



Compass Charter Schools

Academic Affairs Committee Meeting

Date and Time

Wednesday January 17, 2018 at 4:00 PM PST

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.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order		Matthew Brown	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
II. CONSENT ITEMS			
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">• Approval of January 17, 2018 Regular Meeting Agenda• Approval of October 16, 2017 Regular Meeting Minutes			
B. Approval of the October 16, 2017 Regular Meeting Minutes	Approve Minutes	Matthew Brown	

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

III. COMMUNICATIONS

A. Committee Member Communication FYI Matthew Brown 10 m

- Kathy Granger
- Matthew Brown

IV. REPORTS

A. Staff Report FYI J.J. Lewis 5 m

B. Counseling Services Department Presentation FYI J.J. Lewis 10 m

V. PUBLIC COMMENT

A. Public Comment FYI Matthew Brown 5 m

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

A. Review and Approval of the 2016-17 School Accountability Report Cards Vote J.J. Lewis 15 m

- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

B. REVIEW AND DISCUSSION ON THE CALIFORNIA SCHOOL DASHBOARD Discuss J.J. Lewis 15 m

- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

C. REVIEW AND APPROVAL OF THE 2018-19 ACADEMIC CALENDAR	Vote	J.J. Lewis	5 m
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VIII. Closing Items

A. Upcoming Meetings	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. Adjourn Meeting	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: J.J. Lewis
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

Date and Time

Monday October 16, 2017 at 3:00 PM

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.

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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.

Committee Members Present

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

Committee Members Absent

None

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

K. Granger Aye

M. Aguilar Absent

M. Brown 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. Aguilar Absent

K. Granger Aye

M. Brown 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: A Staff Report - January.pdf
B Counseling Services Workshops Flyer - January.pdf
C Scholar Engagement Events Flyer - January.pdf
D School Spirit Week Flyer.pdf
E National School Choice Week Flyer.pdf

RECOMMENDATION:
N/A - For Discussion Only



Staff Report
January 17, 2018

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

Attendance – P-1 Reporting

Our Information Services Team worked on our P-1 Reports with assistance from CSMC. Each authorizer had a different deadline in December for submission, as they review the report and submit it on our behalf to the County Office of Education.

	<u>Total ADA</u>	<u>Average Daily Attendance Rate</u>
CCS of Fresno	123.13	95.04%
CCS of LA	409.51	91.47%
CCS of San Diego	367.99	95.78%

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 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

Counseling Services Workshops

The Counseling Services Team is hosting a number of workshops throughout the month of January. Topics are geared toward either middle school or high school scholars. *See attached flyer for more information.*

Engagement Events

The Engagement Team has scheduled a number of field trips and enrichment activities for scholars throughout the state. *See attached flyer for more information, along with flyers for School Spirit Week and National School Choice Week.*

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 6th and November 17th. These were very well received by Learning Coaches and teachers. Final participation percent totals: 66% (Elementary School: 74%, Middle School: 82%, High School: 41%).

Student Accountability Report Cards

Our Information Services Team worked on our Student Accountability Report Cards (SARCs). These are due by February 1, 2018. A presentation and review is under New Business.

Truancy Update

Per our Independent Study Policy, and in 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 through December:

- Online Elementary School: 5 scholars
- Online Middle School: 7 scholars
- Online High School: 30 scholars
- Options Program: 1 scholar

WASC Re-Accreditation

Both Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles has Self-Study Accreditation Visits by WASC during the 2018-19 school year. We have submitted preferred dates for these visits to WASC and are awaiting confirmation. Our goal is to achieve the full six-year accreditation from WASC following these visits, similar to last year and Compass Charter Schools of San Diego.

COUNSELING WORKSHOPS

January 2018



Counseling Services High School Presentations & Workshops

Naviance: Roadtrip Nation & Career Interest Profile Review - Thursday, January 26, 2018 from 12-1pm

Description: Our high school scholars are invited to explore Naviance, a useful college and career planning tool that will help scholars connect learning to real-life. [RSVP link.](#)

High School College & Career Success Café: "Everything you want to know about the SAT/ACT" - Thursday, January 30, 2018 from 12:30 - 1:00 pm

Description: Our high school scholars are invited to join and hear from guest speaker, Jacob Kantor from Revolution Prep. The Cafe is held on the last Tuesday of each month. Topics will focus on college/career awareness and readiness skills. [RSVP link.](#)


RSVP HERE NOW

COMPASS
CHARTER SCHOOLS




Compass Charter Schools Counseling Team

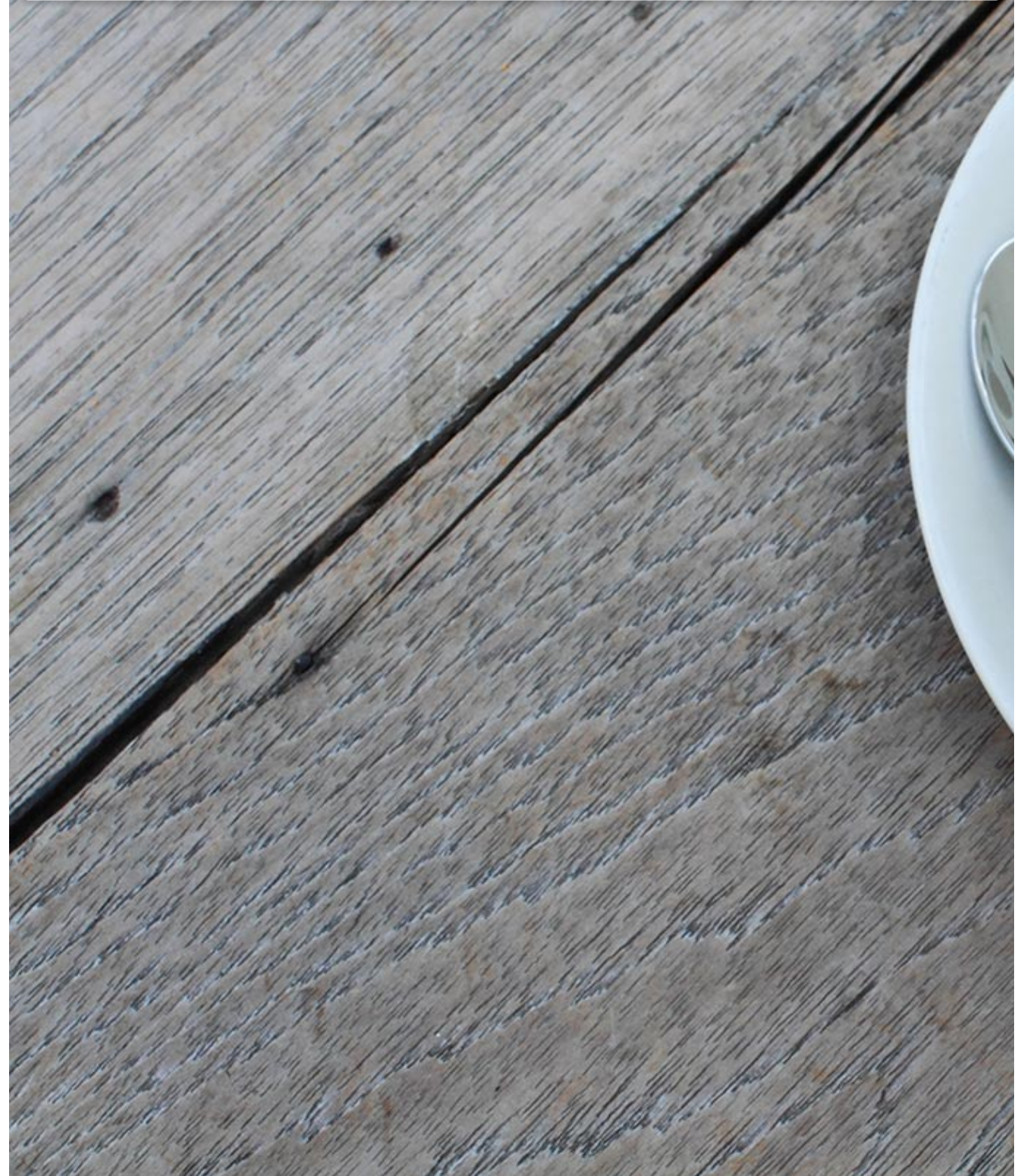
 @CompassCS

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 counseling@compasscharters...

 855-937-4227

 compasscharters.org



CCS Field Trips & Events

Information subject to change - Current as of 12/21/17

View **event details** and **instructions to register** by visiting our [CCS website calendar](#).
Please note: No scholar may attend a Field Trip hosted by Compass Charter Schools unless accompanied by a parent, guardian, or legal adult. No exceptions.
For questions - please contact Rebecca MacAlpine at rmacalpine@compasscharters.org

Field Trips & Events

- January 11 ~ [Downing Planetarium](#) Field Trip at Fresno State
- January 12 ~ [La Brea Tar Pits Carnivore Themed Field Trip](#) in Los Angeles
- January 16 ~ [Spelling Bee](#) in Santa Ana at OC LC
- January 17 ~ [Pacific Southwest Railway Train Ride & Museum Visit](#) in San Diego
- January 18 ~ [National School Choice Week Ice Cream Celebration](#) in Santa Ana
- January 22-26 ~ Spirit Week - The Great Kindness Challenge & National School Choice Week
- January 22 ~ [American Revolution Tour Field Trip at Riley's Farm](#)
- January 25 ~ [iFly Field Trip](#) and Lesson in Ontario
- January 25 ~ [Geo Bee](#) for 4th to 8th Grade Scholar held in Santa Ana
- January 29 ~ [CPR Class with Flatline CPR](#) in Fresno
- January 30 ~ [San Diego Guided Nature Hike](#) near Universal City
- January 31 ~ [Music Center of LA Theater Tour](#) - All 4 Theaters included!
- February 1 ~ [Chino Water Basin Capturing Rain Field Trip](#) in Montclair
- February 1 ~ [Voyage of Explorers Dockside Tour of the Lady Washington Tall Sail Ship](#) in Newport Beach
- February 7 ~ Natural History Museum of LA Homeschool Day "Gems and Minerals Unearthed"
- February 9 ~ [Oasis Camel Dairy](#) in Yucaipa
- February 12 ~ [Independence Hall Tour](#) at Knott's in Buena Park (3rd Grade & Above)
- February 21 ~ [LA Kitchen Community Service](#) Field Trip (5th Grade & Above)
- February 28 ~
[Anaheim Ducks First Flight Field Trip](#) (STEAM Activities and Lesson) in Anaheim
- March 19 ~ [Fossil Discovery Center](#) in Madera
- March 20 ~ [Los Angeles County Arboretum and Botanic Garden](#)
- May 31 ~ [Universal Studios' Grad Bash for Graduating 12th Grade CCS Scholars](#)
- June 5 ~ [The Getty Center](#) in Los Angeles

Spring 2019 ~ [DC/NY Trip for High School Scholars](#)

Deadlines to Register

- Jan 9 ~ American Revolution Tour Field Trip at Riley's Farm (Jan 22 event)
- Jan 9 ~ La Brea Tar Pits Carnivore Themed Field Trip (Jan 12 event)
- Jan 9 ~ iFly Field Trip and Lesson in Ontario (Jan 25 event)
- Jan 9 ~ Pacific Southwest Railway Train Ride & Museum Visit in San Diego (Jan 17 event)
- Jan 9 ~ Anaheim Ducks First Flight Field Trip (STEAM Activities and Lesson) (Feb 28 event)
- Jan 10 ~ San Diego Guided Nature Hike near Universal City (Jan 30 event)
- Jan 10 ~ National School Choice Week Ice Cream Celebration in Santa Ana (Jan 18 event)
- Jan 16 ~ Chino Water Basin Capturing the Rain Field Trip (Feb 1 event)
- Jan 19 ~ Geo Bee (Jan 25 event)
- Jan 22 ~ Music Center of LA Theater Tour - All 4 Theaters included! (Jan 31 event)
- Jan 24 ~ CPR Class with Flatline CPR in Fresno (Jan 29 event)
- Jan 26 ~ Independence Hall Tour at Knott's in Buena Park (Feb 12 event)
- Jan 31 ~ DC/NY Trip for High School Scholars Registration Deadline (Spring 2019 Trip)
- Feb 6 ~ LA Kitchen Community Service Field Trip (5th Grade & Above) (Feb 21 event)
- Mar 1 ~ Fossil Discovery Center in Madera (Mar 19 event)
- Mar 1 ~ Los Angeles County Arboretum and Botanic Garden (Mar 20 event)
- May 17 ~ The Getty Center in Los Angeles (Jun 5 event)

Scholar Clubs Community

Our clubs community is almost all virtual and provides a fun environment for staff and scholars to share about their passions and hobbies all the while building meaningful connections! [Visit this link](#) to see a list of all 27 scholar clubs along with instructions on how to join our clubs community!

Share Your Photos With Us!

Come see photos from our field trips & other activities shared by families and scholars. Request to join our private Facebook group "[CCS Photo Share](#)" to share your photos and view those shared by our other families.

Click here to download a PDF version of this flyer!



Compass Charter Schools

 Facebook  @CompassCS

Compass Charter Schools (CCS) is a WASC-accredited virtual charter school that serves scholars throughout California. [Visit our website](#) to learn more about our flexible academic programs!

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School Spirit Week!

January 22 to January 26, 2018



**Celebrate National School Choice Week and
The Great Kindness Challenge by showing off your school spirit!**

Scholars are invited to dress up with their fellow CCS family, join our virtual assembly and share pictures and videos of their school spirit with us on social media! For questions about Spirit Week - please contact Rebecca MacAlpine at rmacalpine@compasscharters.org

Spirit Week Dress Up Days

Share your spirit with us! Upload photos each day of the week in your spirit day attire to our private Facebook group "[CCS Photo Share](#)" or tag **@CompassCs** when sharing via [Facebook](#), [Twitter](#) or [Instagram](#)! If you're not on social media, please email your photos to Rebecca MacAlpine at rmacalpine@compasscharters.org

Monday, January 22 ~ Shine Bright Day (Wear yellow to show your National School Choice & Great Kindness Challenge Pride)

Tuesday, January 23 ~ Dream of Kindness Day (Wear your pajamas)

Wednesday, January 24 ~ Team Kindness (Wear your favorite sports attire)

Thursday, January 25 ~ Tied Together by Kindness Day (wear a tie)

Friday, January 26 ~ CCS Spirit Day (Wear your Orange, Blue or your Proud Scholar Shirt)



Spirit Week Photo Contest

We encourage all of our CCS families to participate in our Spirit Week photo contest!

- Wear your school spirit, take a picture & collect votes!
- Winners will receive a prize!
- We'd love to see your entries! Upload them to our private Facebook group "[CCS Photo Share](#)" or tag [@CompassCs](#) when sharing on [Facebook](#), [Twitter](#) or [Instagram](#)!



Spirit Week Field Trips

If you are registered to attend one of our field trips during Spirit Week, be sure to share your photos with us on our "[CCS Photo Share](#)" Facebook Group! We can't wait to see you on our field trips!



Compass Charter Schools

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National School Choice Week

January 21-27, 2018



Celebrate National School Choice Week!

We're so thankful that you are part of our Compass community! Join us on Monday, January 21 until Friday, January 27 as we celebrate #SchoolChoiceWeek.

Here are a few fun ways that you can [join the celebration](#):

1. Wear Your Yellow #SchoolChoice Scarf



2. Attend Our Upcoming Field Trips



If you are registered to attend one of our various field trips during this week – be sure to dress up in the theme of the spirit day attire and share your photos with us on our “CCS Photo Share”

Facebook Group! [Request to join our private Facebook Group.](#)

3. Tell Us Why #SchoolChoice Is Important to You



“This school feels like home! I've been in this school for three years, so seeing the progress is very exciting! I've made many friends and even invited friends to attend the school! One of my best friends now attends after seeing how much much better it is than regular public school. I really enjoy my teachers and many of my classmates. I know that they all have an amazing future ahead!”

-J'Len W., CCS Middle School Scholar



4. Learn the #SchoolChoice Dance

<https://www.youtube.com/watch?v=SmW-z62z6Zk>



5. Share Your Pictures & Videos With Us!

We want to see your best dance moves and your exciting pictures! Share them with us on [Twitter](#), [Facebook](#) and [Instagram](#) by using the hashtag #SchoolChoice and tag @CompassCS in

your social media posts. Why is school choice important to you? What do you love most about being part of our Compass community? [Share with us!](#)





Compass Charter Schools


 Facebook


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Visit our [website](#) for more information about our academic programs.

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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



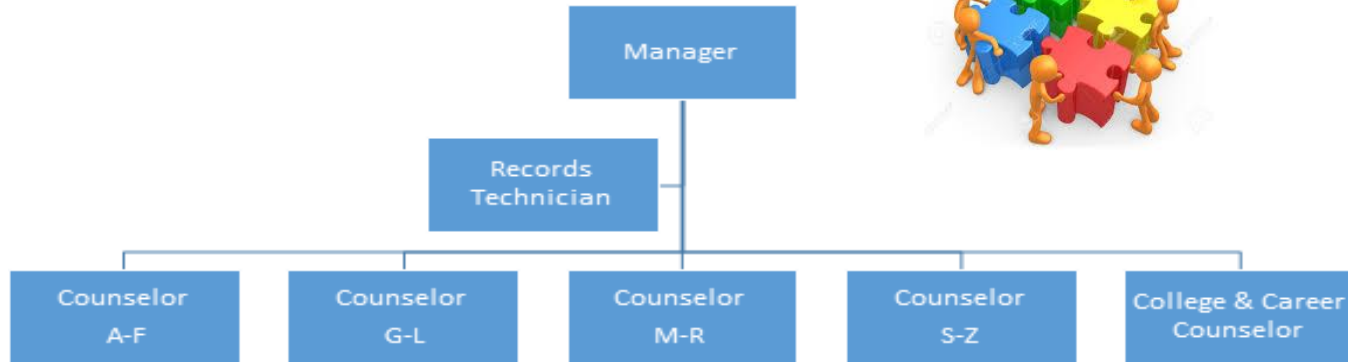
School Counseling Program - Framework

- 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



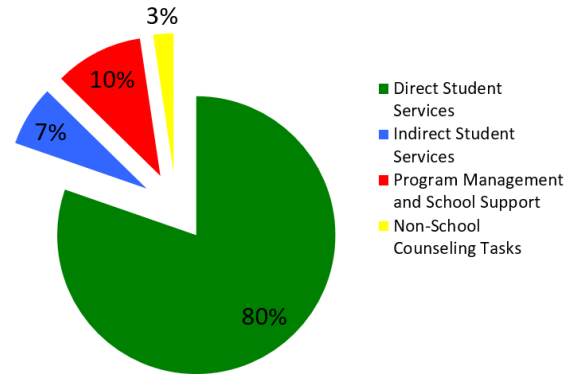


Management

- 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

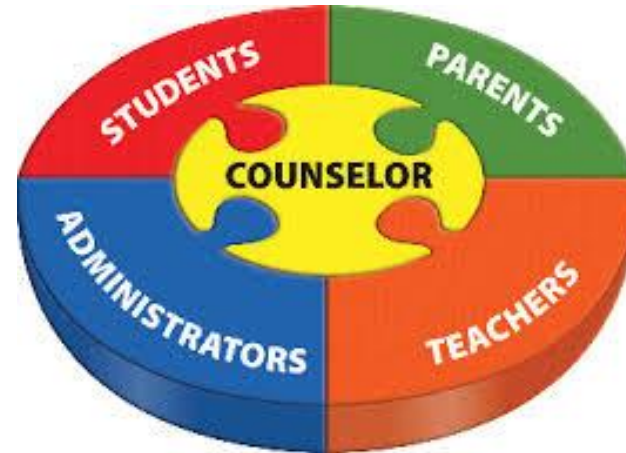
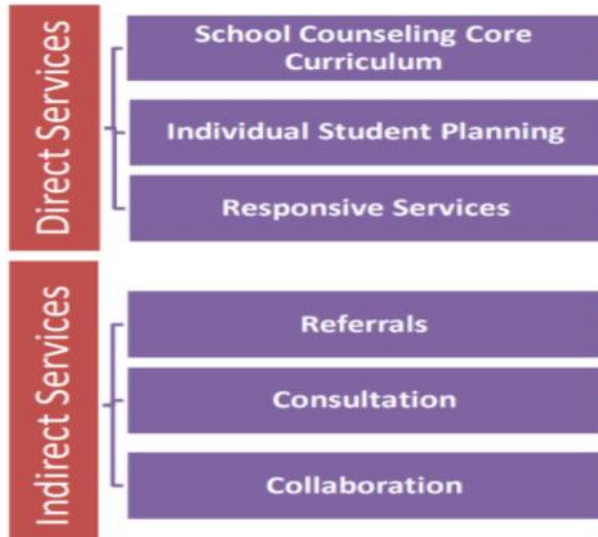


COUNSELING SERVICES CURRICULUM ACTION PLAN
2017-2018

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
September									
9-12 HS	High School Grade Level 9 & 12 Presentations	Academic	Mindsets: 3, 4, 5, 6 Behaviors: <ul style="list-style-type: none"> • Learning 6, 7, 8, 9 • Self-Mgmt. 1, 5, 8 • Social 3 	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"> • Learning 1, 5, 9 • Self-Mgmt. 1, 7, 9 • Social 1, 2, 5, 9 	UCLA Presenter	Sept	All	Adobe Connect	Post Survey Observation Reflection	Counselor MS

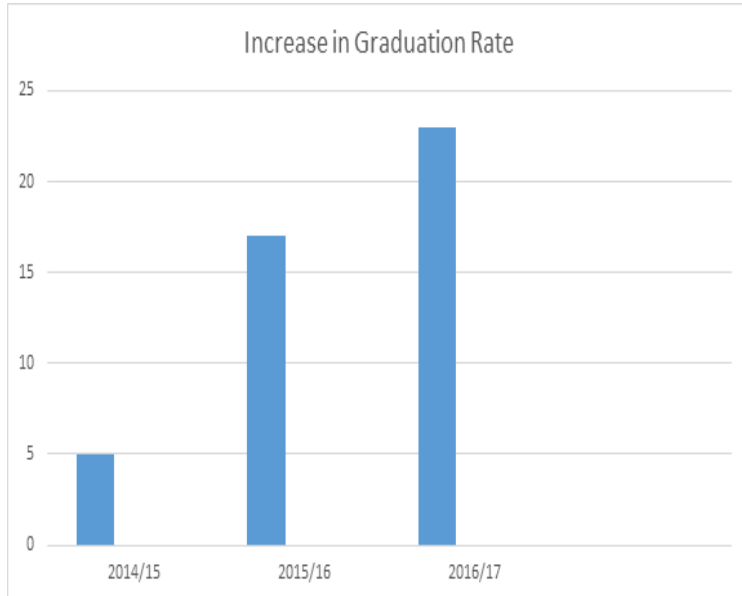


Delivery





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 | 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 Los Angeles.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.

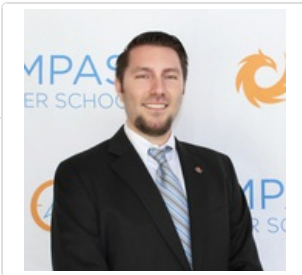
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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!

Respectfully,

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

Contact

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

Phone: 818-824-6233

E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Orange Center
Phone Number	(559) 237-0437
Superintendent	Terry Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org

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

Last updated: 12/18/2017

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.

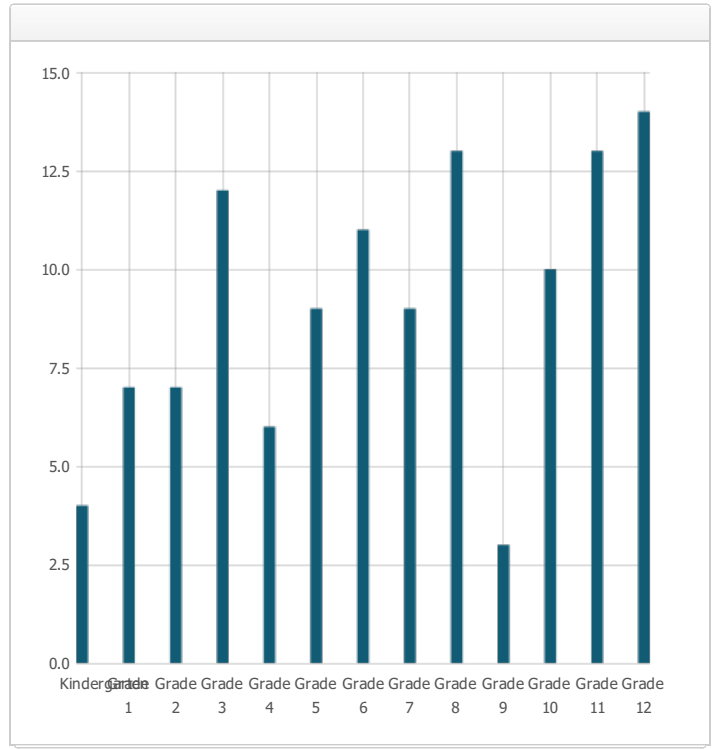
Core Values

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

Last updated: 12/18/2017

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
Total Enrollment	118



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

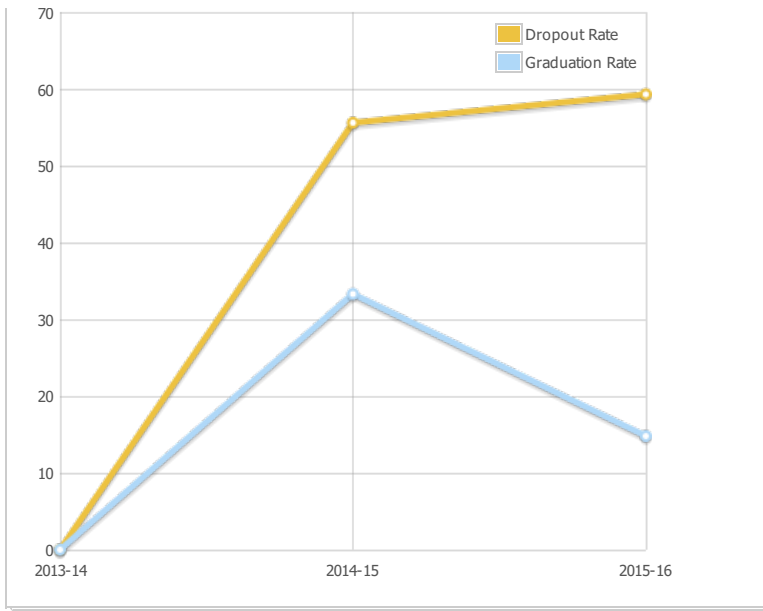
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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)**

Student Group	School	District	State
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%

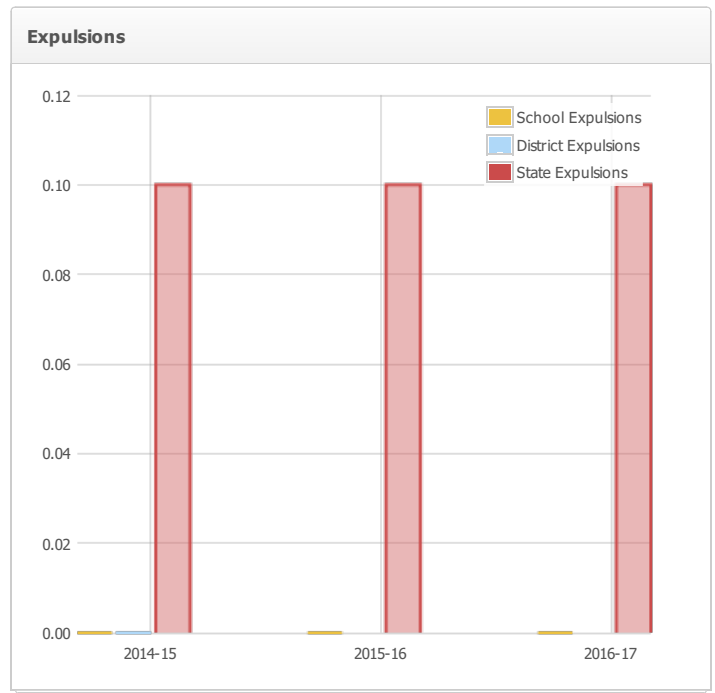
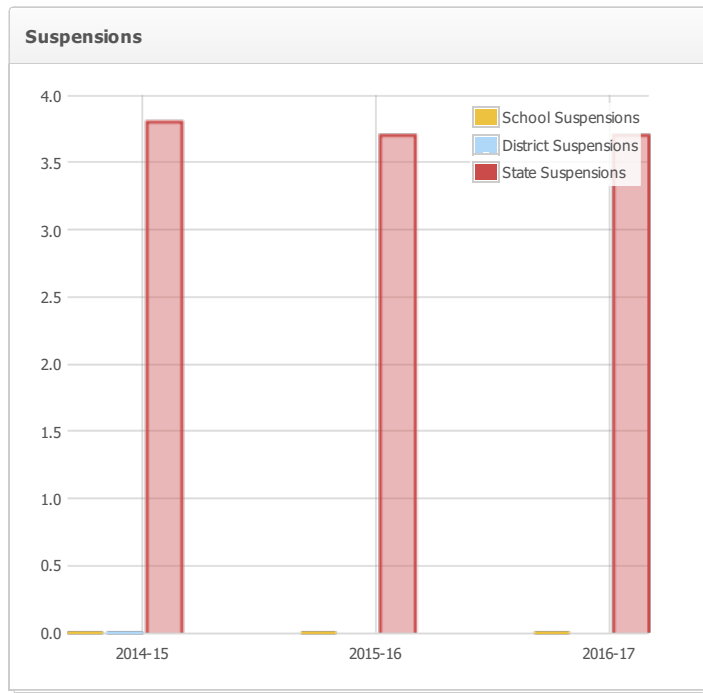
State Priority: School Climate

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)

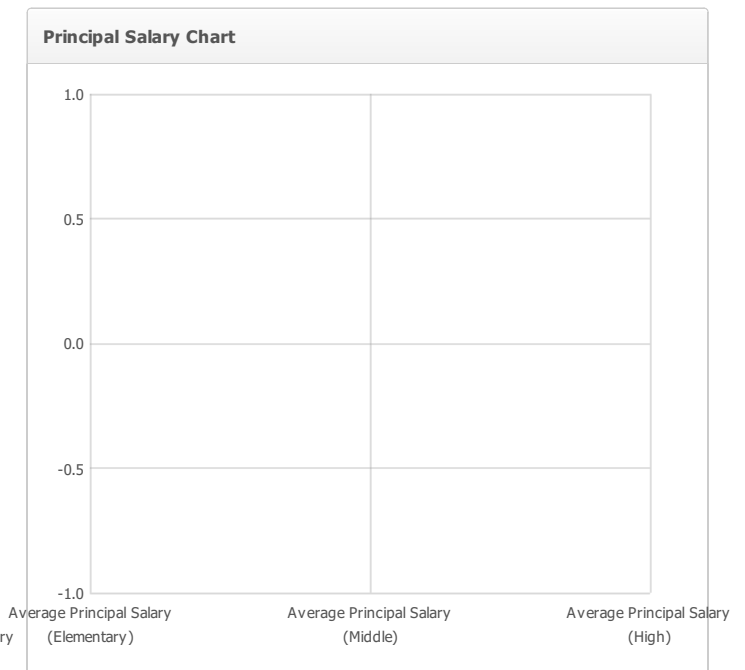
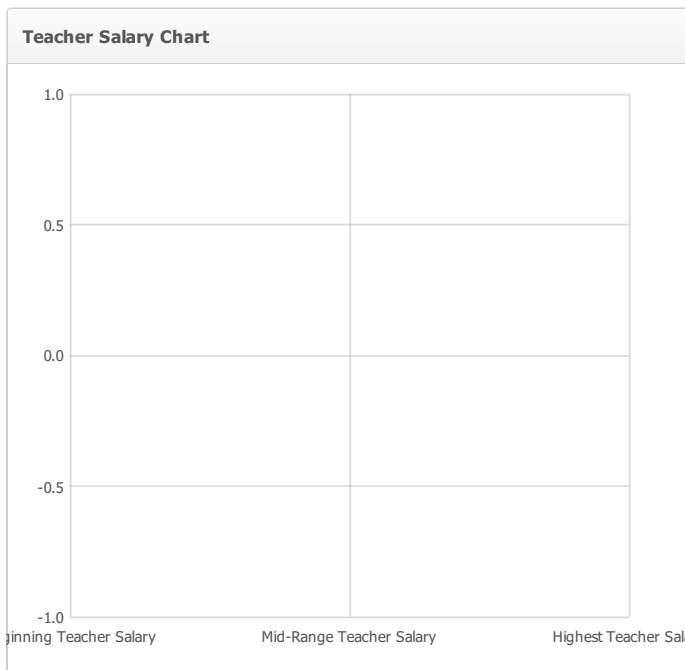
Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

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 Los Angeles

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.

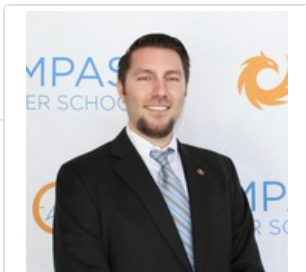
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

Principal, Compass Charter Schools of Los Angeles

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!

Respectfully,

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

Contact

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

Phone: 818-824-6233

E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-5999
Superintendent	Kim Lytle
E-mail Address	klytle@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Compass Charter Schools of Los Angeles
Street	850 Hampshire Rd., Ste. P
City, State, Zip	Thousand Oaks, Ca, 91361-6004
Phone Number	818-824-6233
Principal	J.J. Lewis, President and CEO
E-mail Address	info@compasscharters.org
Web Site	www.compasscharters.org
County-District-School (CDS) Code	19753090135145

Last updated: 12/18/2017

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.

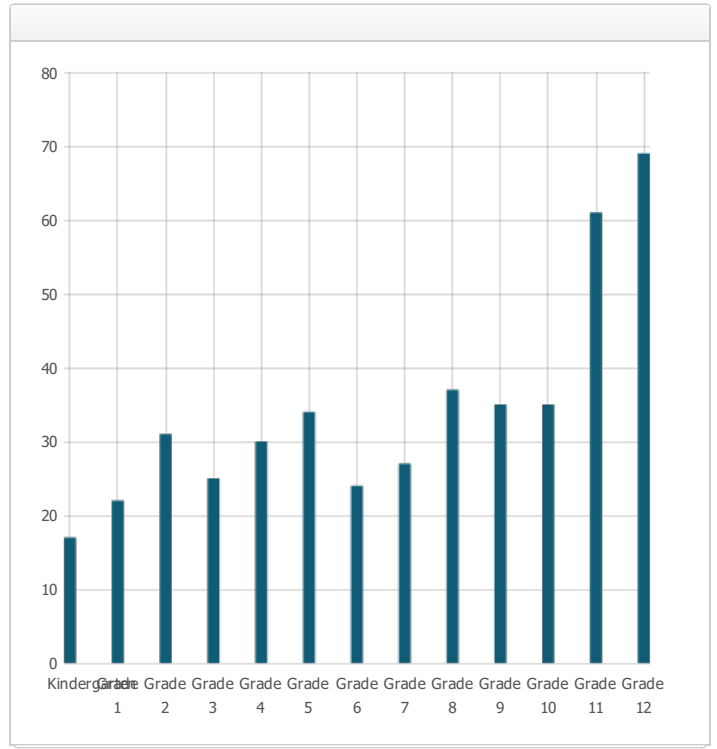
Core Values

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

Last updated: 12/18/2017

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

Grade Level	Number of Students
Kindergarten	17
Grade 1	22
Grade 2	31
Grade 3	25
Grade 4	30
Grade 5	34
Grade 6	24
Grade 7	27
Grade 8	37
Grade 9	35
Grade 10	35
Grade 11	61
Grade 12	69
Total Enrollment	447



Last updated: 12/18/2017

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

Student Group	Percent of Total Enrollment
Black or African American	17.4 %
American Indian or Alaska Native	1.3 %
Asian	2.0 %
Filipino	2.5 %
Hispanic or Latino	36.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	21.5 %
Two or More Races	8.3 %
Other	10.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.3 %
English Learners	1.6 %
Students with Disabilities	7.6 %
Foster Youth	0.0 %

Last updated: 12/18/2017

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

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Offices in Thousand Oaks, California. These offices house our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Offices abide by all applicable building, fire and safety codes.

Last updated: 12/18/2017

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
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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)		45%		44%		48%
Mathematics (grades 3-8 and 11)		17%		28%		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: 12/18/2017

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	275	145	52.73%	44.83%
Male	118	65	55.08%	41.54%
Female	157	80	50.96%	47.50%
Black or African American	53	36	67.92%	27.78%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	97	56	57.73%	48.21%
Native Hawaiian or Pacific Islander				
White	75	30	40.00%	53.33%
Two or More Races	26		42.31%	45.45%
Socioeconomically Disadvantaged	180	90	50.00%	32.22%
English Learners	12	--	41.67%	40.00%
Students with Disabilities	17	--	52.94%	22.22%
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: 12/18/2017

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	274	144	52.55%	17.36%
Male	117	63	53.85%	20.63%
Female	157	81	51.59%	14.81%
Black or African American	53	35	66.04%	14.29%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	57	59.38%	14.04%
Native Hawaiian or Pacific Islander				
White	75	28	37.33%	25.00%
Two or More Races	26		42.31%	--
Socioeconomically Disadvantaged	179	88	49.16%	--
English Learners		--	36.36%	25.00%
Students with Disabilities	17	--	41.18%	14.29%
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: 12/18/2017

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)					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: 12/18/2017

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	43.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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	25.0%	32.1%	28.6%
7	16.1%	19.4%	38.7%
9	32.4%	20.6%	8.8%

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: 12/18/2017

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: 12/18/2017

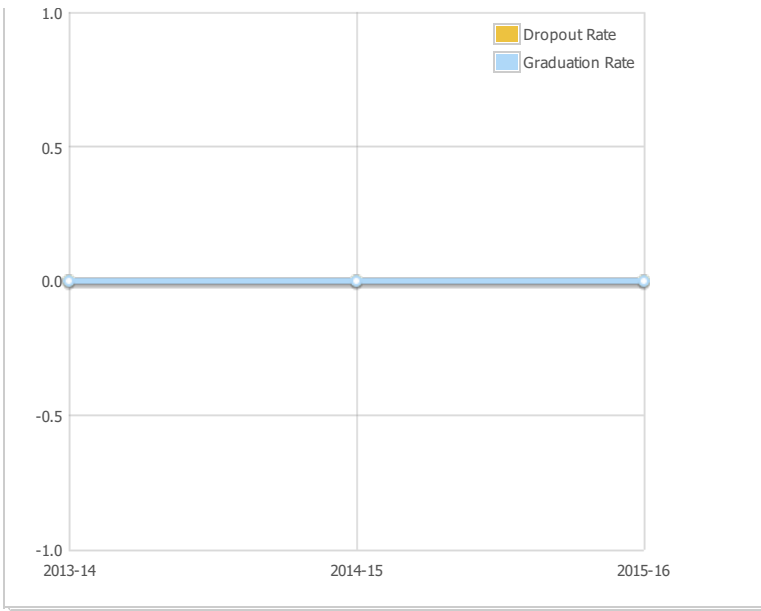
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	86.7%	94.4%	91.0%	81.0%	82.3%	83.8%

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



Last updated: 12/18/2017

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

Student Group	School	District	State
All Students	11.2%	39.4%	87.1%
Black or African American	16.1%	19.1%	79.2%
American Indian or Alaska Native	0.0%	11.1%	80.2%
Asian	6.5%	46.7%	94.4%
Filipino	0.0%	50.0%	93.8%
Hispanic or Latino	3.2%	31.6%	84.6%
Native Hawaiian or Pacific Islander	0.0%	28.6%	86.6%
White	51.6%	69.0%	91.0%
Two or More Races	22.6%	92.0%	90.6%
Socioeconomically Disadvantaged	19.3%	29.2%	85.5%
English Learners	--	19.4%	55.4%
Students with Disabilities	--	56.0%	63.9%
Foster Youth	--	--	--

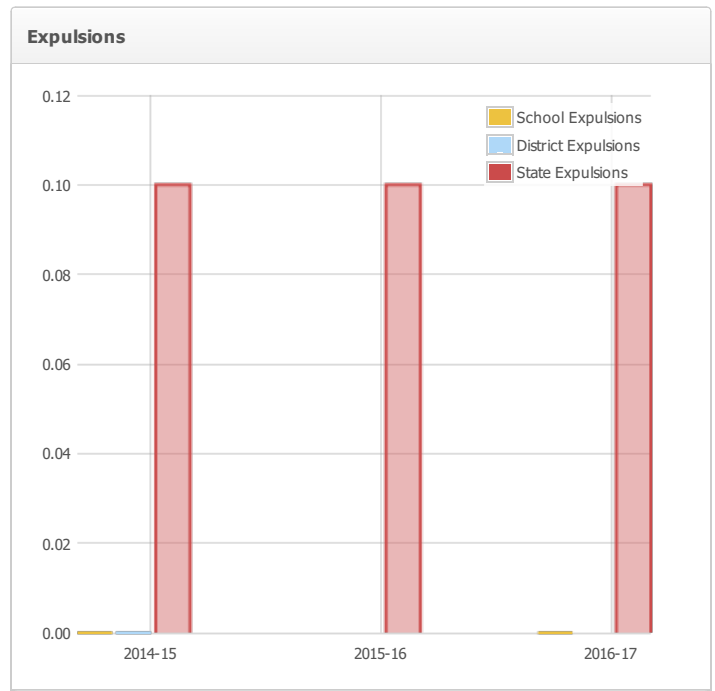
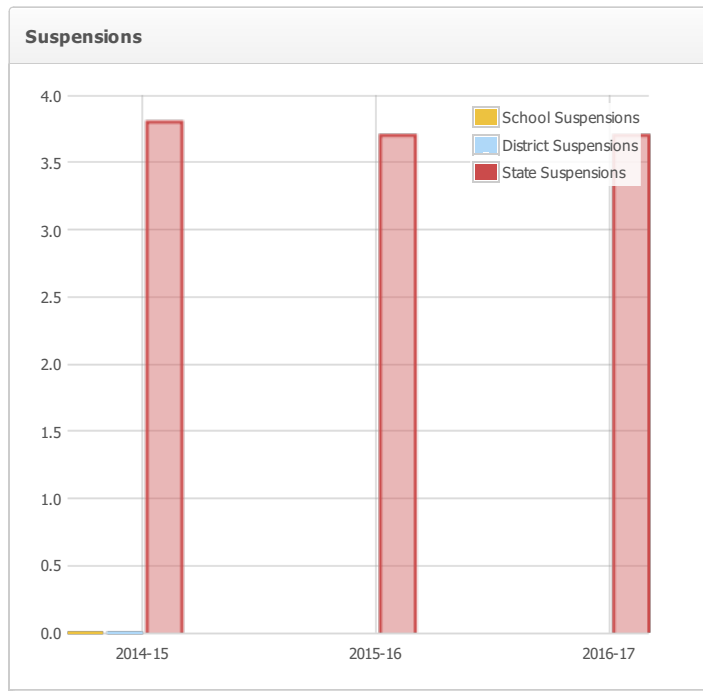
State Priority: School Climate

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	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/18/2017

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)

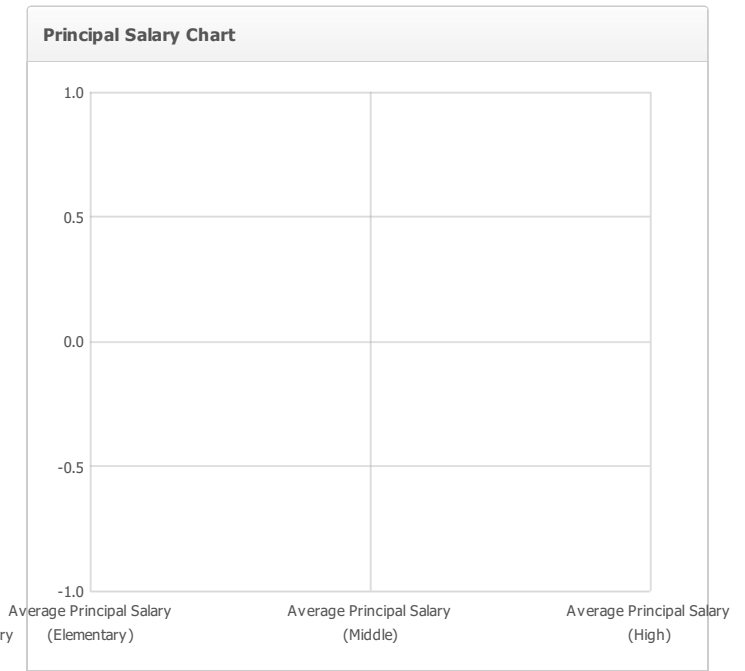
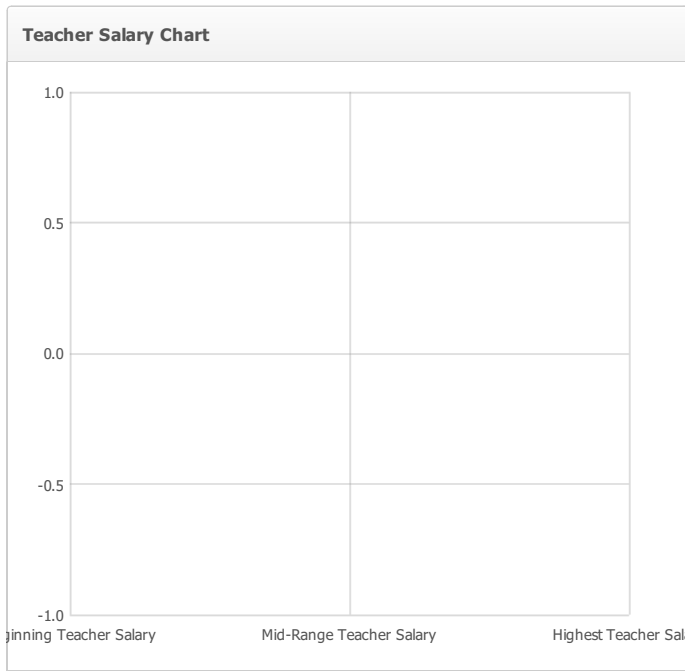
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 12/18/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$41,164
Mid-Range Teacher Salary	\$	\$61,818
Highest Teacher Salary	\$	\$84,567
Average Principal Salary (Elementary)	\$	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$	\$101,955
Superintendent Salary	\$	\$126,855
Percent of Budget for Teacher Salaries	27.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	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: 12/18/2017

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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	6	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: 12/18/2017

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: 12/18/2017

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.

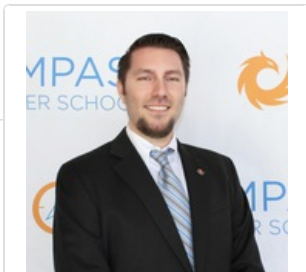
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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!

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

About This School

Contact Information (School Year 2017-18)

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

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

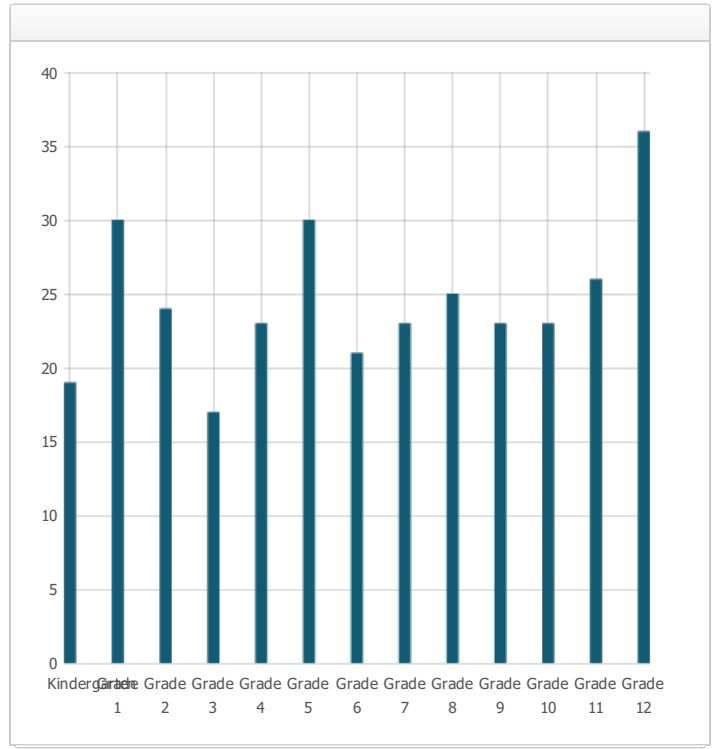
Core Values

- 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
Total Enrollment	320



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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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.

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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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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)

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State Priority: Pupil Engagement

Last updated: 12/1/2017

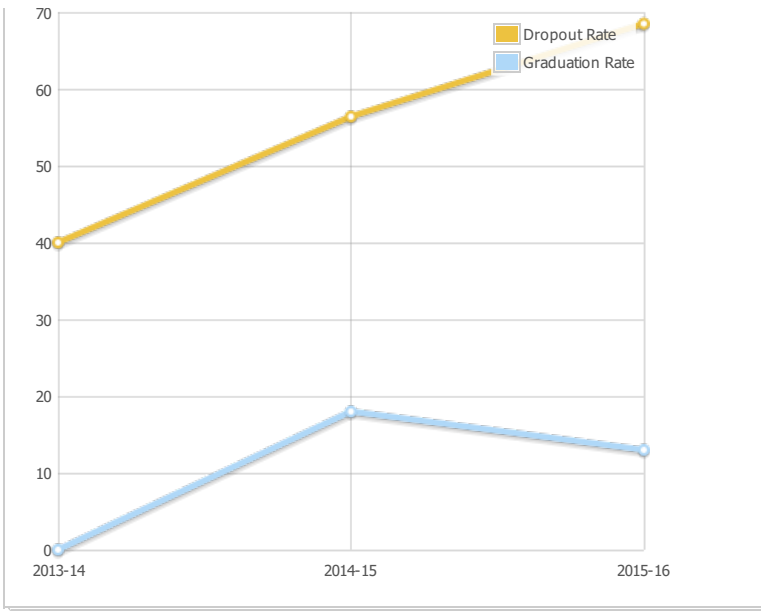
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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)**

Student Group	School	District	State
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%

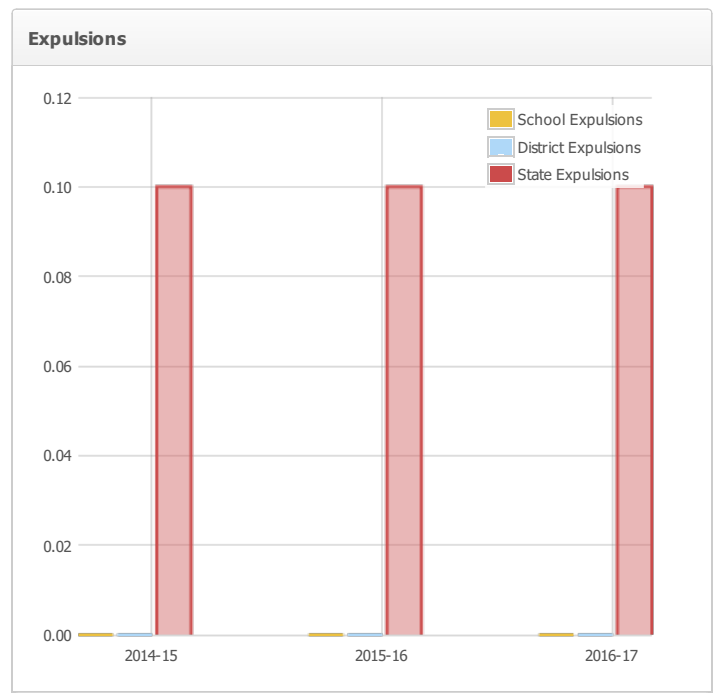
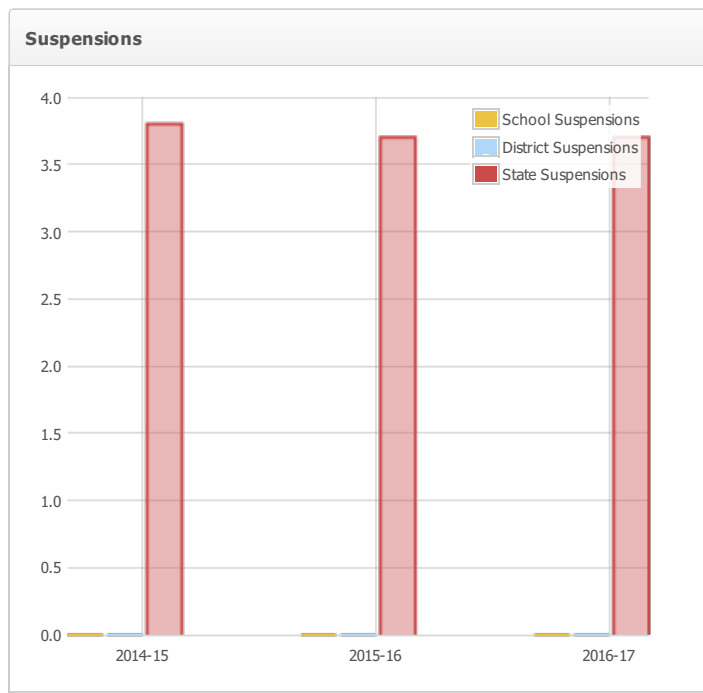
State Priority: School Climate

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)

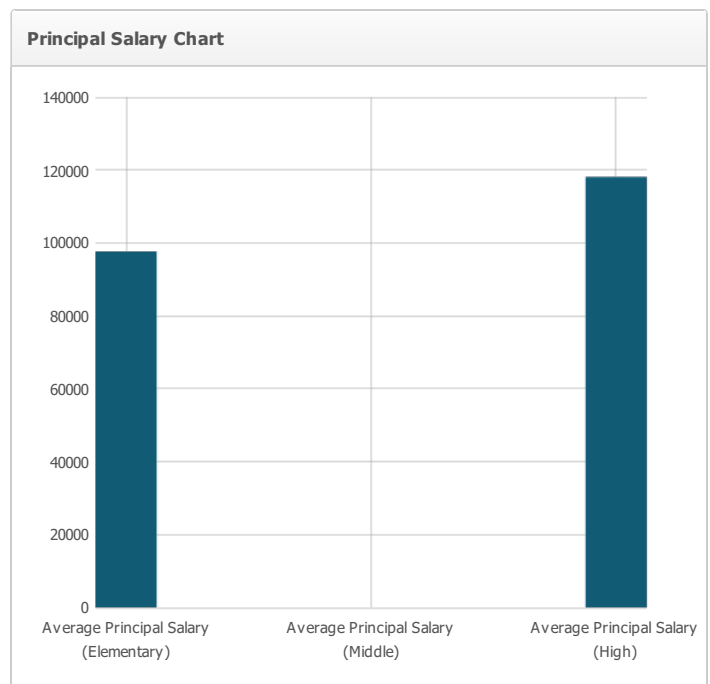
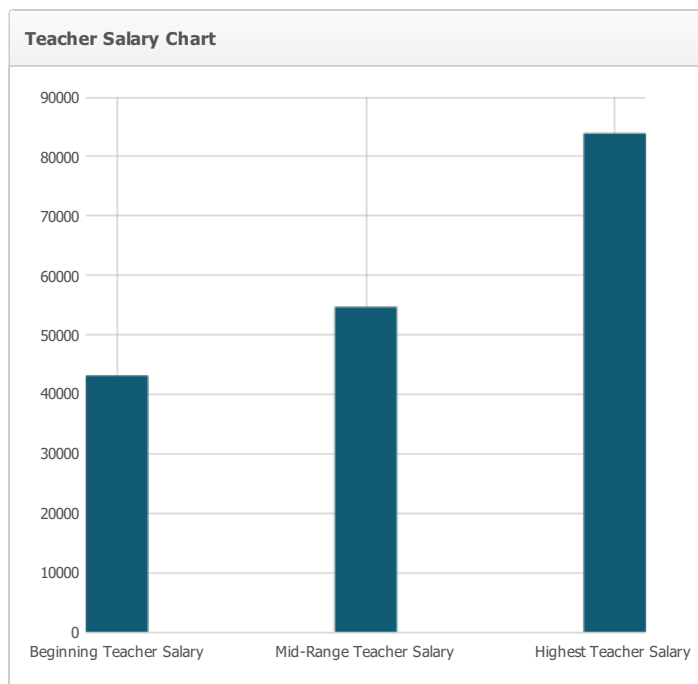
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

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> <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 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
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
<u>Graduation Rate (9-12)</u>		Very Low 14.8%	*
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	Very Low 3.7%	N/A
<u>English Language Arts (3-8)</u>		Low 45.6 points below level 3	Declined -14.5 points
<u>Mathematics (3-8)</u>		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>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		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 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%

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
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	N/A
English Language Arts (3-8)		Low 14.2 points below level 3	*
Mathematics (3-8)		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
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		Very Low 13%	Increased +1.1%
College/Career (9-12) <small>Select for one year of available data</small>	N/A	Very Low 3.7%	N/A
English Language Arts (3-8)		Low 12.6 points below level 3	Declined Significantly -57.8 points
Mathematics (3-8)		Low 61 points below level 3	Declined Significantly -59.8 points





Questions?



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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
- Holiday - No School
- In Service Days
- Graduation Week

- First Day of School
- Mid Year Break
- Spring Break
- Last Day of School

- i-Ready Testing Window
- Start of Semester 2
- SBAC Testing Window
- Winter Break