 12/1/2017*

## School Description and Mission Statement (School Year 2017-18)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

### 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.

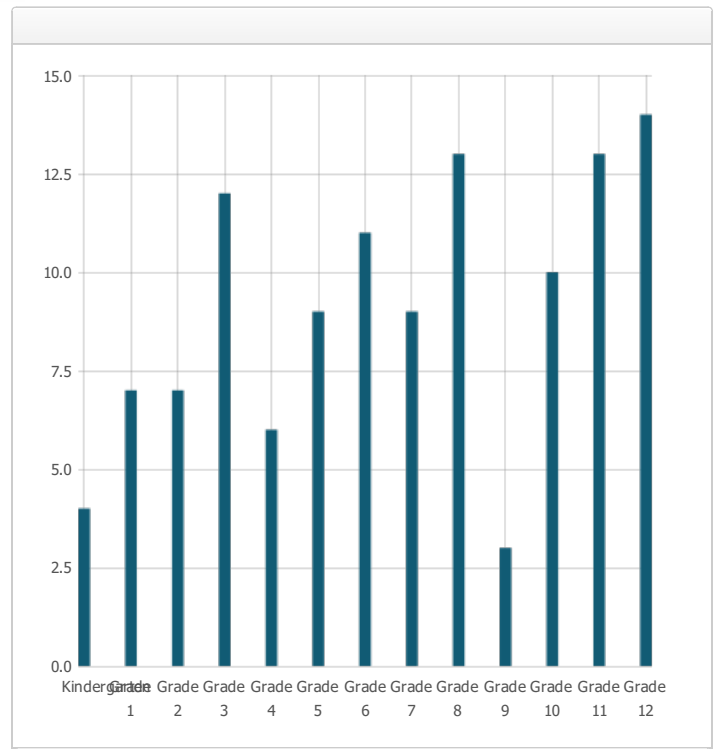
### Core Values

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

*Last updated: 12/1/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	4
Grade 1	7
Grade 2	7
Grade 3	12
Grade 4	6
Grade 5	9
Grade 6	11
Grade 7	9
Grade 8	13
Grade 9	3
Grade 10	10
Grade 11	13
Grade 12	14
<b>Total Enrollment</b>	<b>118</b>



Last updated: 11/30/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	1.7 %
Asian	2.5 %
Filipino	0.0 %
Hispanic or Latino	44.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	34.7 %
Two or More Races	11.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.8 %
English Learners	2.5 %
Students with Disabilities	3.4 %
Foster Youth	0.0 %

Last updated: 11/30/2017

## **A. Conditions of Learning**

### **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	34%	49%	30%	32%	48%	48%
Mathematics (grades 3-8 and 11)	13%	19%	17%	19%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/1/2017*

## CAASPP Test Results in ELA by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	55	68.75%	49.09%
Male	29	19	65.52%	31.58%
Female	51	36	70.59%	58.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	28	19	67.86%	47.37%
Native Hawaiian or Pacific Islander				
White	34	24	70.59%	45.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	35	64.81%	42.86%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/1/2017*

## CAASPP Test Results in Mathematics by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	54	67.50%	18.52%
Male	29	19	65.52%	
Female	51	35	68.63%	25.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	28	18	64.29%	16.67%
Native Hawaiian or Pacific Islander				
White	34	24	70.59%	20.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	35	64.81%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/1/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		50.0%		50.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 11/30/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	33.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	0.0%	0.0%	33.3%
7	0.0%	25.0%	37.5%
9	40.0%	0.0%	40.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/1/2017

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

We are proud to have opportunities available for parental involvement:

#### Coaches' Corner

Coaches' Corner is a bi-weekly online meeting presented by our staff that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Compass Charter Schools.

Coaches' Corners are every other Wednesday at 1 pm. This virtual presentation lasts 10-20 minutes, and is followed by a live Q & A with presenters and learning coaches afterwards.

#### Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

# State Priority: Pupil Engagement

*Last updated: 12/1/2017*

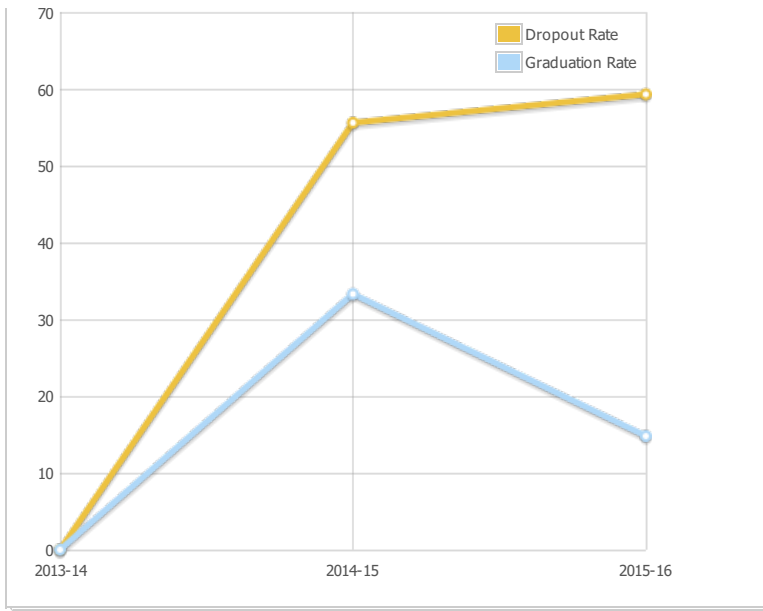
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	55.6%	59.3%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	33.3%	14.8%	--	--	--	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 12/1/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	27.3%	27.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	0.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	0.0%	0.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	0.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

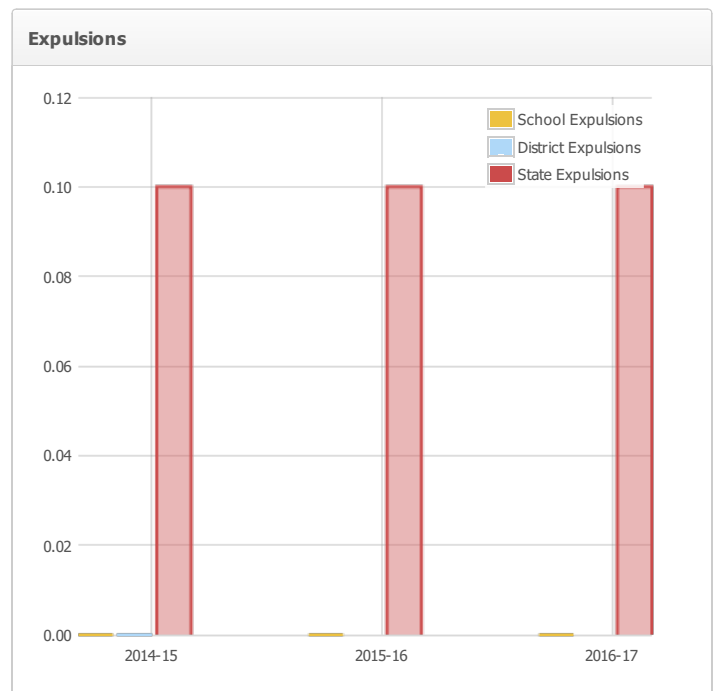
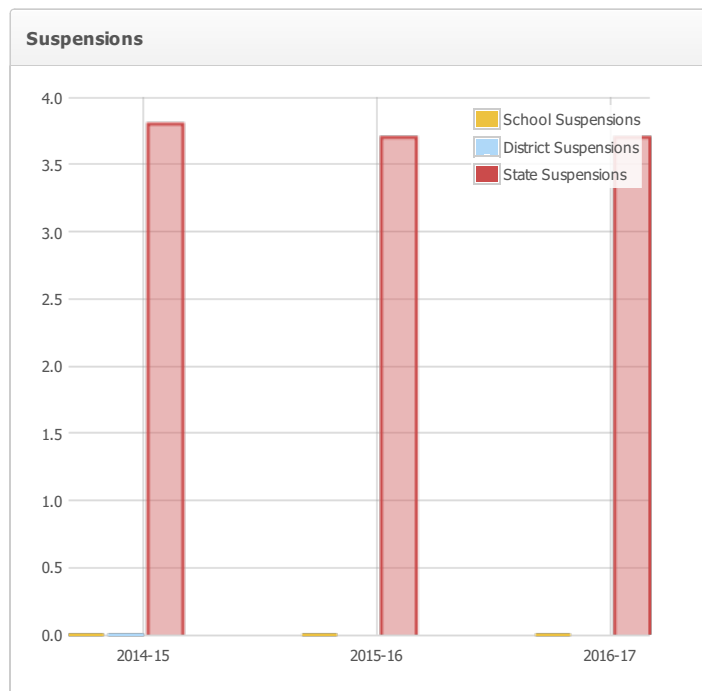
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/1/2017

## School Safety Plan (School Year 2017-18)

While we are a virtual academy, we do have a School Safety Plan for our Learning Centers. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers. In addition, we have phone trees created to notify all staff of emergencies and other situations.

Last updated: 11/30/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

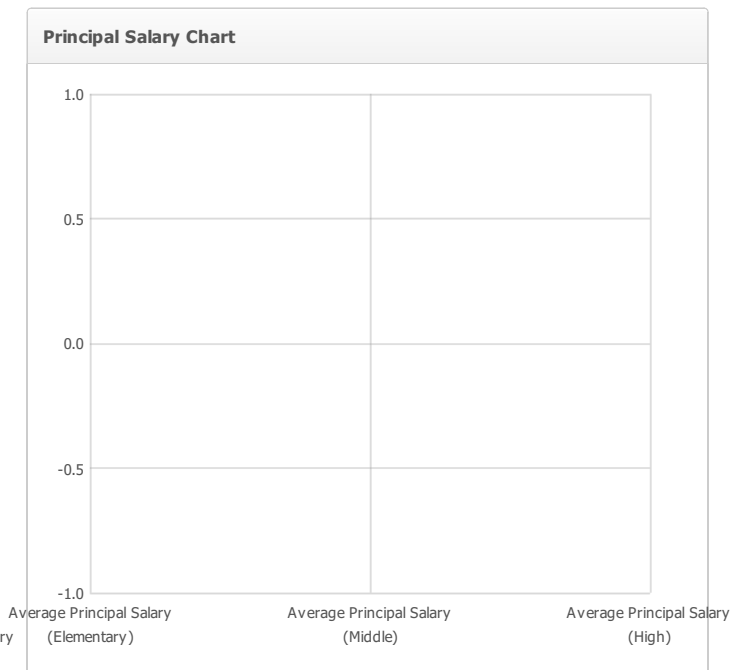
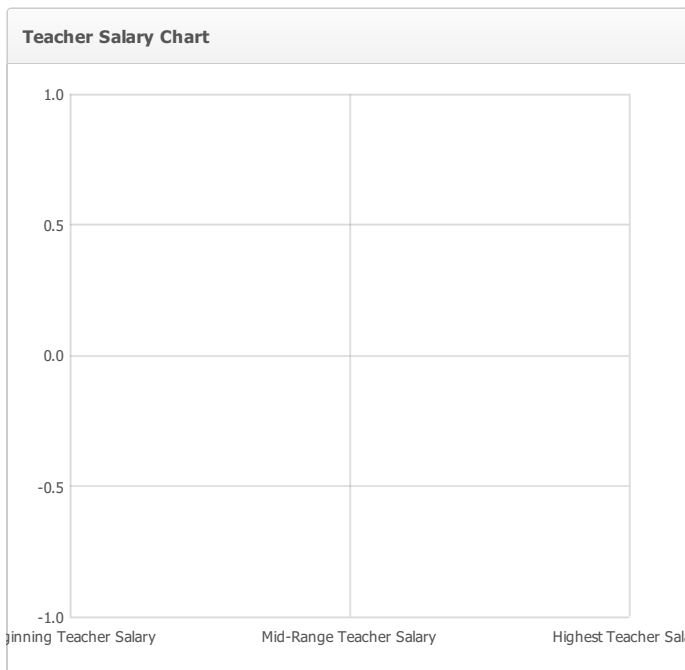
Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/30/2017

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$42,598
Mid-Range Teacher Salary	\$	\$62,232
Highest Teacher Salary	\$	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$117,868
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/15/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	1.7%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/1/2017*

**Professional Development**

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long in-person All-Staff Retreat in August. In addition to this school-wide training, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

*Last updated: 11/30/2017*

## Compass Charter Schools of San Diego

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

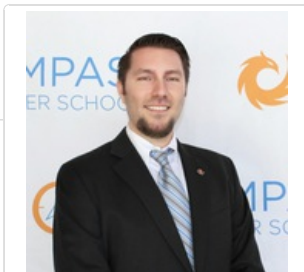
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### J.J. Lewis, President & CEO

Principal, Compass Charter Schools of San Diego

#### About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) their school of choice. I am proud to be the President & CEO of CCS, and look forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone at CCS is committed to creating a nurturing environment as we work with our scholars to meet their unique learning needs. There are a few vocabulary words that we use which make our school culture unique to many others.

#### CCS VOCABULARY

Like any school CCS has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

#### Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at CCS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach.

#### Scholar

At CCS we choose to refer to students as "scholar." Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

We look forward to being part of our scholars educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at [www.compasscharters.org](http://www.compasscharters.org)!

Respectfully,

J.J. Lewis, M.Ed.  
President & CEO

#### Contact

Compass Charter Schools of San Diego  
850 Hampshire Rd. Ste. P  
Thousand Oaks, CA 91361-2851



Phone: 818-824-6233

E-mail: [info@compasscharters.org](mailto:info@compasscharters.org)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Mountain Empire Unified
<b>Phone Number</b>	(619) 473-9022
<b>Superintendent</b>	Kathy Granger
<b>E-mail Address</b>	<a href="mailto:kathy.granger@meusd.k12.ca.us">kathy.granger@meusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://meusd.k12.ca.us">http://meusd.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Compass Charter Schools of San Diego
<b>Street</b>	850 Hampshire Rd. Ste. P
<b>City, State, Zip</b>	Thousand Oaks, Ca, 91361-2851
<b>Phone Number</b>	818-824-6233
<b>Principal</b>	J.J. Lewis, President & CEO
<b>E-mail Address</b>	<a href="mailto:info@compasscharters.org">info@compasscharters.org</a>
<b>Web Site</b>	<a href="http://www.compasscharters.org">www.compasscharters.org</a>
<b>County-District-School (CDS) Code</b>	37682130127084

*Last updated: 12/1/2017*

## School Description and Mission Statement (School Year 2017-18)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

### 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.

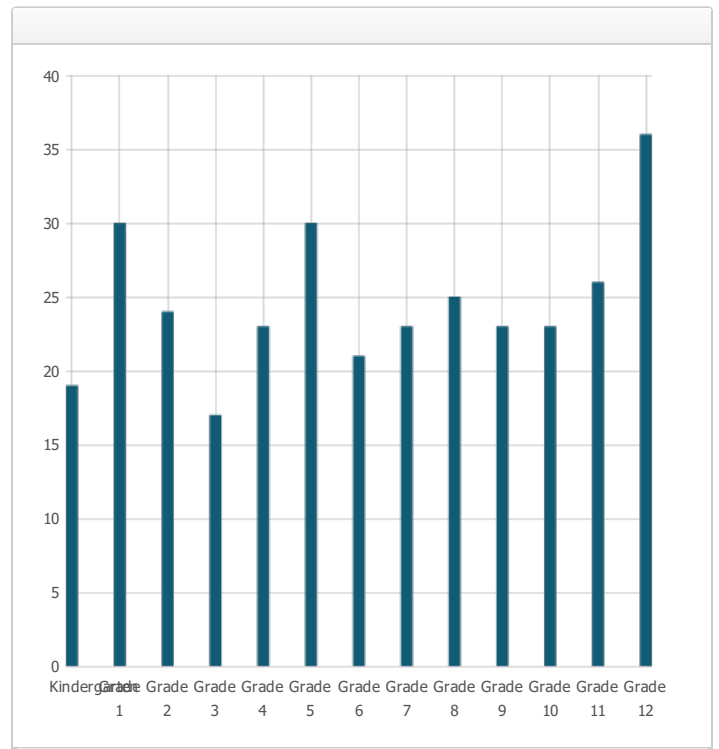
### Core Values

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

*Last updated: 12/1/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	19
Grade 1	30
Grade 2	24
Grade 3	17
Grade 4	23
Grade 5	30
Grade 6	21
Grade 7	23
Grade 8	25
Grade 9	23
Grade 10	23
Grade 11	26
Grade 12	36
<b>Total Enrollment</b>	<b>320</b>



Last updated: 12/1/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.2 %
American Indian or Alaska Native	0.0 %
Asian	1.6 %
Filipino	1.9 %
Hispanic or Latino	43.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	34.1 %
Two or More Races	11.6 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.3 %
English Learners	2.8 %
Students with Disabilities	4.7 %
Foster Youth	0.0 %

Last updated: 11/16/2017

## **A. Conditions of Learning**

### **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	66%	38%	46%	45%	48%	48%
Mathematics (grades 3-8 and 11)	31%	17%	30%	29%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/1/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	204	142	69.61%	38.03%
Male	98	70	71.43%	35.71%
Female	106	72	67.92%	40.28%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	83	62	74.70%	30.65%
Native Hawaiian or Pacific Islander				
White	75	56	74.67%	39.29%
Two or More Races	30	16	53.33%	75.00%
Socioeconomically Disadvantaged	112	81	72.32%	38.27%
English Learners	13	--	61.54%	12.50%
Students with Disabilities	22	19	86.36%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/1/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	144	70.59%	16.67%
Male	98	72	73.47%	16.67%
Female	106	72	67.92%	16.67%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	83	63	75.90%	14.29%
Native Hawaiian or Pacific Islander				
White	75	57	76.00%	15.79%
Two or More Races	30	16	53.33%	25.00%
Socioeconomically Disadvantaged	112	82	73.21%	15.85%
English Learners	13	--	69.23%	
Students with Disabilities	22	20	90.91%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 12/1/2017*



**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46.0%	54.0%	40.0%	54.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/1/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	33.1%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	85.7%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	28.0%	24.0%	28.0%
7	12.5%	25.0%	37.5%
9	11.0%	21.0%	42.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/1/2017

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

We are proud to have opportunities available for parental involvement:

#### Coaches' Corner

Coaches' Corner is a bi-weekly online meeting presented by our staff that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Compass Charter Schools.

Coaches' Corners are every other Wednesday at 1 pm. This virtual presentation lasts 10-20 minutes, and is followed by a live Q & A with presenters and learning coaches afterwards.

#### Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

# State Priority: Pupil Engagement

*Last updated: 12/1/2017*

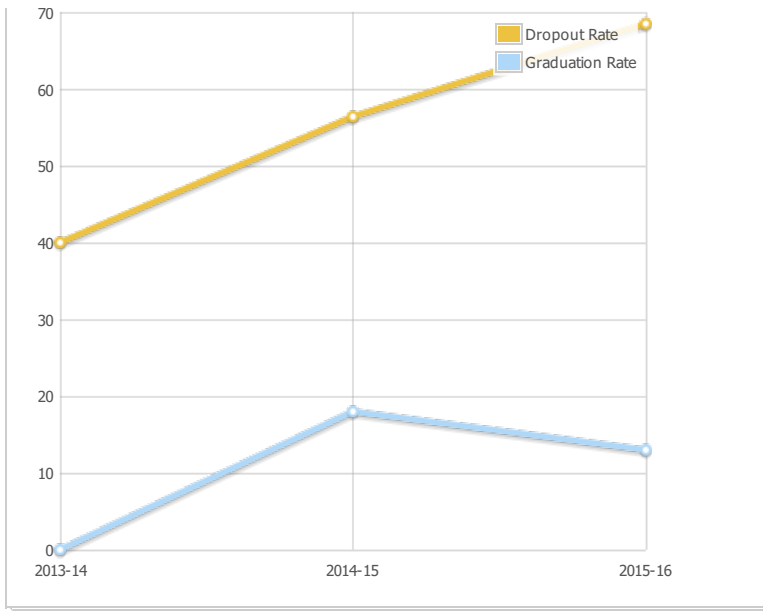
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	40.0%	56.4%	68.5%	25.2%	14.7%	25.7%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	18.0%	13.0%	67.2%	68.9%	58.9%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 12/1/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	19.4%	70.8%	87.1%
Black or African American	25.0%	66.7%	79.2%
American Indian or Alaska Native	0.0%	50.0%	80.2%
Asian	0.0%	33.3%	94.4%
Filipino	0.0%	20.0%	93.8%
Hispanic or Latino	0.0%	71.8%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	28.6%	79.1%	91.0%
Two or More Races	0.0%	50.0%	90.6%
Socioeconomically Disadvantaged	12.5%	71.6%	85.5%
English Learners	0.0%	78.9%	55.4%
Students with Disabilities	100.0%	77.8%	63.9%
Foster Youth	0.0%	50.0%	68.2%

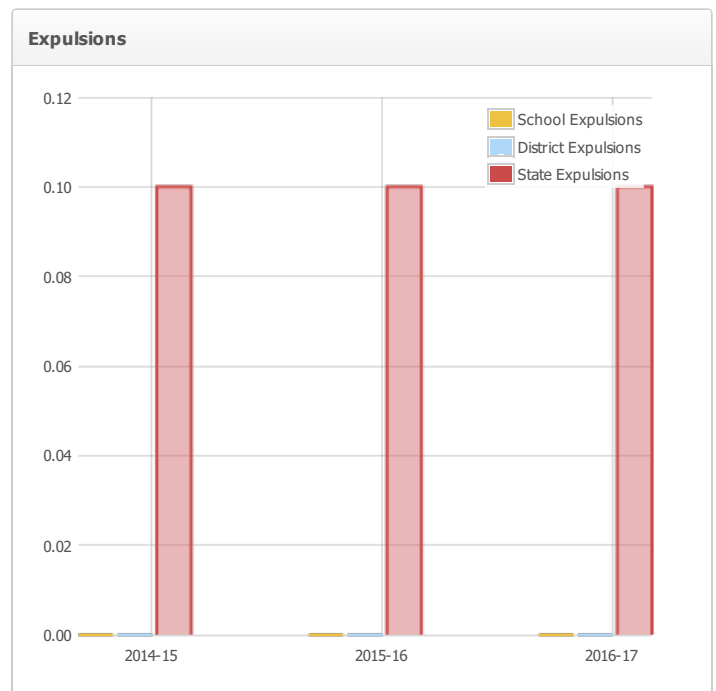
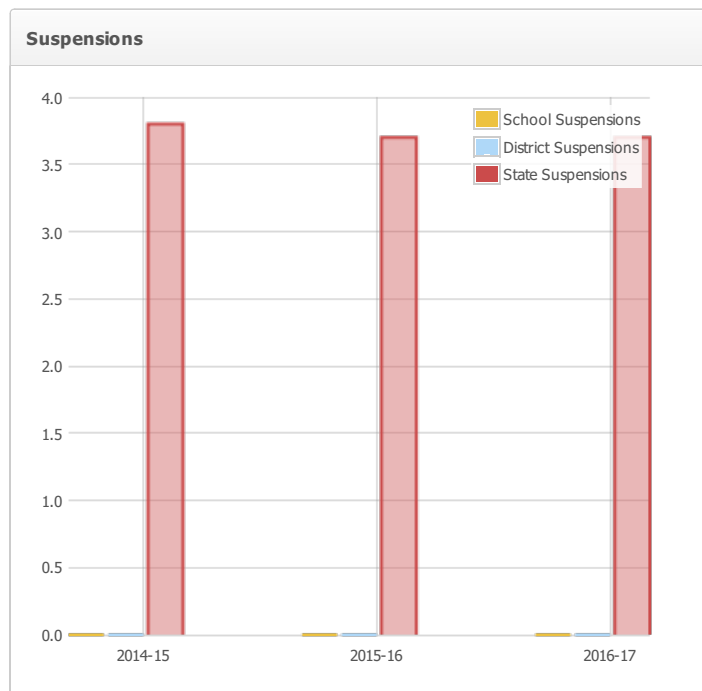
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/1/2017

## School Safety Plan (School Year 2017-18)

While we are a virtual charter school, we do have a School Safety Plan for our Learning Centers. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers. In addition, we have phone trees created to notify all staff of emergencies and other situations.

Last updated: 12/1/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

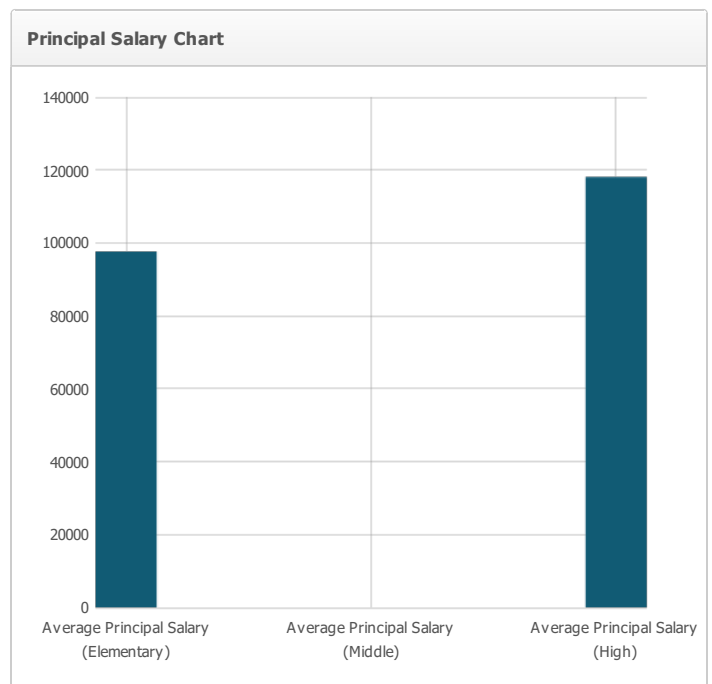
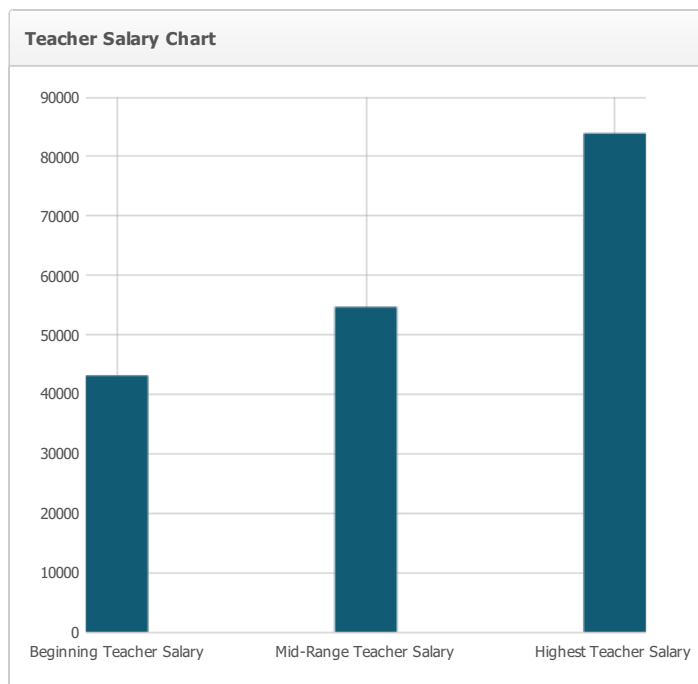
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Last updated: 12/1/2017

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,149	\$41,164
Mid-Range Teacher Salary	\$54,686	\$61,818
Highest Teacher Salary	\$83,901	\$84,567
Average Principal Salary (Elementary)	\$97,652	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$118,110	\$101,955
Superintendent Salary	\$163,627	\$126,855
Percent of Budget for Teacher Salaries	28.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 11/30/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	1.6%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 11/30/2017*

**Professional Development**

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long in-person All-Staff Retreat in August. In addition to this school-wide training, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

*Last updated: 11/30/2017*



# Cover Sheet

## Review and Discussion on the California School Dashboard

**Section:** VII. NEW BUSINESS  
**Item:** B. Review and Discussion on the California School Dashboard  
**Purpose:** Discuss  
**Key Result:** Graduation Rate  
**Submitted by:** J.J. Lewis  
**Related Material:** 2017 California School Dashboard Data.pdf

RECOMMENDATION:  
N/A - For Discussion Only



# COMPASS

## CHARTER SCHOOLS

### 2017 California School Dashboard Data

**(855) 937- 4227**

**CompassCharters.org**



# 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.



# California School Dashboard

## Compass Charter Schools of Fresno

<https://www.caschooldashboard.org/#/Details/10623310130880/3/EquityReport>


## Compass Charter Schools of Los Angeles

<https://www.caschooldashboard.org/#/Details/19753090135145/3/EquityReport>

## Compass Charter Schools of San Diego

<https://www.caschooldashboard.org/#/Details/37682130127084/3/EquityReport>

### Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





# CCS of Fresno

## Equity Report

### Compass Charter Schools of Fresno - Fresno County

Enrollment: 118    Socioeconomically Disadvantaged: 67.8%    English Learners: 2.5%    Foster Youth: 0%

Grade Span: K-12    Charter School: Yes

Dashboard Release:

Fall 2017


Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		3	0
English Learner Progress (1-12)		N/A	N/A
<u>Graduation Rate (9-12)</u>		N/A	N/A
<u>College/Career (9-12)</u> Select for one year of available data	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		N/A	N/A
<u>Mathematics (3-8)</u>		N/A	N/A



# CCS of Fresno

## Status and Change Report

### Compass Charter Schools of Fresno - Fresno County

Enrollment: 118   Socioeconomically Disadvantaged: 67.8%   English Learners: 2.5%   Foster Youth: 0%

Dashboard Release:

Grade Span: K-12   Charter School: Yes

Fall 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
<a href="#">Graduation Rate (9-12)</a>		Very Low 14.8%	*
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	Very Low 3.7%	N/A
<a href="#">English Language Arts (3-8)</a>		Low 45.6 points below level 3	Declined -14.5 points
<a href="#">Mathematics (3-8)</a>		Low 83 points below level 3	Maintained -1 points





# CCS of Los Angeles

## Equity Report

### Compass Charter Schools of Los Angeles - Los Angeles County

Enrollment: 447    Socioeconomically Disadvantaged: 67.3%    English Learners: 1.6%    Foster Youth: 0%

Grade Span: K-12    Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u><a href="#">Chronic Absenteeism</a></u>	N/A	N/A	N/A
<u><a href="#">Suspension Rate (K-12)</a></u>		N/A	N/A
<u><a href="#">English Language Arts (3-8)</a></u>		N/A	N/A
<u><a href="#">Mathematics (3-8)</a></u>		N/A	N/A





# CCS of Los Angeles

## Status and Change Report

### Compass Charter Schools of Los Angeles - Los Angeles County

Enrollment: 447    Socioeconomically Disadvantaged: 67.3%    English Learners: 1.6%    Foster Youth: 0%

Grade Span: K-12    Charter School: Yes

Dashboard Release:

Fall 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<a href="#"><u>Chronic Absenteeism</u></a>	N/A	N/A	N/A
<a href="#"><u>Suspension Rate (K-12)</u></a>		Very Low 0%	N/A
<a href="#"><u>English Language Arts (3-8)</u></a>		Low 14.2 points below level 3	*
<a href="#"><u>Mathematics (3-8)</u></a>		Low 82.2 points below level 3	*







# CCS of San Diego

## Equity Report

### Compass Charter Schools of San Diego - San Diego County

Enrollment: 320   Socioeconomically Disadvantaged: 60.3%   English Learners: 2.8%   Foster Youth: 0%

Grade Span: K-12   Charter School: Yes

Dashboard Release:

Fall 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		4	0
English Learner Progress (1-12)		N/A	N/A
<u>Graduation Rate (9-12)</u>		1	1
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		N/A	N/A
<u>Mathematics (3-8)</u>		N/A	N/A





# CCS of San Diego

## Status and Change Report

### Compass Charter Schools of San Diego - San Diego County

Enrollment: 320    Socioeconomically Disadvantaged: 60.3%    English Learners: 2.8%    Foster Youth: 0%

Grade Span: K-12    Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
<a href="#">Graduation Rate (9-12)</a>		Very Low 13%	Increased +1.1%
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	Very Low 3.7%	N/A
<a href="#">English Language Arts (3-8)</a>		Low 12.6 points below level 3	Declined Significantly -57.8 points
<a href="#">Mathematics (3-8)</a>		Low 61 points below level 3	Declined Significantly -59.8 points





# Questions?



Contact:

J.J. Lewis | President & CEO

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[@lewis1jj](#)



# Cover Sheet

## Review and Approval of the 2018-19 Academic Calendar

**Section:** VII. NEW BUSINESS  
**Item:** C. Review and Approval of the 2018-19 Academic Calendar  
**Purpose:** Vote  
**Key Result:** Average Daily Attendance  
**Submitted by:** J.J. Lewis  
**Related Material:** 2018-19 Academic Calendar.pdf

**RECOMMENDATION:**

A motion to recommend approval of the 2018-19 Academic Calendar by the Board of Directors.

# COMPASS CHARTER SCHOOLS

## 2018-19 Academic Calendar

July 2018						
S	M	T	W	T	F	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	T	F	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		













February 2019						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	T	F	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	T	F	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	T	F	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

-  Regular Schedule
-  First Day of School
-  i-Ready Testing Window
-  Holiday - No School
-  Mid Year Break
-  Start of Semester 2
-  In Service Days
-  Spring Break
-  SBAC Testing Window
-  Graduation Week
-  Last Day of School
-  Winter Break