



Compass Charter Schools

Virtual Board Meeting

Date and Time

Monday January 29, 2018 at 6:00 PM PST

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2400 West 85th Street, Inglewood, CA 90305
1843 West Imperial Highway, Los Angeles, CA 90047
2653 Taft Lane, Palmdale, CA 93551
3305 Buckman Springs Road, Pine Valley, CA 91962
3901 Carpenter Court, Studio City, CA 91604
273 North Skyline Drive, Thousand Oaks, CA 91362

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/142803757>

You can also dial in using your phone. (872) 240-3212 Access Code: 142-803-757

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	Matt Koblick	1 m
B.	Record Attendance and Guests	Miguel Aguilar	1 m
II. CONSENT ITEMS			
A.	Consent Items	Vote J.J. Lewis	5 m

Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board 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.

- Approval of the January 29, 2018 Regular Meeting Agenda
- Approval of the November 27, 2017 Regular Meeting Minutes

- Approval of the Check Registry for November & December 2017
- Approval of Donations to CCS
- Approval of the 2016-17 School Accountability Report Cards
 - CCS of Fresno
 - CCS of Los Angeles
 - CCS of San Diego
- Approval of Resolution 2017-07: Charter Safe Joint Powers Authority
- Approval of Resolution 2017-08: One-Time Mandate Funds
- Approval of the 2018-19 Academic Calendar

B. Approval of the November 27, 2017 Regular Meeting Minutes Approve Matt Koblick

Approve minutes for Virtual Board Meeting on November 27, 2017

III. COMMUNICATIONS

A. Board Member Communication FYI Matt Koblick 10 m

- Matthew Brown
- Joe Cummings
- Kathy Granger
- Lisa Robotham
- John Vargas
- Matt Koblic

IV. REPORTS

- A.** CEO Report FYI J.J. Lewis 5 m
- B.** Academic Affairs Committee Report FYI Matthew Brown 5 m
- C.** External Relations Committee Report FYI John Vargas 5 m
- D.** Finance Committee Report FYI Kathy Granger 5 m
- E.** Personnel Committee Report FYI Joe Cummings 5 m
- F.** Parent Advisory Council Report FYI Lisa Robotham 5 m
- G.** Scholar Advisory Council Report FYI Vania Linares 5 m

V. PUBLIC COMMENT

A. Public Comment FYI Matt Koblick 5 m

Addressing the Board – Board 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 Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card and submit it to Miguel Aguilar, Executive Assistant to the CEO. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the CEO prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’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 Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board 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 Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors 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 2017-18 Amended Operating Budget	Vote	J.J. Lewis	5 m
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VIII. Closing Items

A. Upcoming Meetings	FYI	J.J. Lewis	1 m
Scholar Leadership Council Wednesday, February 14 at 3 pm			
Finance Committee Tuesday, February 20 at 2 pm			
Academic Affairs Committee Tuesday, February 20 at 3 pm			
Personnel Committee Wednesday, February 21 at 3 pm			
External Relations Committee Thursday, February 22 at 4 pm			
Scholar Leadership Council Wednesday, March 14 at 3 pm			
Parent Advisory Council Friday, March 16 at 3 pm			
Finance Committee Tuesday, March 20 at 2 pm			
Board of Directors Monday, March 26 at 5 pm (if Closed Session is needed); 6 pm for Open Session			
B. Adjourn Meeting	FYI	Matt Koblick	1 m

Cover Sheet

Consent Items

Section: II. CONSENT ITEMS
Item: A. Consent Items
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: A Compass - CR - Dec 17.pdf
B Donations to CCS.pdf
C SARC - CCS of Fresno.pdf
D SARC - CCS of Los Angeles.pdf
E SARC - CCS of San Diego.pdf
F Charter Safe Joint Powers Authority Resultion 2017-07.pdf
G CCSJPA Agreement.pdf
H One-Time Mandate Funds Resultion 2017-08.pdf
I 2018-19 Academic Calendar.pdf

RECOMMENDATION:

A motion to approve the consent items.

Compass Charter Schools

Check Register 12/1/2017 through 12/31/2017

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
51549	12/1/2017	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	Dec. 2017 Business Back-Office, CALPSADS & Attendance	\$21,400.00
51557	12/4/2017	B & H Foto & Electronics	Cleared	\$2,459.96	4200-020-00	Books and Other Reference Materials	Emerson Schott-Dell I5-7200U, Ruggard 15" Thin Sleeve	\$1,229.98
					4200-010-83	Books and Other Reference Materials	Kaden Cameron Smith-Dell I5-7200U, Laptop Sleeve	\$1,229.98
51561	12/4/2017	A Child's Dream	Cleared	\$287.70	4200-010-83	Books and Other Reference Materials	Drak Mellema Classroom Materials	\$287.70
51562	12/4/2017	1 Creative Spot	Cleared	\$800.00	4200-010-83	Books and Other Reference Materials	October 2017 Art Instruction	\$800.00
51566	12/4/2017	Dover Publications	Cleared	\$40.14	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2915 Books - Erin Grace Padilla	\$40.14
51564	12/4/2017	CompuScholar, Inc.	Cleared	\$175.00	4200-010-83	Books and Other Reference Materials	Kenede Warren-PO-CCS2017-2233 Monthly Sub.	\$175.00
51571	12/4/2017	Fashion Camp-Create. Design, Sew. LLC	Cleared	\$120.00	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2301 Homeschool 8 wk Fall Session	\$120.00
51574	12/4/2017	Homeschool Buyers Co-op	Cleared	\$61.97	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3082 Uziggo Middle School Science 1 year Subscrip	\$61.97
51577	12/4/2017	Jackris Publishing LLC	Cleared	\$19.99	4200-010-83	Books and Other Reference Materials	Soaring With Spelling & Vocabulary Level 1 Workbook	\$19.99
51581	12/4/2017	Little Passports, Inc.	Cleared	\$243.66	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3039 World Edition 6-Month Subscription	\$108.81
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3046 Early Explorers 6-Month Subscription	\$134.85
51584	12/4/2017	Noonan Family Swim School Inc	Cleared	\$60.00	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2740 Nov. Swimming Classes 1X Per Week	\$60.00
51585	12/4/2017	Peaceful Valley Farm & Garden Suuply	Cleared	\$68.35	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2991 Crop Mix, Garlic, Carrots, Broccoli	\$68.35
51580	12/4/2017	Lakeshore Learning Materials	Cleared	\$39.99	4200-010-83	Books and Other Reference Materials	po-ccs2017-3155 Reading Comp., Language Practice	\$39.99
51578	12/4/2017	KiwiCo, Inc	Cleared	\$128.70	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2804 Koala, Doodle Crate-3 Months	\$128.70
51572	12/4/2017	Fat Brain Holding, LLC	Cleared	\$95.92	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3113 Flip To Wingman, Art Studio	\$95.92
51591	12/4/2017	Starfall Education	Cleared	\$35.00	4200-010-83	Books and Other Reference Materials	StarFall Home Membership	\$35.00
51593	12/4/2017	Young Lamplighters	Cleared	\$3,079.81	4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$20.74
					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$20.74
					4200-010-83	Books and Other Reference Materials	October Month Of Service-Young Lamplighters 2017	\$295.55
					4200-010-83	Books and Other Reference Materials	Novmeber Month of Service-Young Lamplighters	\$311.11

					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$295.55
					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$311.11
					4200-010-83	Books and Other Reference Materials	November Month of Service-Young Lamplighters	\$10.21
					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$311.11
					4200-010-83	Books and Other Reference Materials	Oct., Nov Month Service 2017-Young Lamplighters	\$591.10
					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$311.11
					4200-010-83	Books and Other Reference Materials	November Month Of Service-Young Lamplighters	\$311.11
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3068 Nov. Month of Serv.-Young Lamplighters	\$290.37
51588	12/4/2017	Gravitas Publication, Inc.	Cleared	\$30.76	4200-010-83	Books and Other Reference Materials	Focus on Elementary Biology Lab Wkbk	\$30.76
51568	12/4/2017	Easy Grammar Systems	Cleared	\$53.46	4200-010-83	Books and Other Reference Materials	Erin Grace Padilla, PO-CCS2017-2980 Daily Grams	\$53.46
51595	12/4/2017	Ansmar Publishing, Inc.	Cleared	\$71.86	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2464 Books	\$71.86
51558	12/4/2017	Burbank Music Academy	Cleared	\$130.00	4200-010-83	Books and Other Reference Materials	Sohpia Reymann-PO-CCS2017-2963 Private Lessons	\$130.00
51551	12/4/2017	Academy of Science for Kids, LLC	Cleared	\$214.99	4200-010-83	Books and Other Reference Materials	Ramse Bravo - Code Gamer	\$214.99
51550	12/4/2017	Acorn Naturalist	Cleared	\$123.18	4200-010-83	Books and Other Reference Materials	Ada MacLeish - Journeys Through Journaling	\$26.15
					4200-010-83	Books and Other Reference Materials	Ada MacLeish - A Place For Wonder, Treecology	\$97.03
51555	12/4/2017	BookShark LLC	Cleared	\$524.00	4200-010-83	Books and Other Reference Materials	Ada MacLeish-PO-CCS2017-2265, Books	\$524.00
51594	12/4/2017	Aroma Dough Inc.	Cleared	\$38.98	4200-010-83	Books and Other Reference Materials	Emma Flores - MP Aroma Dough, Play Dough	\$38.98
51560	12/4/2017	Carolina Biological Supply Company	Cleared	\$43.72	4200-010-83	Books and Other Reference Materials	Acct: 10163752 PO-CCS2017-3135 Owl Pellet Exp. Set	\$43.72
51570	12/4/2017	Freshi Films, LLC	Cleared	\$36.00	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2190 Oct. Beg. Video Game Coding & Design	\$36.00
51590	12/4/2017	Studies Weekly, Inc.	Cleared	\$29.95	4200-010-83	Books and Other Reference Materials	California Studies Weekly 2nd Grade Social Studies	\$29.95
51592	12/4/2017	Winter Promise	Cleared	\$690.00	4200-010-83	Books and Other Reference Materials	Guide Stories, Write In Readers	\$278.00
					4200-010-83	Books and Other Reference Materials	Habitats, Hollows & Homes, Pack For Animals	\$412.00
51589	12/4/2017	Scholastic Inc	Cleared	\$46.19	4200-010-83	Books and Other Reference Materials	Sucess W/ Sight Words, Super-Fun Math, Morning Jumpstarts	\$46.19
51575	12/4/2017	History Unboxed	Cleared	\$190.67	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2794 American History Poster, Subscription	\$190.67
51587	12/4/2017	Rainbow Resource Center	Cleared	\$1,025.44	4200-010-83	Books and Other Reference Materials	Happy Atoms Introductory Set	\$60.37
					4200-010-83	Books and Other Reference Materials	Voyages in English, Terrible War, Algebra	\$219.73

					4200-010-83	Books and Other Reference Materials	Complete Writer: Writing W/Ease	\$26.70
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3025 Home School Art Dvd,Kids 1st Chem.	\$130.17
					4200-010-83	Books and Other Reference Materials	Craft Sticks,Story of The World, Math	\$100.74
					4200-010-83	Books and Other Reference Materials	My World Studies, Baic Math, Geology	\$351.44
					4200-010-83	Books and Other Reference Materials	Story of The Worl;d,Math Grade 2, Workbook	\$136.29
51583	12/4/2017	Marlene Halvorson	Cleared	\$75.00	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3052 Novmeber Guitar Lessons	\$75.00
51586	12/4/2017	QUILL CORPORATION	Cleared	\$809.05	4200-010-83	Books and Other Reference Materials	Crayola Crayons, Paint Brushes, Case, Conon	\$70.91
					4200-010-83	Books and Other Reference Materials	Acct: 8251962 Markers, Magnetic Dry-Erase Board	\$220.51
					4200-010-83	Books and Other Reference Materials	Acct: 8251962 PO-CCS2017-3159	\$97.68
					4200-010-83	Books and Other Reference Materials	Round Ring Binder,Notebooks,Glue Sticks	\$80.27
					4200-010-83	Books and Other Reference Materials	Water Color Pencils, Ink Catridges, Print Paper	\$130.50
					4200-010-83	Books and Other Reference Materials	Wireless Multifuntion Color Inkjet Printer	\$75.57
					4200-010-83	Books and Other Reference Materials	Spiral-Bound Notebooks, Pencils, Binder,Highlighters	\$31.06
					4200-010-83	Books and Other Reference Materials	Inkjet Cartridge Multi Pak,Copy Paper	\$102.55
51582	12/4/2017	Demme Learning	Cleared	\$176.88	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3120 Alpha Universal Set	\$176.88
51579	12/4/2017	LEGO Brand Retail , Inc	Cleared	\$456.89	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3110 Lego Mindstorms Education EV3 Core Set	\$456.89
51576	12/4/2017	Ivy Kids LLC	Cleared	\$419.40	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2634 Ivy Kids 6 month Subscription	\$209.70
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-2097 Ivy Kids Kit-6 Month	\$209.70
51573	12/4/2017	Grow and Make LLC	Outstanding	\$123.84	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3076 Kids DYI Garden, Soap Making,Lip Balm	\$91.88
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3098 Complete DYI Chocolate & Candy Making	\$31.96
51569	12/4/2017	Fundamental Foundations	Cleared	\$666.66	4200-010-83	Books and Other Reference Materials	PO-CCS2017-2605 Sept, Oct. Core Classes	\$666.66
51567	12/4/2017	Explorer Field Trips	Cleared	\$990.00	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3172 Disneyland Teacher Kit	\$250.00
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3173 Disneyland Student Kit	\$130.00
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3096 Universal Studios Kit	\$410.00
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3178 San Diego Zoo Teacher Kit	\$200.00
51565	12/4/2017	Discount School Supply	Cleared	\$104.98	4200-010-83	Books and Other Reference Materials	Maia Milulenk Godoy-PO-CCS2017-3015	\$64.33
					4200-010-83	Books and Other Reference Materials	Bryce Castellano-PO-CCS2017-3035	\$40.65

51563	12/4/2017	Allison Saleh	Cleared	\$200.00	4200-010-83	Books and Other Reference Materials	November Voice Lesson (Beginner)	\$50.00
					4200-010-83	Books and Other Reference Materials	November Piano Lessons (Beginner)	\$50.00
					4200-010-83	Books and Other Reference Materials	November Guitar Lessons	\$100.00
51559	12/4/2017	CM School Supply	Cleared	\$31.94	4200-010-83	Books and Other Reference Materials	Noah Pena-PO-CCS2017-3158 Frequency Words	\$31.94
51556	12/4/2017	Baker Creek Heirloom Seeds	Cleared	\$71.00	4200-010-83	Books and Other Reference Materials	Janse Henschel-PO-CCS2017-2735 Seeds	\$71.00
51554	12/4/2017	Barnes & Noble, Inc.	Outstanding	\$290.27	4200-010-83	Books and Other Reference Materials	Olive Kunkel-PO-CCS2017-3034, Books	\$246.29
					4200-010-83	Books and Other Reference Materials	Mugisha Stanton-PO-CCS2017-3117, Books	\$43.98
51552	12/4/2017	Academics in a Box Inc.	Outstanding	\$95.62	4200-010-83	Books and Other Reference Materials	Bryce Castellano Groovy Single Box Trio	\$95.62
51596	12/6/2017	TACK of Indiana, Inc.	Cleared	\$319.00	4200-010-83	Books and Other Reference Materials	Algebra - DVD -Modules ABC - HS Discount	\$319.00
51597	12/7/2017	K12 Management, Inc.	Cleared	\$289,600.00	9505-010	Accounts Payable-Accrual	Outreach (Qty. 400)	\$289,600.00
51598	12/12/2017	Greener STEMs	Cleared	\$175.00	4100-010-83	Approved Textbooks and Core Curricula Materials	Location - TBD Energy Class	\$175.00
51599	12/14/2017	World's Greatest Promotional Stuff	Cleared	\$283.88	4300-010-82	Materials and Supplies	Hand Sanitizer for Marketing Event	\$283.88
51600	12/20/2017	New Jerusalem Elementary School District	Cleared	\$50,000.00	9505-010	Accounts Payable-Accrual	Settlement with NJESD - Installment Payment	\$50,000.00
51645	12/28/2017	Play Your Part, Inc	Outstanding	\$100.00	4200-010-83	Books and Other Reference Materials	Nov.-Let's Play Music-Beginning Keyboarding Class	\$100.00
51646	12/28/2017	P-A Financial Services	Cleared	\$26.00	4200-010-83	Books and Other Reference Materials	My First Budget Planner	\$26.00
51601	12/28/2017	Apple Inc	Cleared	\$1,770.28	4200-010-83	Books and Other Reference Materials	11-Inch Macbook Air W/Apple Care	\$991.30
					4200-010-83	Books and Other Reference Materials	10.5" ipad Pro, Cover	\$778.98
51616	12/28/2017	Cartridge Express	Cleared	\$69.15	4200-010-83	Books and Other Reference Materials	Canon Printer Ink	\$69.15
51647	12/28/2017	QUILL CORPORATION	Cleared	\$1,317.91	4200-010-83	Books and Other Reference Materials	Printer Ink Canon 288	\$48.58
					4200-010-83	Books and Other Reference Materials	Card Stock, Drawing Paper, Glue Sticks	\$88.05
					4200-010-83	Books and Other Reference Materials	Printer Ink for Epson, Printer Paper	\$72.71
					4200-010-83	Books and Other Reference Materials	Sheet Protectors, Blk, Color, Ink Cartridges	\$89.38
					4200-010-83	Books and Other Reference Materials	17.3"Laptop Computer, Carrying Case	\$380.71
					4200-010-83	Books and Other Reference Materials	Color Ink Cartridges, Copy Paper	\$73.68
					4200-010-83	Books and Other Reference Materials	Printer Ink for Epson, Printer Paper	\$72.71
					4200-010-83	Books and Other Reference Materials	Ring Binder, 3-Hole Punch, Stapler	\$53.00

					4200-010-83	Books and Other Reference Materials	Canon Pixma Printer, Printer Paper	\$116.94
					4200-010-83	Books and Other Reference Materials	Typing Instructor for Kids Platinum	\$20.99
					4200-010-83	Books and Other Reference Materials	Printer Paper, Markers, Colored Pencils	\$49.67
					4200-010-83	Books and Other Reference Materials	Blk. Ink Cartridge, Printer Paper	\$179.72
					4200-010-83	Books and Other Reference Materials	Staples Compostion Bk.,Notebook Ruled	\$71.77
51615	12/28/2017	Conejo Recreation & Park District	Cleared	\$52.00	4200-010-83	Books and Other Reference Materials	Paz/Beg.Gymnastics Borchard Comm. Ctr.	\$52.00
51657	12/28/2017	Young Lamplighters	Cleared	\$1,026.64	4200-010-83	Books and Other Reference Materials	Oct.,Nov. Month Of Service-Young Lamplighters	\$435.54
					4200-010-83	Books and Other Reference Materials	Oct.,Nov Month of Service-Young Lamplighters	\$591.10
51658	12/28/2017	Zoo-Phonics	Cleared	\$40.45	4200-010-83	Books and Other Reference Materials	Zoo-Alphabet Buddies Poster, Color Magnets "A-Z"	\$40.45
51656	12/28/2017	YMCA San Diego Co	Cleared	\$153.00	4200-010-83	Books and Other Reference Materials	Nov., Dec. Tae Kwon Do Ages 7+ Years	\$153.00
51654	12/28/2017	Urban Workshop	Cleared	\$198.00	4200-010-83	Books and Other Reference Materials	Costa Mesa Nov.,Dec. Urban Workshop Level 1	\$198.00
51610	12/28/2017	CM School Supply	Cleared	\$69.57	4200-010-83	Books and Other Reference Materials	Chalk It Up, Map Combo	\$47.73
					4200-010-83	Books and Other Reference Materials	Savannah Bell-USA Bingo 3rd Grade	\$21.84
51627	12/28/2017	Foreign Languages For Kids By Kids	Outstanding	\$89.99	4200-010-83	Books and Other Reference Materials	Spanish 1-YR Full Membership-Online	\$89.99
51606	12/28/2017	BLICK Art Materials	Cleared	\$518.07	4200-010-83	Books and Other Reference Materials	Bookboard, Chipboard	\$341.93
					4200-010-83	Books and Other Reference Materials	Black/Stoned Lined Staplebound Notebook	\$83.92
					4200-010-83	Books and Other Reference Materials	Sculpt It, Rolling Pin	\$92.22
51611	12/28/2017	A Child's Dream	Cleared	\$268.74	4200-010-83	Books and Other Reference Materials	Stockmar Beeswax Crayons, Watercolor Paint Set, Brush Set	\$70.84
					4200-010-83	Books and Other Reference Materials	Sarah's Silks, Sail Boat Building Kit, Wooden Peg People Lge	\$99.20
					4200-010-83	Books and Other Reference Materials	Sarah's Play Skills, Wood Peg Doll, Sail Boat Building Kit	\$98.70
51607	12/28/2017	Brainy Toys, Inc	Cleared	\$99.89	4200-010-83	Books and Other Reference Materials	Math Games Skill-Based,Slack Line Double	\$99.89
51629	12/28/2017	Guido's Martial Arts Academy	Cleared	\$129.00	4200-010-83	Books and Other Reference Materials	November:Martial Arts Class	\$129.00
51630	12/28/2017	Handwriting Without Tears	Cleared	\$28.03	4200-010-83	Books and Other Reference Materials	Letters & Numbers For Me, Cursive Handwriting	\$28.03
51612	12/28/2017	Cricket Media	Outstanding	\$67.90	4200-010-83	Books and Other Reference Materials	Lady Bug Print Subscription 1 Year	\$33.95
					4200-010-83	Books and Other Reference Materials	Click Print Subscription 1 Year	\$33.95
51608	12/28/2017	Barnes & Noble, Inc.	Outstanding	\$203.34	4200-010-83	Books and Other Reference Materials	Brain Quest Workbook, Star Wars Workbook	\$86.26

					4200-010-83	Books and Other Reference Materials	Prentice Hall Earth Science Lab Manual Student Edition	\$27.32
					4200-010-83	Books and Other Reference Materials	Lego Architecture US Capitol Building	\$89.76
51632	12/28/2017	History Unboxed	Cleared	\$149.91	4200-010-83	Books and Other Reference Materials	Ancient China Unboxed, Ghana Unboxed	\$149.91
51635	12/28/2017	Lakeshore Learning Materials	Cleared	\$1,063.44	4200-010-83	Books and Other Reference Materials	Reading Comprehension Daily Practice Journal	\$13.60
					4200-010-83	Books and Other Reference Materials	Daily Math Journal, Daily Language, Telescope	\$173.39
					4200-010-83	Books and Other Reference Materials	Pattern Blocks, Wooden Blocks, Magna Tiles, Let's Talk	\$297.25
					4200-010-83	Books and Other Reference Materials	Water Exploration, Thera Putty, Pencil Grips	\$306.49
					4200-010-83	Books and Other Reference Materials	Bingo, Journals, My Word, Research & Write	\$272.71
51633	12/28/2017	Home School Spanish Academy Inc.	Cleared	\$560.00	4200-010-83	Books and Other Reference Materials	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May 60 Online S	\$560.00
51613	12/28/2017	Candi Chavez	Outstanding	\$152.00	4200-010-83	Books and Other Reference Materials	December: Piano Lessons	\$50.00
					4200-010-83	Books and Other Reference Materials	December: Piano Lessons - Daniel	\$52.00
					4200-010-83	Books and Other Reference Materials	December: Piano Lessons in Orange Studio	\$50.00
51636	12/28/2017	Little Passports, Inc.	Cleared	\$108.81	4200-010-83	Books and Other Reference Materials	Little Passports Global Adventure USA Edition	\$108.81
51638	12/28/2017	Moving Beyond the Page	Cleared	\$1,034.94	4200-010-83	Books and Other Reference Materials	School Curriculum Age 11-13 online, Geography of World	\$585.48
					4200-010-83	Books and Other Reference Materials	Core Curriculum Age 4-5 Full Year Package	\$449.46
51637	12/28/2017	McGraw-Hill School Education Holdings, LLC	Cleared	\$61.46	4200-010-83	Books and Other Reference Materials	Glencoe Math 2016 Course 1	\$61.46
51640	12/28/2017	Martial Arts International	Cleared	\$185.00	4200-010-83	Books and Other Reference Materials	DEC Karate Class	\$40.00
					4200-010-83	Books and Other Reference Materials	December Karate Lessons	\$45.00
					4200-010-83	Books and Other Reference Materials	DEC Karate Class	\$65.00
					4200-010-83	Books and Other Reference Materials	DEC Karate Class	\$35.00
51614	12/28/2017	Creative Creatures & Co.	Cleared	\$424.00	4200-010-83	Books and Other Reference Materials	Nov. All About Animals & Character Creation	\$49.00
					4200-010-93	Books and Other Reference Materials	OCLC - Nov Illustration Instruction	\$375.00
51602	12/28/2017	Academy of Science for Kids, LLC	Cleared	\$125.52	4200-010-83	Books and Other Reference Materials	Lab Apron, Thames & Kosmos Pocket Microscope	\$125.52
51643	12/28/2017	Online G3	Cleared	\$2,043.00	4200-010-83	Books and Other Reference Materials	Lord of the Rings, Grammar Town, Horrible Romans	\$996.00
					4200-010-83	Books and Other Reference Materials	Advanced World History A, Chaucer's Tales	\$1,047.00

51641	12/28/2017	Mission Renaissance, Inc.	Cleared	\$110.00	4200-010-83	Books and Other Reference Materials	Nov. Children's Art Class	\$110.00
51644	12/28/2017	Performing Arts Empire	Cleared	\$510.00	4200-010-83	Books and Other Reference Materials	October: Ballet/Musical Theater/Arco Clas	\$127.50
					4200-010-83	Books and Other Reference Materials	October: Ballet/Musical Theater/Arco Clas	\$127.50
					4200-010-83	Books and Other Reference Materials	Oct., Nov. Tap/Musical Theatre/Arco Class	\$255.00
51642	12/28/2017	National Geographic For Kids	Outstanding	\$15.00	4200-010-83	Books and Other Reference Materials	Nat'l Geographic Kids Print Magazine	\$15.00
51639	12/28/2017	Demme Learning	Cleared	\$101.18	4200-010-83	Books and Other Reference Materials	Beta Level Up Set	\$101.18
51604	12/28/2017	The Animation Course, LLC	Outstanding	\$650.00	4200-010-83	Books and Other Reference Materials	The Drawing Course Level 2	\$350.00
					4200-010-83	Books and Other Reference Materials	The Drawing Course Level 1	\$300.00
51634	12/28/2017	KiwiCo, Inc	Cleared	\$235.95	4200-010-83	Books and Other Reference Materials	Doodle Crate,Tinker Crate-6 Mo. Subscriptio	\$235.95
51631	12/28/2017	Homeschool Buyers Co-op	Cleared	\$317.29	4200-010-83	Books and Other Reference Materials	Discovery Education Streaming Plus	\$155.00
					4200-010-83	Books and Other Reference Materials	Primary DreamBox Subscription	\$54.95
					4200-010-83	Books and Other Reference Materials	The Writers Jungle, Jot It Down	\$82.39
					4200-010-83	Books and Other Reference Materials	Looney Tunes Phonics 12-Month Subscription	\$24.95
51603	12/28/2017	Art of Problem Solving (AoPS Inc)	Cleared	\$87.22	4200-010-83	Books and Other Reference Materials	8-12 Prealgebra	\$87.22
51628	12/28/2017	For The Love Of Words	Cleared	\$240.00	4200-010-83	Books and Other Reference Materials	Nov. Writing Class-Creative Writing, Poetry	\$30.00
					4200-010-83	Books and Other Reference Materials	Creative Writing Class, Grades 6-8, November	\$30.00
					4200-010-83	Books and Other Reference Materials	Nov. For The Love of Words	\$30.00
					4200-010-83	Books and Other Reference Materials	Nov.-Creative Writing	\$30.00
					4200-010-83	Books and Other Reference Materials	-Creative Writing Class November	\$30.00
					4200-010-83	Books and Other Reference Materials	November-Creative Writing	\$30.00
					4200-010-83	Books and Other Reference Materials	Nov. For the Love of Words	\$30.00
					4200-010-83	Books and Other Reference Materials	Nov Creative Writing Class-8th Grade Home	\$30.00
51659	12/28/2017	Rainbow Resource Center	Cleared	\$245.65	4200-010-83	Books and Other Reference Materials	Around the World Coloring Book, Science K, Phonics	\$245.65
51624	12/28/2017	Education.com	Cleared	\$59.94	4200-010-83	Books and Other Reference Materials	Annual Subscription 3rd Grade Online Curriculum	\$59.94
51625	12/28/2017	Fat Brain Holding, LLC	Cleared	\$61.08	4200-010-83	Books and Other Reference Materials	Make Your Own Bubble Gum, Choose Your Adventure	\$61.08
51626	12/28/2017	Firestorm Freerunning &	Cleared	\$555.00	4200-010-83	Books and Other Reference Materials	Nov. Parkour/Freerunning Instruction	\$225.00

		Acrobatics			4200-010-83	Books and Other Reference Materials	Nov-Little Heroes	\$85.00
					4200-010-83	Books and Other Reference Materials	Firestorm 4 Classes November	\$85.00
					4200-010-83	Books and Other Reference Materials	November-Parkour	\$85.00
					4200-010-83	Books and Other Reference Materials	November-Parkour	\$75.00
51623	12/28/2017	Engineering For Kids	Outstanding	\$270.00	4200-010-83	Books and Other Reference Materials	EFK Temecula 3D Design & CAD, Marine Eng	\$270.00
51650	12/28/2017	Singapore Math Inc.	Cleared	\$127.92	4200-010-83	Books and Other Reference Materials	Primary Math Textbook, Workbook, Science, Workbook	\$103.90
					4200-010-83	Books and Other Reference Materials	Singapore Math Intensive Practice US ED	\$24.02
51651	12/28/2017	Timberdoodle.com	Cleared	\$124.55	4200-010-83	Books and Other Reference Materials	Stepping Into Science, 4-D Torso Puzzle, Civil War	\$124.55
51652	12/28/2017	Teacher Synergy, LLC	Cleared	\$118.04	4200-010-83	Books and Other Reference Materials	Interactive Notebook Pages, Game Board Bundle	\$55.46
					4200-010-83	Books and Other Reference Materials	Money Worksheets & Money Games, 1st Grade Math	\$62.58
51653	12/28/2017	Cynthia Delgadillo	Cleared	\$298.66	4200-010-83	Books and Other Reference Materials	Shine A Light Seashore, Lift The Flap, First Math	\$133.02
					4200-010-83	Books and Other Reference Materials	Lift The Flap Questions & Answers About Science	\$165.64
51655	12/28/2017	Winter Promise	Cleared	\$348.00	4200-010-83	Books and Other Reference Materials	One Small Square: Woods, African, Tropical Rainforest	\$348.00
51609	12/28/2017	Brain Builders Educational Programs	Cleared	\$1,176.00	4200-010-83	Books and Other Reference Materials	Sept., Oct., Nov., Dec., Eng., Chemistry Lab, Tutoring Reading	\$1,026.00
					4200-010-83	Books and Other Reference Materials	Tustin Location Sept. High School Bio Lab	\$150.00
51621	12/28/2017	Easy Grammar Systems	Cleared	\$44.51	4200-010-83	Books and Other Reference Materials	Easy Grammar Grade 2 Teacher Text, Stud. Wkbk	\$44.51
51622	12/28/2017	EMH Sports USA Inc	Cleared	\$56.00	4200-010-83	Books and Other Reference Materials	Pasadena December Kickball 4th Grade	\$28.00
					4200-010-83	Books and Other Reference Materials	Pasadena December Kickball 1st Grade	\$28.00
51649	12/28/2017	Rainbow Resource Center	Cleared	\$2,103.77	4200-010-83	Books and Other Reference Materials	US History, Earth Science, Spectrum Math	\$51.06
					4200-010-83	Books and Other Reference Materials	Flag of the USA Charlet, Flag Place Mat, Comp. Curriculum	\$23.25
					4200-010-83	Books and Other Reference Materials	Core Skills, World of Germs Kit, Magic School Bus	\$216.14
					4200-010-83	Books and Other Reference Materials	Spiral Notebook, Drawing Pens, Chalk, Felt Eraser	\$293.91
					4200-010-83	Books and Other Reference Materials	My World Social Studies, Words Their Way Out, Outer Space	\$107.91
					4200-010-83	Books and Other Reference Materials	Primer Timer, Foam Dice, Watercolor Paper, Reward Tickets	\$164.12
					4200-010-83	Books and Other Reference Materials	Electricity Kit, Awesome Animation, Sign Language	\$245.14
					4200-010-83	Books and Other Reference Materials	Bob Book, Magic School Bus Bk.	\$29.44
					4200-010-83	Books and Other Reference Materials	Wikki Stix, Rainbow Tin Jumprope, Fairy Door	\$137.19

					4200-010-83	Books and Other Reference Materials	Holt McDougal US History Homeschool Package	\$100.74
					4200-010-83	Books and Other Reference Materials	Easy Grammar Plus. Spelling Workout, Mirconations	\$69.38
					4200-010-83	Books and Other Reference Materials	All About Spelling, Stickers, Cards, Review Box	\$226.42
					4200-010-83	Books and Other Reference Materials	Knight & Dragon Figures, Tinkertoy Basic, Pick A Brick Game	\$82.24
					4200-010-83	Books and Other Reference Materials	Celebrating Holidays 1-2,Cat Stax Game,It's Thanksgiving	\$94.47
					4200-010-83	Books and Other Reference Materials	Life of Fred Edgewood, Explorer Globe, Roman Troop	\$262.36
51620	12/28/2017	Elemental Science Inc.	Cleared	\$40.99	4200-010-83	Books and Other Reference Materials	Earth Science & Astronomy Grammar Stage Printed Combo	\$40.99
51618	12/28/2017	Drama Maniacs	Cleared	\$195.00	4200-010-83	Books and Other Reference Materials	Sept.,Oct.,Nov.,Dec. Drama Enchrishment Class	\$195.00
51605	12/28/2017	Athena's Advanced Academy	Outstanding	\$234.00	4200-010-83	Books and Other Reference Materials	Chemistry, Fall 2017	\$234.00
51619	12/28/2017	Explorer Field Trips	Cleared	\$815.00	4200-010-83	Books and Other Reference Materials	Sony Studio Tour	\$120.00
					4200-010-83	Books and Other Reference Materials	Seaworld 1 Day Tickets Teacher Kit, Disney on Ice Teacher Ki	\$425.00
					4200-010-83	Books and Other Reference Materials	Universal Studios Hollywood-Teacher Kit	\$270.00
51617	12/28/2017	Cultured Owl LLC	Cleared	\$29.95	4200-010-83	Books and Other Reference Materials	Australia Single Country Kit Grade 1	\$29.95
Total Check Amount				\$398,561.54	Total GL Amount			\$398,561.54



Memorandum

To: Board of Directors
From: J.J. Lewis, President & CEO
Date: January 29, 2018
RE: **Donations to CCS**

Per the Donation Acceptance Policy in Board Policy Manual, "All donations must be accepted by the Board of Directors at a regularly scheduled Board meeting."

The following donations were made to Compass Charter Schools:

- Linda Eddy (\$50 on #GivingTuesday)
 - To support Scholar Engagement efforts
- J.J. Lewis (\$100 on #GivingTuesday)
 - To support Scholar Engagement efforts
- Michael Van Vooren (\$100 on #GivingTuesday)
 - To support Scholar Engagement efforts
- Thomas Spieker (\$2,266.06 stock gift)
 - To support Scholar Engagement efforts

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.

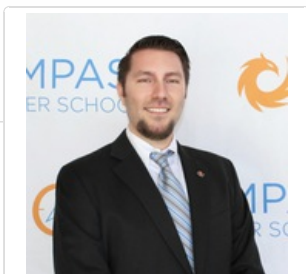
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

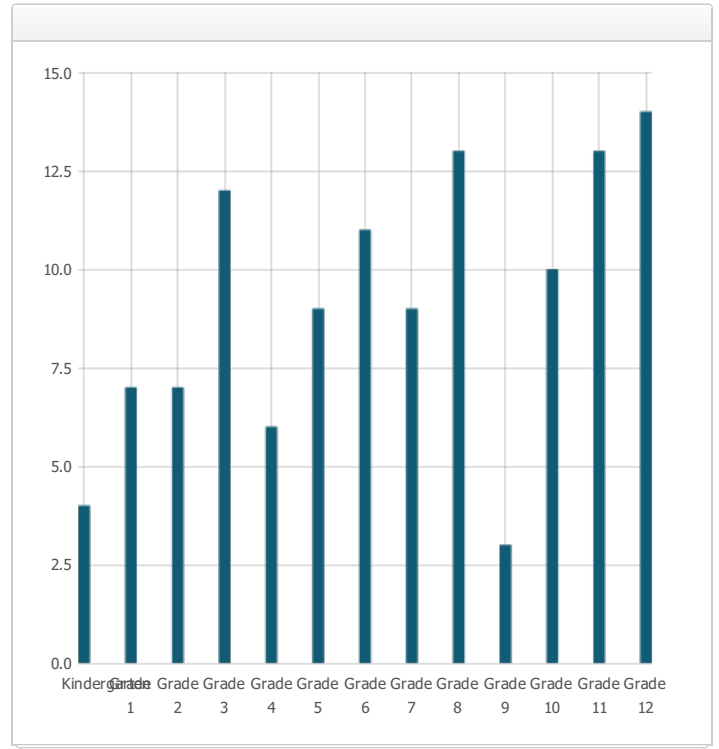
Core Values

- 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

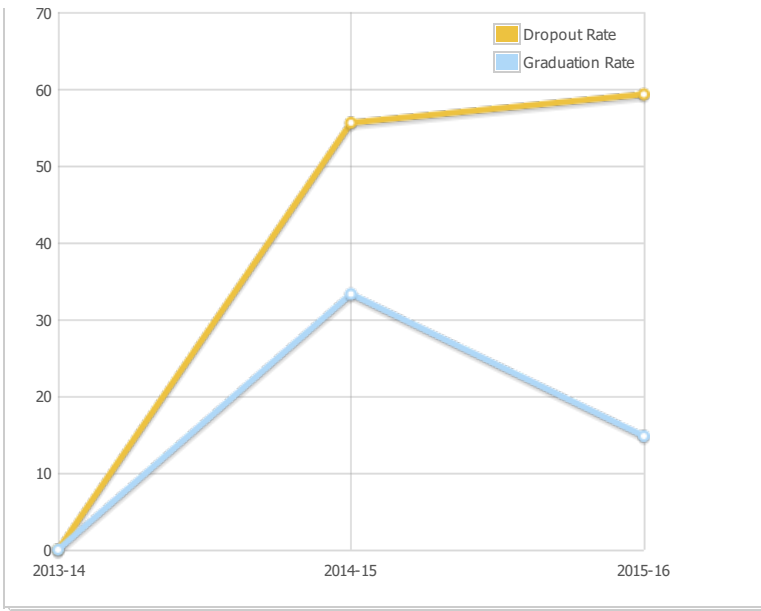
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%

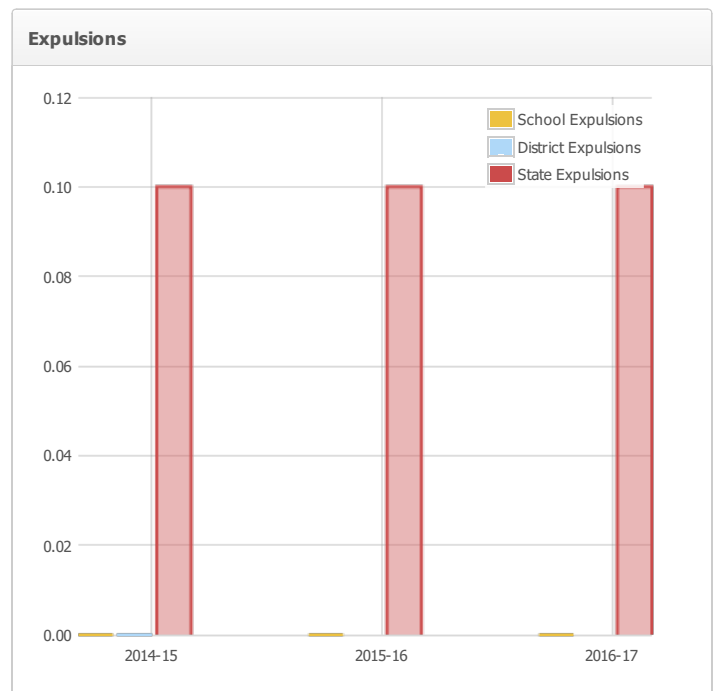
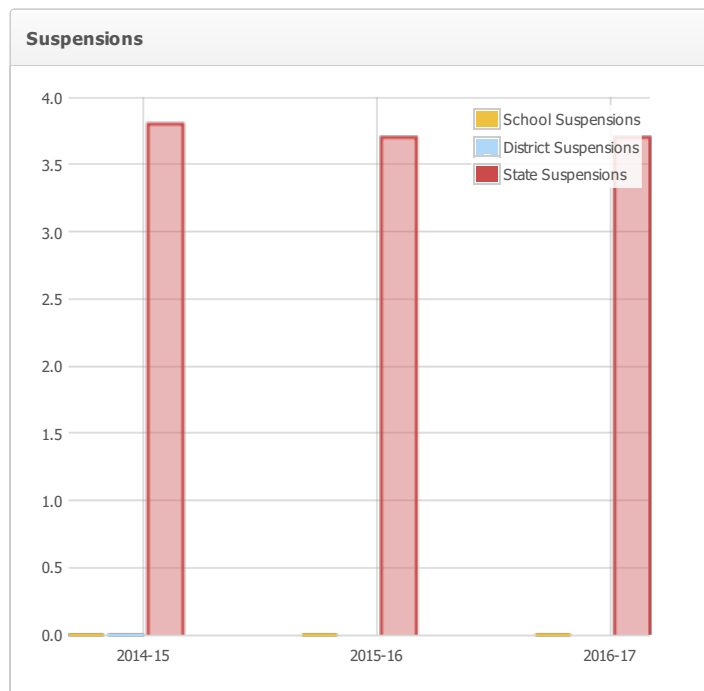
State Priority: School Climate

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)

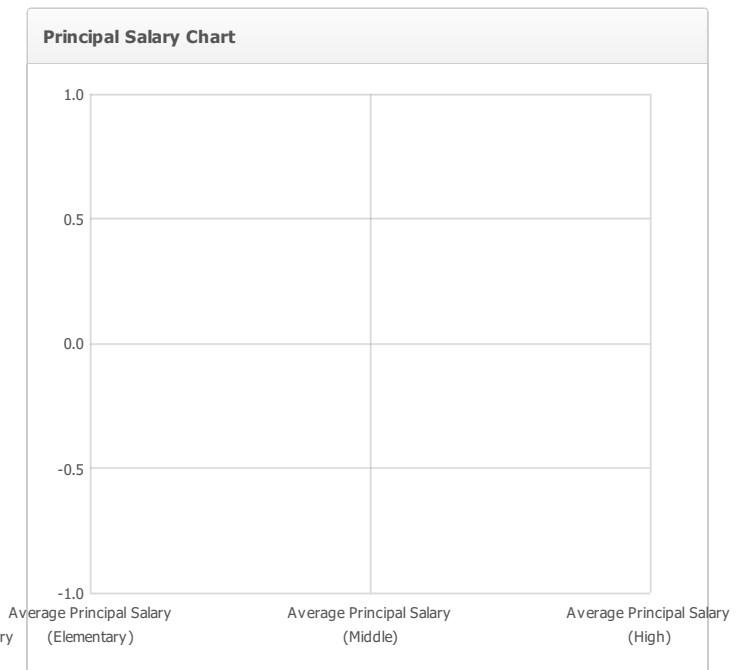
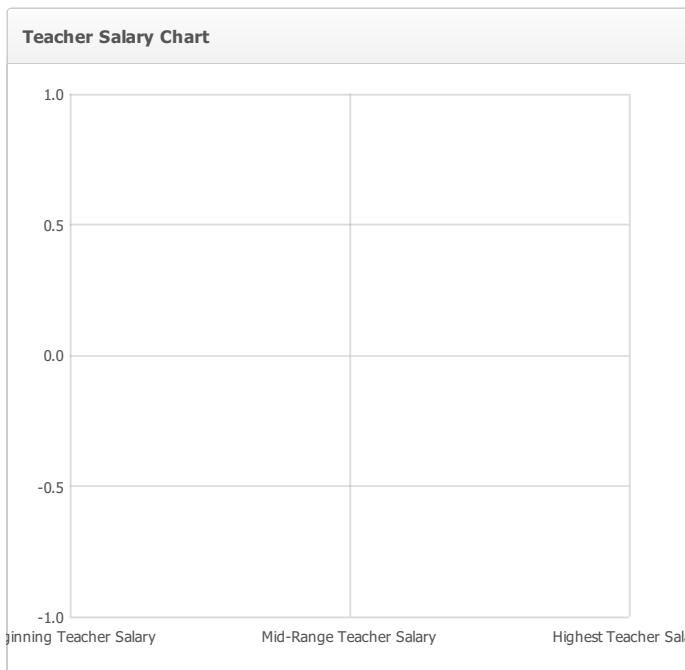
Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

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.

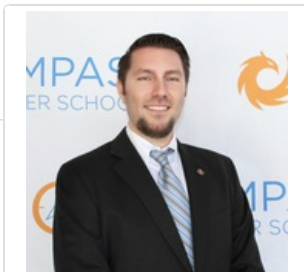
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

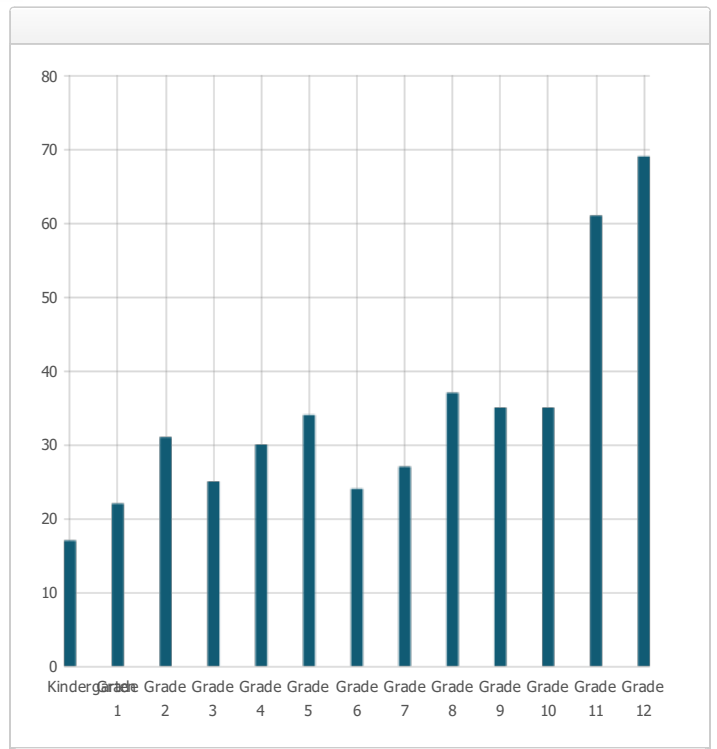
Core Values

- 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
- 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)		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

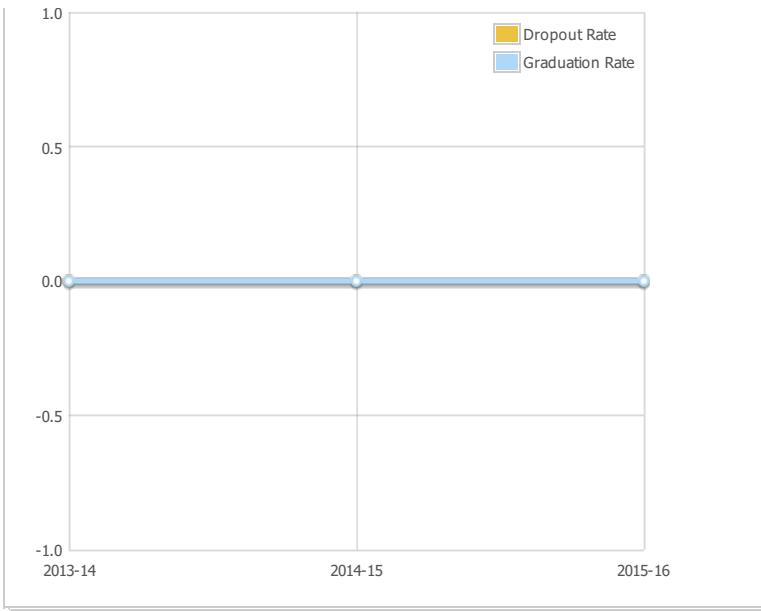
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	--

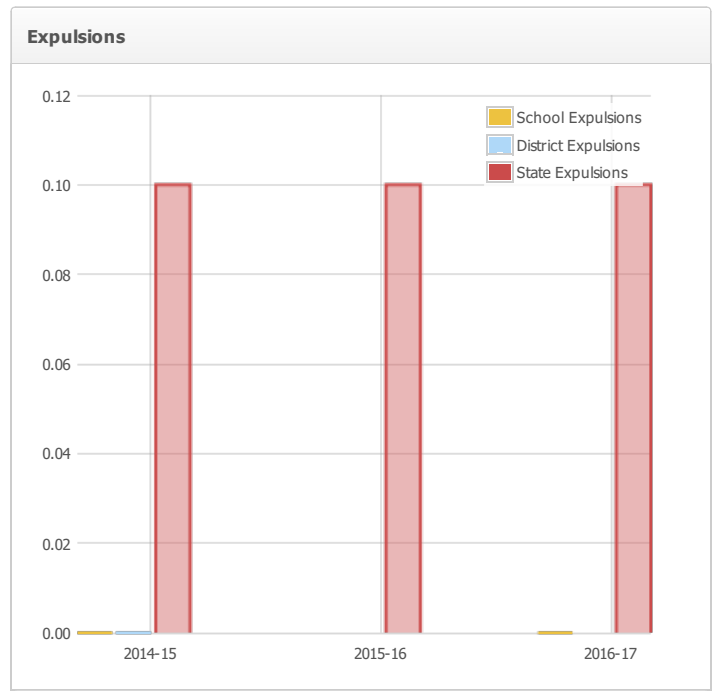
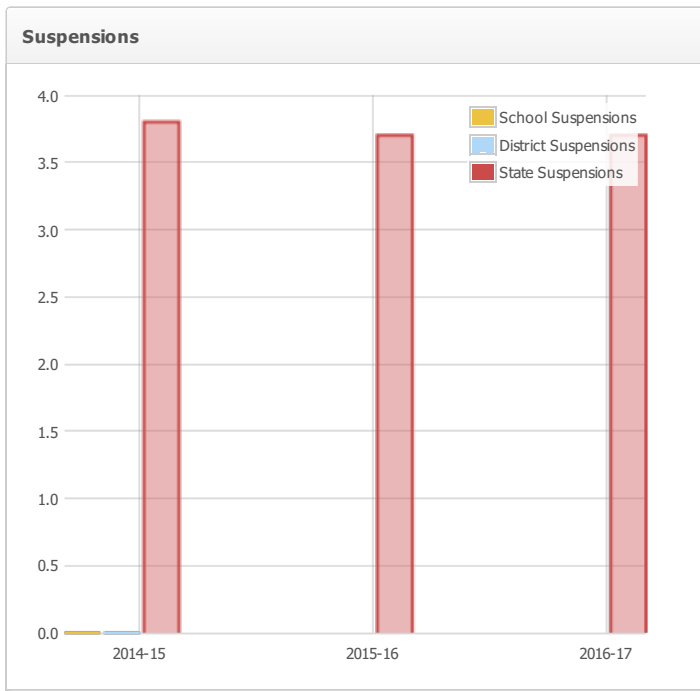
State Priority: School Climate

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)

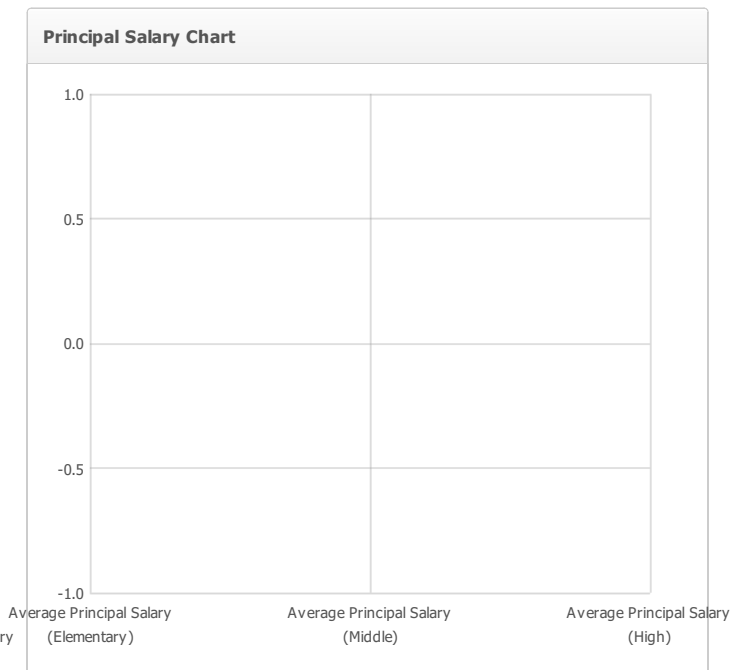
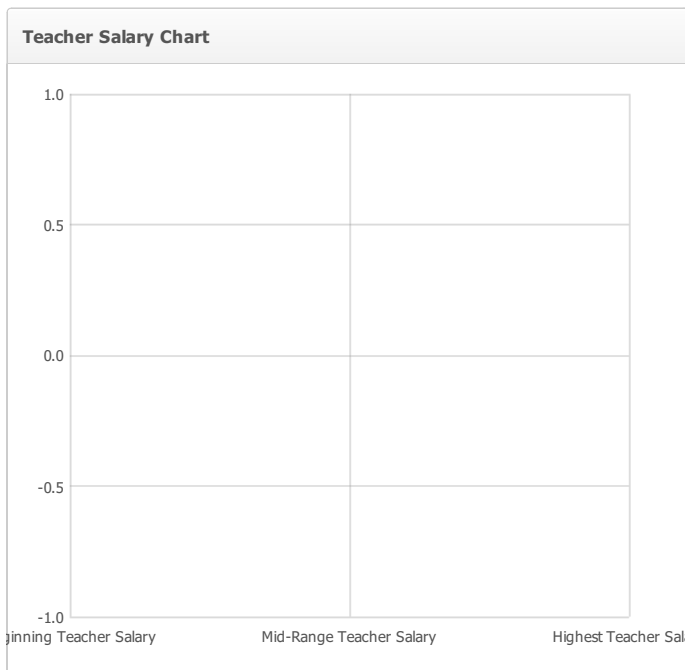
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

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.

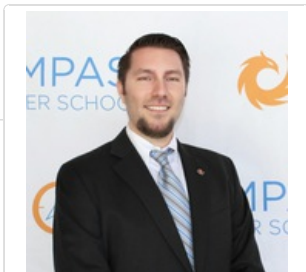
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- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district 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.

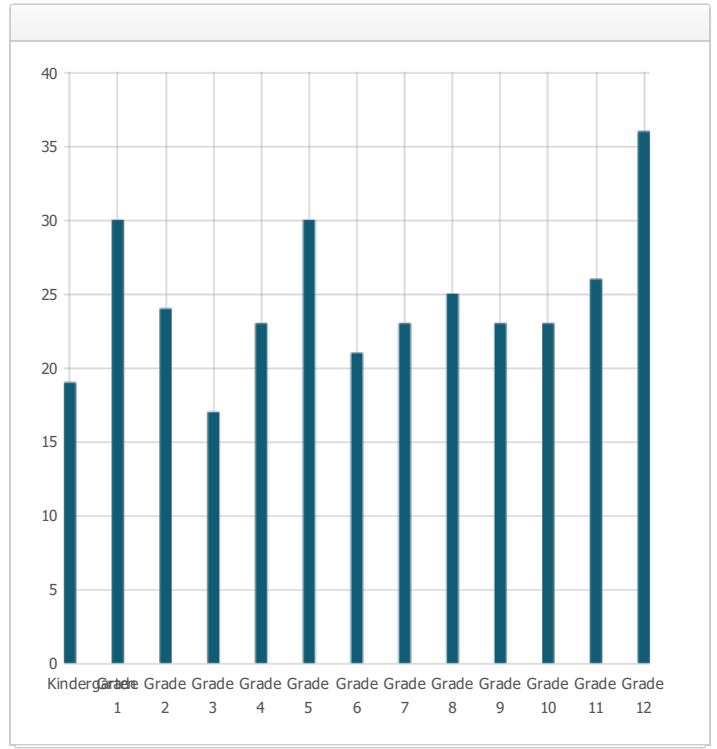
Core Values

- 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.

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

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

Last updated: 12/1/2017

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

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

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

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)	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.

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: 12/1/2017

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

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

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

Last updated: 12/1/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

We are proud to have opportunities available for parental involvement:

Coaches' Corner

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

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

Parent Advisory Council

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

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

State Priority: Pupil Engagement

Last updated: 12/1/2017

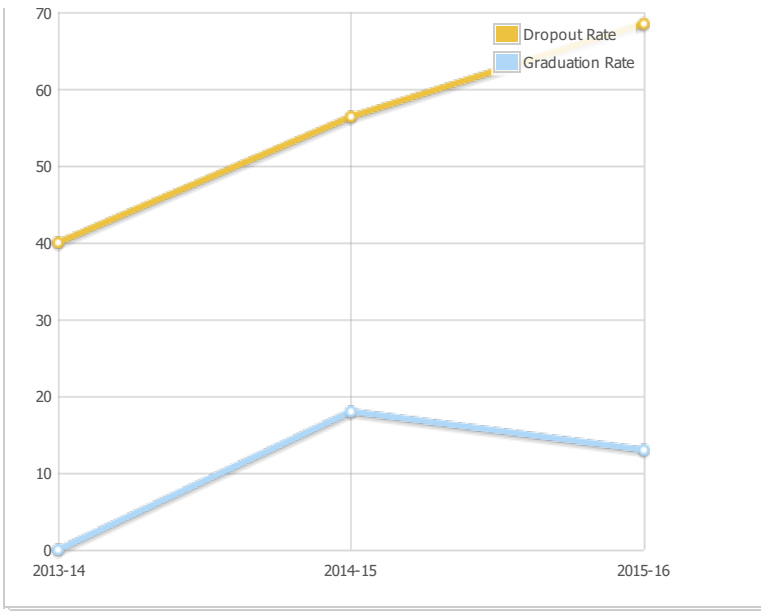
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

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

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



Last updated: 12/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

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%

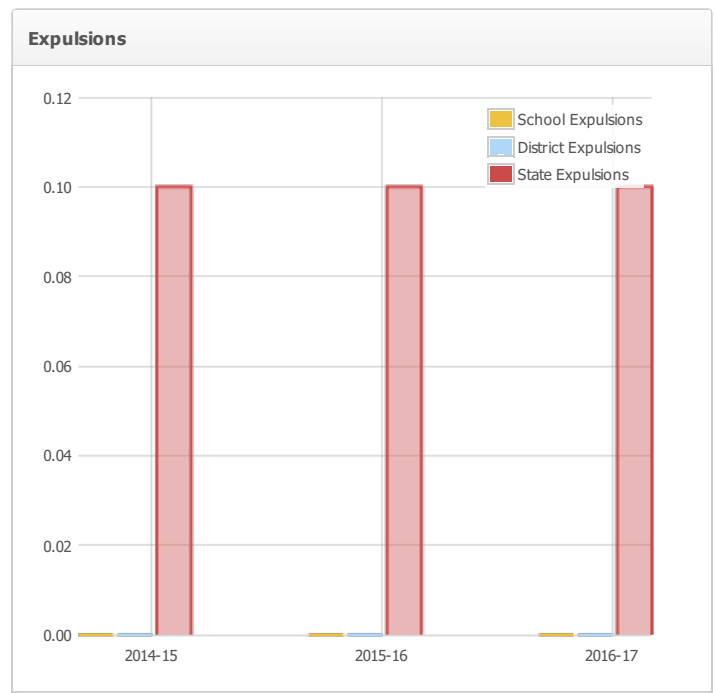
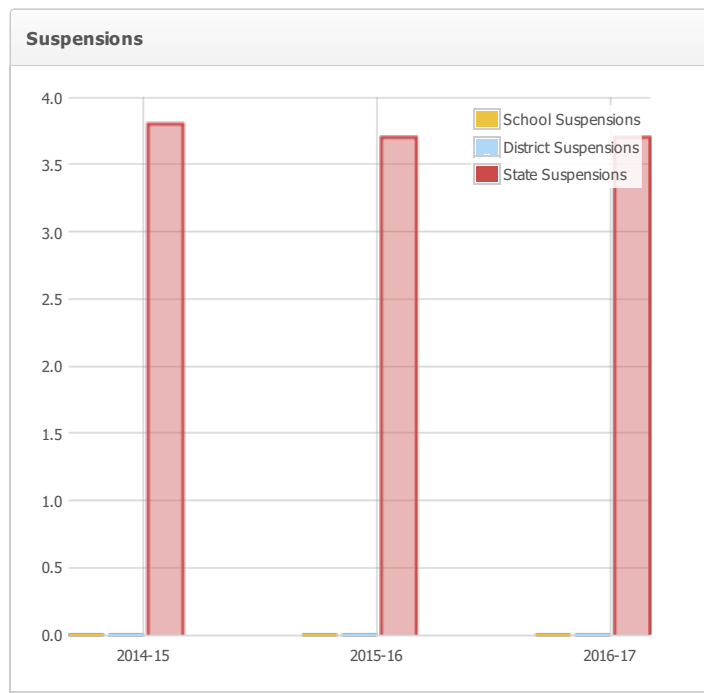
State Priority: School Climate

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)

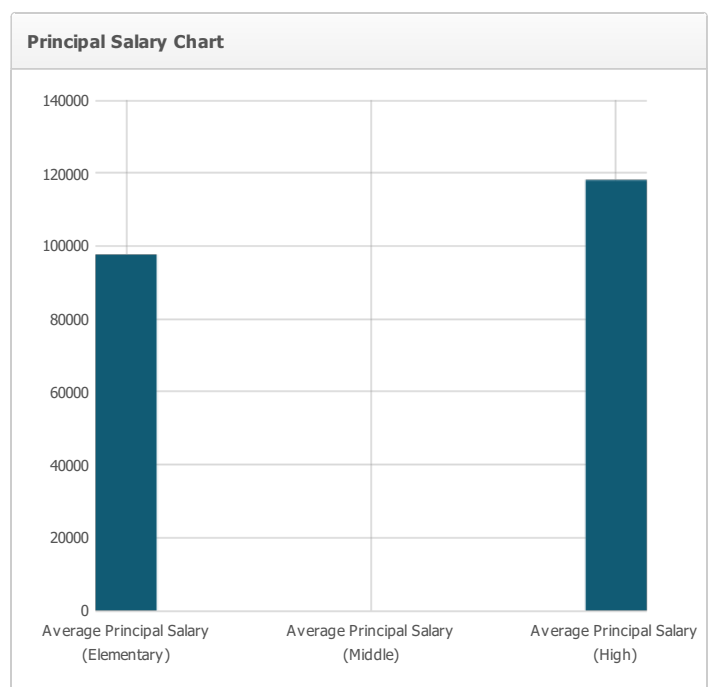
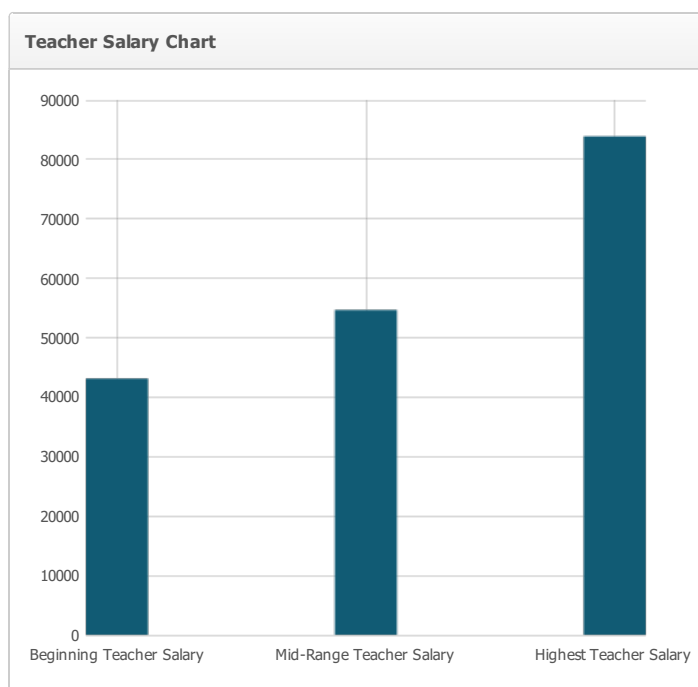
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

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



**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2017-07
Charter Safe Joint Powers Authority

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools:

WHEREAS, It is in the best interests of Compass to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

WHEREAS, The joint powers authority will offer significant advantages to Compass in terms of cost, liability protection and services; and

WHEREAS, Compass agrees to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE); and

WHEREAS, Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for Compass to participate in the workers compensation self-insurance program of the Authority; and

WHEREAS, The President & CEO is hereby authorized to execute any and all documents as necessary to carry out the purposes of this resolution.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the President & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 29th day of January, 2018.

By: _____
J.J. Lewis, President & CEO

**CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY**

(as amended effective May 7, 2012)

THIS AGREEMENT, is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools, and which have signed this Agreement, and those that may sign hereafter, for the reestablishment of a joint powers authority, previously known as the California Charter Schools Association Joint Powers Authority, and which shall, as of the effective date of this amended agreement, be known as the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”).

WHEREAS, it has been determined by the parties that group self-insurance of workers compensation liabilities, general liabilities and/or group purchasing of insurance and other products and services, cooperative financing programs are of value on a mutual basis; and

WHEREAS, the financing of group self-insurance, risk management, claims administration and related programs for public schools can be effected on a more cost-effective basis through a joint effort; and

WHEREAS, Title 1, Division 7, Chapter 5 of the Government Code of the State of California (the “Joint Exercise of Powers Act”) authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, on or about May 7, 2004, members of the Authority entered into a joint powers agreement pursuant to the Joint Exercise of Powers Act to establish the Authority, and whereas such agreement was amended on or about February 28, 2006; and

WHEREAS, this Agreement shall supersede the prior joint powers agreement as amended on or about February 28, 2006;

NOW, THEREFORE, for and in consideration of the mutual advantages to be derived, and in consideration of the execution of this Agreement by charter schools and other governmental entities, each of the parties hereto does hereby agree that the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”) be reestablished as follows:

I

DEFINITIONS AND GENERAL PROVISIONS

1. “Authority” shall mean the California Charter Schools Joint Powers Authority.

2. “Board” shall mean the board of directors of the Authority, consisting of representatives of Participants, and charged with the responsibility of governing the Authority and its programs.

3. “Funds” shall mean, unless the context otherwise specifies, all monies paid into the Authority or any of its programs, including any earnings thereon, or any other sums coming to the Authority from any source.

4. “Governmental Entity” means any political subdivision or nonprofit corporation operating a charter school or other public school of the State of California which is considered a local government agency for the purposes of any program offered by the Authority and empowered to execute this Agreement under the laws of the State of California.

5. “Participant” means any charter school, school district, or governmental entity, which is a signatory member of the Authority; provided, however, that this definition shall not be construed to prevent the Authority from permitting any subsidiary, or wholly-owned or affiliated entity, upon terms and conditions approved by the Board, from participating in any program of the Authority.

6. “Program Administrator” means the contractor or consultant retained, or staff employed by the Board to administer the Authority.

7. “Risk management” shall mean the process of identifying, evaluating, reducing, transferring, sharing, financing, and eliminating any operational, business or educational risk in the management of a public school. Risk management includes various elements of insurance, law, administration, technology, accounting, and general business to effectively manage hazards and losses to which Participants may be exposed.

8. “Risk pooling or sharing” shall mean any common fund: (1) which is composed of cash, investments permitted by law, and other assets; (2) to which two or more Participants have agreed to contribute; (3) from which claims and risk management costs of any contributor to that common fund shall be paid; and (4) which operates in accordance with this Agreement.

9. “Self-insurance” shall mean providing for claims, losses, and risk management by risk pooling and the maintenance of reserve funds by or on behalf of Participants, and which, when conducted or administered by the Authority, ordinarily provides for the transfer of risks from a Participant to the Authority, and for the potential transfer of risks between and among Participants.

II

PURPOSES AND TERM

1. Purposes. The purposes of the Authority are to provide cost-effective mechanisms for financing risks of operating charter schools and other governmental entities; to provide essential protection to Participants otherwise not obtainable; to secure reinsurance and excess insurance on a group basis; to provide Participants with the mechanisms to jointly

purchase insurance, goods and services; to reduce financing costs; to accumulate, administer and invest funds to insure or self-insure as a group various liabilities up to a specified, predetermined amount; and to effect cost savings to Participants in the administration of management and risk management programs as may be established by the Authority in order to reduce the administrative costs of delivering educational services to public school students.

2. Term. This Agreement shall become effective as of the date hereof, and shall continue in full force and effect until it is terminated and the Authority is dissolved as provided herein. It is the intent of the parties hereto that the separate public agency created under this Agreement have an indefinite life, and shall continue to exist so long as necessary to carry out the purposes of this Agreement, including the orderly wind-up of the affairs of the Authority. It is the further intent of the parties that the withdrawal or termination of any Participant from any program of the Authority, or from the Authority itself, shall not terminate such program or this Agreement as to the remaining Participants therein, nor relieve any Participant or former Participant from any obligations it may have under this Agreement.

III

CREATION OF AUTHORITY

Pursuant to Section 6500 et seq. of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the California Charter Schools Joint Powers Authority. Pursuant to Government Code Section 6508.1, the debts, liabilities, and obligations of the Authority shall not constitute debts, liabilities, or obligations of any party to this Agreement. Nor shall any party to this Agreement have any right, title or interest in the assets of the Authority, or in any contributions, consideration or property paid or donated by a party to the Authority, or any of its programs, except as expressly provided in this Agreement.

IV

ORGANIZATION & ADMINISTRATION

1. Responsibility. The overall responsibility for administration of the Authority shall be vested in the Board.

2. Agents. Each Participant hereby appoints the Board and its delegates or designees to act as its agents in executing all contracts, reports, waivers, agreements and service contracts and to make and arrange for the payment of claims and all other things required for the proper and orderly operation of the programs of the Authority.

3. Bylaws. The Authority shall be governed pursuant to this Agreement and to the Bylaws. Amendment of the Bylaws may be proposed by any Participant or member of the Board. A copy of the proposed amendment and the reasons therefor shall be presented to the Board if not proposed by the Board. All proposed amendments shall be approved by a two-thirds vote of the Board. Upon its approval, the amendment shall be disseminated to all Participants. Each party to this Agreement agrees to comply with and be bound by the provisions of the said Bylaws and further agrees that the Authority shall be operated pursuant to

this Agreement and the said Bylaws. In the event of any conflict between the Bylaws and this Agreement, this Agreement shall prevail.

4. Board. Upon approval by the Participants of this amended Agreement, the Board shall be responsible for overseeing the operation of CCS-JPA and organization and operation of the Authority, as provided herein. The Board shall establish such policies and guidelines as may be necessary to carry out the programs of the Authority. The organization and structure of the Board shall be established in the Bylaws.

V

POWERS OF AUTHORITY

1. The Authority shall have the following common powers and is hereby authorized to do all acts necessary for the exercise of said common powers:

A. To make and enter into contracts, including but not limited to contracts of employment, insurance, reinsurance and self-insurance for itself and its Participants, and providing for risk pooling, risk financing and sharing, financing and purchasing, whether or not subject to regulation under the Insurance Code, to the extent and in the manner permitted under Government Code Sections 990, 990.4, 990.8, and 6508, or any other provision of law;

B. To hire employees, and contract with consultants and legal counsel;

C. To invest and reinvest money in the treasury of the Authority pursuant to Government Code Section 53601 or other provisions of law as may be applicable;

D. To incur debts, liabilities, or obligations;

E. To acquire, hold, lease, or dispose of property;

F. To sue and be sued in its own name; and

G. To exercise all powers necessary and proper to carry out the terms and provisions of this Agreement, or otherwise authorized by law.

2. Said powers shall be exercised pursuant to the terms hereof, subject to the restrictions upon the manner of exercising the powers applicable to The Accelerated School, a California public charter school organized and operating as a nonprofit public benefit corporation.

VI

BOARD; ANNUAL MEETINGS

1. Number. The Authority shall be governed by the Board which is hereby established and which shall be composed of not less than 3, nor more than 11 representatives of

the Participants, who shall be elected by the Participants, in accordance with the Bylaws of the Authority.

2. Term. Each member of the Board shall serve for a term of three years and until a successor is elected or appointed. Each Board member shall have one vote.

3. Participants' Meetings. There shall be an annual meeting of Participants for the purpose of electing members of Board and to transact any other Authority business. The annual meeting, and any additional meetings, shall be held at the call of the Chair. Thirty percent of the Participants may also call a meeting of Participants. A majority of the Participants shall constitute a quorum of transaction of business at the meeting. Each Participant shall be represented at meetings by its chief executive officer or his or her designee. If a designee is to represent the Participant, written notice from the Participant's governing body shall be provided to the Authority.

VII

POWERS OF THE BOARD

A. The Board shall review, modify, if necessary, and approve the annual operating budget of the Authority.

B. The Board shall receive and review periodic accountings of all funds under this Agreement.

C. The Board shall have the power to conduct, on behalf of the Authority, all business of the Authority, which the Authority may conduct under the provisions hereof and pursuant to law.

D. The Board shall have such other powers and functions as are provided for in this Agreement and the Bylaws.

VIII

MEETINGS OF BOARD

1. Meetings. Board shall provide for its regular, adjourned regular, and special meetings upon call of the Chair, Vice Chair (if any), or Program Administrator; provided, however, that it shall hold at least two (2) regular meetings annually, as set forth in the Bylaws.

2. Minutes. The Secretary of the Authority shall cause minutes of regular, adjourned regular, and special meetings to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to each member of the Board.

3. Quorum. A majority of the voting members of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time. A vote of the majority of a quorum present at a meeting shall be sufficient to constitute action by the Board, except as otherwise specifically set forth in this Agreement or in the Bylaws.

IX

OFFICERS OF THE AUTHORITY

1. Chair, Vice Chair, Secretary and Treasurer-Auditor. The Board shall elect from the Board a Chair, Secretary and Treasurer-Auditor of the Authority for terms of not less than one nor more than four years, as provided in the Bylaws, each to hold office until a successor is elected. A Vice Chair may also be elected. In the event an officer so elected ceases to be a member of the Board, the resulting vacancy in the office shall be filled at the next regular meeting of the Board held after such vacancy occurs. In the absence or inability of the Chair to act, the Vice Chair, if any, shall act as Chair. The Chair, or in his or her absence the Vice Chair, shall preside at and conduct all meetings of the Board.

2. Other Officers. The Board shall have the power to appoint such other officers as may be necessary to carry out the purposes of this Agreement.

X

PARTICIPANTS

1. Each Participant is entitled to the rights and privileges and is subject to the obligations as provided for in this Agreement and the Bylaws. Each Participant Agency shall comply with the rules and policies of the Authority.

2. A new Participant may be accepted upon application to the Authority and upon acceptance by the Board by two-thirds vote, and subject to acceptance by the prospective member of the terms and conditions of participation in the Authority and of the financial arrangements and fund contributions specified by the Board.

3. Each Participant shall be entitled to one voting representative at meetings of the Participants. Each representative shall be designated by appointment by the Participant's governing body. Such governing body may delegate the authority to appoint that Participant's representatives to its chief executive officer or principal.

XI

CONTRIBUTIONS AND OPERATIONS

1. Contributions. The parties agree that each Participant in the workers compensation and other group self-insurance programs shall make payment of contributions for coverage under those programs in which they elect to participate, as well as for the operations of the Authority. The Board shall be authorized and directed to establish the rate of contribution for each Participant, and the time schedule for payment of such contribution. Participants acknowledge that the rates established by Board for coverage under the workers compensation and other group self-insurance and insurance programs may reflect overall changes in coverage, changes in exposure and the past or projected experience of the Participants, as a group during the life of the program, and will not necessarily reflect the experience of an individual Participant during any specific period of participation. Consequently, there can be no assurance that current or former Participants will benefit equally from changes in the workers compensation program or

other group self-insurance programs (including, but not limited to changes in eligibility for participation credits, dividends or retrospective rating adjustments or enlargements of coverage grants), nor that the burdens will be equally shared (including, but not limited to rate increases, restrictions on coverage, or unanticipated claims expenses). The timely payment of all required contributions shall be a condition precedent to the continuation of participation by each Participant in the workers compensation and other group self-insurance programs and the Authority. A Participant has no title or interest in the Participant's contributions, whether equitable or otherwise, except as expressly provided in this Agreement.

2. Terms of Participation: Participants joining the Authority and participating in any Authority self-insurance, group purchase or other programs offered by the Authority shall commit to participate in the program for a minimum term which is typically two years unless stated otherwise in a duly adopted Board policy. The Board of the Authority shall establish by separate policy the minimum participation terms for each self-insurance, group purchase or other program offered by the Authority, including Workers Compensation, liability and any other program. Terms of participation shall be counted by the Authority's fiscal year, commencing with July 1 of each year.

3. Computation and Notice of Rates; Assessments. The rates to be used in calculating contributions for each Participant for participation in the workers compensation, general liability and other group self-insurance programs shall be determined by the Board, to the extent practicable, no later than sixty (60) days prior to the commencement of the coverage year and communicated to all current participants as soon as practicable thereafter. However, if at any time the Board determines that the amount contributed for a given year is insufficient, each Participant agrees to promptly pay the Authority the full amount of any assessments levied by the Board, which shall not to exceed two hundred percent (200%) of the annual amount of the Participant's contribution for coverage for any group self-insurance program for that year, as may be required to meet the Authority's expenses associated with the provision of coverage for the Participants for that year and line of coverage. Such assessments shall be allocated and attributed to each Participant based upon a methodology approved by the Board, which may include consideration of payroll, the actual or projected costs incurred by the Authority to provide for program liabilities of the Participant's employees, Participant's compliance with risk management policies, the total actual or projected costs incurred by the Authority as a whole, and other factors. In the event such an assessment, together with any other resources available to the Authority, is insufficient to pay the costs of the Authority for any group self-insurance program during any fiscal year, each Participant contributing to the shortfall shall share the shortfall proportionately, and the Authority shall have no further obligation to pay such costs.

4. Loss Control and Risk Management. Participants in any insurance or self-insurance program agree to follow the loss prevention and risk management recommendations of the Board, and to abide by all conditions, requirements, rules and regulations regarding loss control and risk management which may be promulgated by the Authority, including, but not limited to adopting policies prohibiting sexual harassment.

5. Right to Inspect. Each Participant agrees that the Authority, its Program Administrator, or any of its respective agents, servants, employees or attorneys shall be permitted at any reasonable time to inspect Participant's property and operations and to examine

Participant's books, documents and records as necessary in the proper operation of the group self-insurance programs or the Authority, to the maximum extent allowed by law.

6. Audit. Board shall obtain an annual audit of the financial affairs of the Authority, by a certified public accountant at the end of each fiscal year in accordance with generally accepted accounting principles. A copy of the annual audit report shall be available to each Participant, and shall be filed as required by law. The costs of such audit shall be paid from the funds of the Authority.

7. Binding Nature. Any Governmental Entity which makes application for participation in any of the group self-insurance program of the Authority, and is accepted as a Participant and signs this Agreement, shall thereupon become a party to this Agreement and shall be bound by all the terms and conditions hereof; provided, however, that any charter school or Governmental Entity may be refused admission to the Authority or any program thereof in the sole discretion of Board.

8. Deposit of Funds. Participants shall pay contributions to the Authority for the programs in which they participate and for operations of the Authority. The contributions and income therefrom shall be accumulated to pay the expenses of the programs for which they are determined or assessed. Funds received by Authority as contributions shall be deposited and invested in accordance with laws of the State of California pertaining to the investment of excess funds of charter schools.

9. Contributions by Participants. Without in any way limiting the powers otherwise provided for in this Agreement, the Bylaws, or by statute, the Authority shall have the power and authority to receive, accept and utilize the services of personnel offered by any Participants or its representatives or agents; to receive, accept, and utilize property, real or personal, from any Participant or its agents or representatives; and to receive, accept, expend and disburse funds, contract or otherwise, for purposes consistent with the provisions of this Agreement, which funds may be provided by any Participant, its agents, or representatives.

10. Excess Insurance and Reinsurance. The Authority shall obtain or cause to be obtained such excess insurance or reinsurance as may be necessary and prudent in the judgment of Board. The expense of such excess insurance or reinsurance shall be paid from the Funds of the Authority.

XII

CLAIMS ADMINISTRATION & PAYMENT OF LOSSES

1. General. The principal purpose for the establishment of the Authority is to provide for the orderly presentment, examination, investigation, defense or settlement of claims against the Participants which are covered under group self-insurance and insurance programs of the Authority. It is agreed and understood that the Authority shall use the sums contributed by the Participants for such programs to pay such losses and claims.

2. Presentment of Claims. The services and benefits to be provided by the Authority shall be paid or furnished to or for the benefit of a Participant with respect to a

particular incident or claim only if the Authority is notified as required by the applicable coverage agreement.

3. Investigation and Defense. Program Administrator will investigate, or cause to be investigated, all such claims and will attempt to adjust or settle such claims, in accordance with the authority delegated to Program Administrator by Board or the Participant involved. As required, and subject to the provisions of the Coverage Contracts, the Authority, through designated defense counsel will provide legal defense of claims against Participants. The Participant agrees to aid the Authority in such matters and to provide and make available all information and personnel as may be reasonably required in the opinion of Program Administrator to fully investigate and resolve the claim.

It is understood that Board and Program Administrator shall use their discretion in making judgments and assumptions as to the actual value of any claim and making such reserves based on such judgments.

XIII

TERMINATION OR WITHDRAWAL OF PARTICIPANT

1. Withdrawal of Participant. A Participant may terminate its participation in any Authority self-insurance, group purchase, or in other programs of the Authority, or from all programs of the Authority and from the Authority itself, following the minimum terms established in accordance with Article XI, section 2, hereof, by giving 90 days advanced written notice, unless another notice period is adopted by the Board. A withdrawing Participant shall remain liable for any unpaid contribution which shall have accrued under any program or coverage agreement it may have accepted, and for any liability it may have to the Authority itself, through the effective date of termination. Upon its voluntary withdrawal or its termination as a Participant in the Authority or any program of the Authority, a former Participant becomes ineligible to participate in any program of self-insurance of the Authority, except that the rights of a Participant after termination shall be limited to those benefits, such as the defense and indemnity of claims covered under coverage agreements issued by the Authority, which have accrued as of the date of termination as determined by the provisions of the applicable program. A withdrawing or terminating Participant shall have no other rights in any assets of the Authority or of any program of the Authority, whether denominated as equity, surplus, contributions or otherwise, except upon windup of the program or the Authority.

2. Involuntary Termination. A Participant may be terminated by the Authority from any program of the Authority, or from the Authority itself, for:

(i) Failure to comply with any term or condition of this Agreement, a coverage agreement, insurance policy, or other evidence of coverage issued by, through or on behalf of the Authority; or

(ii) With or without cause, upon a 2/3 vote of the members of Board.

3. Adjustment. Whether termination is voluntary or involuntary, a Participant shall remain liable for any unpaid contribution which shall have accrued prior to

withdrawal or termination of its participation in any program of the Authority, or the Authority itself. Adjustment for amounts of contribution due to the Authority upon termination shall be made within thirty (30) days of the time at which cancellation is effective.

4. Continued Liability. After a Participant withdraws or terminates, such withdrawing party shall be subject to assessment by the Authority to maintain the solvency of any program of the Authority for any year during which the party was a Participant, unless the coverage agreement otherwise provides.

5. Coverage Disputes. If a Participant disputes a coverage determination, the Participant must appeal to the Board prior to seeking any other remedy.

XIV

PROGRAM ADMINISTRATOR

1. Appointment of Program Administrator. The Board shall appoint a Program Administrator to administer the Authority. The duties of the Program Administrator may be further delegated to a person, association, partnership, corporation, contracted or employed staff, or any other form of entity, subject to such limitations as the Board may specify.

2. Duties of Program Administrator. Program Administrator shall have all such duties and authority as may be delegated to it by Board. Board shall enter into a service agreement or establish policies and procedures which shall specify all of the duties and obligations of the Program Administrator.

XV

ACCOUNTS AND RECORDS

1. Annual Budget. The Board shall annually adopt an operating budget for the Authority.

2. Funds and Accounts. The Treasurer-Auditor of the Authority shall establish and maintain such funds and accounts as required by the Board and as required by good accounting practice. Books and records of the Authority in the hands of the Treasurer-Auditor shall be open to inspection at all reasonable times by the Board and as otherwise required by law.

3. Bond. A bond in the amount determined adequate by Board shall be required of all officers and personnel authorized to disburse funds of the Authority. Such bond may be paid for by the Authority.

XVI

ACTUARY

1. Appointment. Board shall retain an Actuary.

2. Duties. Actuary shall have all duties and authorities as may be delegated to it by Board in a written contract between Actuary and Board. It is contemplated that the duties of Actuary shall include but not necessarily be limited to the following:

- (a) Recommend contribution rates;
- (b) Review rating structure;
- (c) Monitor claims and analyze loss reserves;
- (d) Monitor participation in all self-insurance and insurance programs;
- (e) Assist Board in financial planning;
- (f) Evaluate reinsurance proposals.

3. Payment. The professional fee paid Actuary for its services shall be an expense of the Authority. The professional fee may be based on a flat sum, an hourly rate, or another method as the parties may specify.

XVII

LEGAL COUNSEL

1. Appointment. Board shall appoint an attorney for the Authority to serve as General Counsel. Board may retain Special Counsel as needed.

2. Payment. The professional fees of General and any Special Counsel for services rendered to the Authority shall be based on a retainer, an hourly rate, or other method as the parties may specify.

XVIII

AMENDMENT AND TERMINATION

1. Amendment. Participants may amend this Agreement at any time and from time to time by an instrument in writing approved by a majority vote of Board and executed by a majority of the Participants, provided, however, that:

(a) No amendment shall retroactively reduce the benefits which any Participant is entitled to receive under any Coverage Contract for any coverage year in which a Participant was a fully qualified Participant without their written consent.

(b) Upon approval, by Board, and upon execution of any amendment by a majority of the Participants, the said amendment shall immediately be effective and binding upon all Participants. Any Participant which has failed to sign the amendment shall have the option of withdrawing from the Authority on the first day of the month next following the month in which a majority of the Participants have completed approval of the amendment, or remaining in the Authority and being bound by such amendment.

2. Termination by Agreement. Participants may terminate any program of the Authority or the Authority without a successor program or entity effective as of the end of the then-current coverage year by an instrument in writing approved by a majority vote of Board, executed by a majority of the Participants; provided, however, if any insurance program of the Authority or the Authority shall be so terminated, such termination shall not reduce or terminate the rights, benefits, and obligations of any Participant as to any claim theretofore presented.

3. Termination by Withdrawals. If, at any time, by reason of withdrawals or terminations of Participants, the Actuary shall advise and Board concurs that any program of the Authority is no longer economically feasible or actuarially sound, then such program or programs shall be terminated and dissolved by Board.

4. Disposition of Funds Upon Termination. Upon termination of any program of the Authority, the Authority shall retain in a liquidation fund such sums up to the entire amount held by the Authority for the benefit of the Participants in such program as the Board deems sufficient to pay the remaining obligations of the program. In the alternative, the Authority may insure or reinsure all outstanding liabilities of Participants in such program. Any funds remaining after termination of a program of the Authority, after adequate provision for all liabilities and claims thereunder, shall be distributed to the then-current Participants in the same proportion as each Participant's total contributions paid by that Participant, reduced by the amount of losses and allocated claims expenses paid on behalf of that Participant, bear to all contributions paid by all Participants, reduced by the total losses and allocated claims expenses paid on behalf of all Participants from the inception of that program to its termination. If the Authority insures or reinsures all outstanding liabilities of Participants, any funds remaining in excess of amounts necessary to pay the cost of such insurance or reinsurance shall be distributed to Participants in accordance with this Section, not later than twelve (12) months after payment of the final insurance or reinsurance premium. If the Authority elects to liquidate the liabilities by means of a liquidation fund, any excess funds shall be distributed not later than twenty-five (25) years following the date of termination. Board shall determine such distribution within six months after disposal of the last pending claim or loss covered by the program being terminated.

5. Termination of the Authority. The Authority itself may be terminated and dissolved in the same manner and subject to the same conditions as any program may be terminated; provided that, in addition, the Treasurer-Auditor shall disburse any funds in the treasury as directed by Board. Board is vested with all powers of the Authority for the purpose of winding up and dissolving the business affairs of the Authority.

XIX

CLAIMS, LITIGATION, OR JUDGMENTS AGAINST THE AUTHORITY

1. Defense of Claims. As to any claim or action against the Authority which is based on or arises out of an occurrence involving an officer or employee of the Authority during the course and in the scope of such duties, who is also an officer or employee of a Participant, such claim or action against the Authority will be defended by the Authority to the extent authorized by law. Such claims or actions shall not be considered claims or actions against such Participant solely as a result of employment by the Authority.

2. Claims and Judgment Against the Authority. Claims and judgments against the Authority, its agents, Board members, officers or employees, shall be paid from, or charged to, the appropriate coverages or self-insured funds the Authority has established and/or purchased against such claims, judgments or losses. Such amounts shall be paid from the Authority's own coverage or self-insured funds.

XX

MISCELLANEOUS

1. Binding Nature. This Agreement contains the entire agreement of the parties and supersedes all discussions, negotiations or promises made prior to the execution of this Agreement. This Agreement shall be binding upon and inure to the benefit of the original parties hereto and any substitute or additional parties who are bound hereby in accordance with the provisions hereof, their successors and assigns.

2. Notices. Any notices required by law or this Agreement shall be sufficient if given in writing and deposited in the United States mail, postage prepaid, addressed to the Participant at the last address on file with the Authority. Notices to be given to the Authority shall be directed to such address as the Authority shall designate for such purpose.

3. Partial Invalidity. If any one or more of the terms, provisions, promises, covenants, or conditions of this Agreement shall to any extent be judged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

4. Successors. This Agreement shall be binding upon and shall inure to the benefit of successors of the parties.

5. Counterparts. This Agreement may be executed in one or more counterparts, and shall be deemed effective as to all signatories as though signed in one document.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their proper officers thereunto duly authorized, and their official seals to be affixed as of January 29, 2018.

Compass Charter Schools

By: J.J. Lewis
Its: President & CEO
"PARTICIPANT"



**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2017-08
One-Time Mandate Funds

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of Government Code Section 17581.96 (added by Sec. 67 of AB 99, Ch. 15/2017):

WHEREAS, LEAs must have reported average daily attendance (ADA) as of the 2016–17 Second Principal (P-2) Apportionment and must be in operation in fiscal year 2017–18.; and

WHEREAS, Funds will be allocated to LEAs based on an equal amount per unit of 2016–17 P-2 ADAs; and

WHEREAS, One-time funding available for local educational agencies (LEAs) in Fiscal Year (FY) 2017–18 shall first satisfy any outstanding mandate claims; and

WHEREAS, Funds may be used for any one-time purpose determined by the LEA’s governing board; and

WHEREAS, Compass will prioritize one-time expenses, related to professional development, instructional materials, and technology infrastructure; and

WHEREAS, Compass will also prioritize one-time expenses which support the implementation of the common core standards in English language arts, mathematics, and science.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the President & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 29th day of January, 2018.

By: _____
J.J. Lewis, President & CEO

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						
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26	27	28	29	30	31	

September 2018						
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30						

October 2018						
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28	29	30	31			

November 2018						
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25	26	27	28	29	30	

December 2018						
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30	31					

January 2019						
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27	28	29	30	31		
















February 2019						
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March 2019						
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31						

April 2019						
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28	29	30				

May 2019						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
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23	24	25	26	27	28	29
30						

-  First Day of Accelerated & Regular Summer School (7/2/18)
-  Last Day of Accelerated Summer School (7/27/18)
-  Last Day of Regular Summer School (8/10/18)
-  Regular Schedule
-  First Day of School (9/4/18)
-  i-Ready Testing Window
-  Holiday - No School
-  In Service Days
-  Winter Break
-  Mid Year Break
-  Start of Semester 2 (2/4/19)
-  SBAC Testing Window
-  Spring Break
-  Graduation Week
-  Last Day of School (6/14/19)

Cover Sheet

Approval of the November 27, 2017 Regular Meeting Minutes

Section: II. CONSENT ITEMS
Item: B. Approval of the November 27, 2017 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Virtual Board Meeting on November 27, 2017

RECOMMENDATION:
N/A - motion covered through consent items motion.



Compass Charter Schools

Minutes

Virtual Board Meeting

Date and Time

Monday November 27, 2017 at 6:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2400 West 85th Street, Inglewood, CA 90305
1843 West Imperial Highway, Los Angeles, CA 90047
2653 Taft Lane, Palmdale, CA 93551
3305 Buckman Springs Road, Pine Valley, CA 91962
3901 Carpenter Court, Studio City, CA 91604
273 North Skyline Drive, Thousand Oaks, CA 91362

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/142803757>

You can also dial in using your phone. (872) 240-3212 Access Code: 142-803-757

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

Directors Present

J. Cummings (remote), J. Vargas (remote), K. Granger (remote), L. Robotham (remote), M. Brown (remote), M. Koblick (remote)

Directors Absent

None

Directors Arrived Late

J. Vargas

Ex-Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

M. Koblick called a meeting of the board of directors of Compass Charter Schools to order on Monday Nov 27, 2017 @ 6:00 PM.

B. Record Attendance and Guests

C. Approval of the November 27, 2017 Regular Meeting Agenda

M. Brown made a motion to approve the November 27, 2017 Regular Meeting Agenda.

J. Cummings seconded the motion.

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

Roll Call

J. Cummings Aye
M. Koblick Aye
J. Vargas Absent
M. Brown Aye
K. Granger Aye
L. Robotham Aye

II. CONSENT ITEMS

A. Consent Items

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

J. Cummings seconded the motion.

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

Roll Call

M. Koblick Aye
L. Robotham Aye
M. Brown Aye
J. Vargas Absent
J. Cummings Aye
K. Granger Aye

B. Approval of the September 25, 2017 Regular Meeting Minutes

K. Granger made a motion to approve minutes from the In-Person Board Meeting on 09-25-17.

J. Cummings seconded the motion.

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

Roll Call

L. Robotham Aye
M. Brown Aye
J. Cummings Aye
K. Granger Aye
J. Vargas Absent
M. Koblick Aye

III. COMMUNICATIONS

A. Board Member Communication

- Mr. Brown shared that he is very impressed with the new scholar intervention program, which was presented at the recent Academic Affairs Committee meeting.
- Mr. Cummings mentioned that the Personnel Committee met last month and meets again next month, and all is good. More to come under Reports. Also thanked and welcomed our newest members to the board: Mr. Matthew Brown and Mr. John Vargas.
- Dr. Granger wishes everyone a Happy Holidays, enjoyed the long weekend and hope everyone is doing well and ready to finish the year strong.
- Ms. Robotham shared that scholars are off and running and getting used to the new platform, its a great year and is super excited for the changes.
- Mr Vargas hopes everyone had a good Thanksgiving holiday and is grateful for everyone. Hopes we finish the semester strong.
- Mr. Kobic hopes everyone had a great Thanksgiving. Is looking forward to joining the scholars on December 14 for the JPL Field Trip. Glad to have everyone here tonight.

J. Vargas arrived late.

IV. REPORTS

A. CEO Report

Mr. Lewis shared the CEO Report.

B. Academic Affairs Committee Report

Mr. Brown shared the Academic Affairs Committee Report.

C. External Relations Committee Report

Mr. Vargas shared the External Relations Committee Report.

D. Finance Committee Report

Dr. Granger shared the Finance Committee Report.

E. Personnel Committee Report

Mr. Cummings shared the Personnel Committee Report.

F. Parent Advisory Council Report

Ms. Robotham shared the Parent Advisory Council Report.

G. Scholar Advisory Council Report

Mr. Lewis shared the Scholar Leadership Council Report.

V. PUBLIC COMMENT

A. Public Comment

No public comment.

VI. NEW BUSINESS

A. Review and Approval of the 2016-17 Audit

M. Brown made a motion to approve the 2016-17 Audit.

K. Granger seconded the motion.

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

Roll Call

K. Granger Aye

J. Vargas Aye

L. Robotham Aye

M. Koblick Aye

J. Cummings Aye

M. Brown Aye

B. Review and Approval of the California Dashboard Local Indicator Results

M. Koblick made a motion to approve the California Dashboard Indicator Results.

K. Granger seconded the motion.

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

Roll Call

J. Cummings Aye

L. Robotham Aye

J. Vargas Aye

K. Granger Aye

M. Koblick Aye

M. Brown Aye

VII. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, January 29 at 5 pm (if Closed Session is needed); 6 pm for Open Session.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:28 PM.

Respectfully Submitted,

M. Aguilar

Cover Sheet

CEO Report

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

A CEO Report.pdf

B 12.15.17 - CCS Names their November Scholars of the Month.pdf

C 1.18.18 - CCS Names their December Scholars of the Month.pdf

D Additions & Terminations.pdf

E Chase Brokerage Account.pdf

F Coffee With Compass Flyer.pdf

G The Compass Chronicle - Main.pdf

H The Compass Chronicle - Online Elementary School.pdf

I The Compass Chronicle - Online Middle School.pdf

J The Compass Chronicle - Online High School.pdf

K The Compass Chronicle - Options Program.pdf

L 1.12.18 - CCS Celebrates NSCW.pdf

M 1.17.18 - CCS Hosts Ice Cream Social to Celebrate NSCW.pdf

N 1.19.18 - CCS Celebrates The Great Kindness Challenge.pdf

O 1.22.18 - CCS Joins The Energy Bus.pdf

RECOMMENDATION:

N/A - For Discussion Only



CEO Report
January 29, 2018

Great work is happening throughout the organization. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

Academic Affairs

- Fall Semester ends this Wednesday, January 31st. Grades will be finalized and report cards issued through our Parent Scholar Portal next week. Our Spring Semester starts Thursday, February 1st.
- Scholar Success Coordinators, in collaboration with the Counseling Services Department, have created and conducted Scholar Action Plans and meetings to assist scholars in passing their classes. 75% of online middle school scholars, and 43% of online high school scholars, on these plans have shown major improvement and are passing at least one course.
- In-person a-g science wet labs have been scheduled for Spring Semester, at locations in Clovis, Lake Elsinore, and Los Angeles.
- Four scholars, one from CCS San Diego and three from CCS Los Angeles, have meet the graduation requirements to earn their high school diploma.
- The Counseling Services Department presented 20 presentations/workshops for scholars in grades 6-12 during the Fall Semester. The counseling core curriculum promotes content in the areas of academic achievement, college/career readiness, and personal social growth.
- A total of 16 scholars participated in the Accelerated Course Options Program (ACOP), enrolled in an additional 29 courses during the Fall 2017 semester.
- Counseling Services will be implementing a community service program for all scholars beginning Spring Semester. Each scholar who completes 50 hours of community service will be awarded a **Samaritan Award** to foster a sense of global citizenship.
- The Special Education Department is encouraging age-appropriate scholars to join their IEP meetings and be part of the process in the development of their own individual program.
- Scholar of the Month recognition program continues. *See enclosed press releases.*

Information Services

- We are opening the Physical Fitness Test window early, starting on February 1st, in effort of increasing participation rates. Scholars in grades 5, 7, and 9 are required to take the test. Parents have been sent preliminary information to assist in the administration process.
- Fall 1 reporting was successfully submitted in CalPads, which includes graduation counts for 2016-17 and enrollment by subgroups for the current school year.

Operations

- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*

Strategic Initiatives

- Our newest initiative, Coffee with Compass, is hitting the road in 2018 to continue to build community among our learning coaches. Suggested by our Parent Advisory Council, we will be hosting Coffee with Compass at two locations each month from January through May 2018. *See enclosed flyer.*
- *Compass Chronicle* – quarterly eNewsletter for all stakeholders on past activities and upcoming opportunities for scholars, families and staff. *See enclosed issues.*
- We hosted a Spirit Week last week for scholars, and participated in both School Choice Week and The Great Kindness Challenge. *See enclosed press releases.*
- We are hosting community events in Fresno and San Diego called Family Fun Day in March. These will be opportunities for current and prospective families to enjoy an afternoon with crafts, games, and food.

Miscellaneous

- Compass has been selected to join The Energy Bus for Schools Educational Journey, a process to build and grow positive school culture. *See enclosed press release.*
- I am honored to have been invited to serve on the Digital Learning Coalition, through an invitation from StrongMind as their school partner. The purpose of the Coalition, which is being organized by the Evergreen Education Group, is to Explore, identify, and disseminate data, best practices, and policy recommendations to support K-12 educators and students using online and blended learning to improve learning for all students.
- Two members of the Counseling Services Team will be presenting two sessions at the San Diego County Office of Education School Counselor Conference in February. The sessions are “Best Practices Concurrent Enrollment” and “Transcript Validation” and how both areas are used to meet the College and Career Indicator on the California Dashboard.

A lot of great work is taking place, thanks to our dedicated staff, to continue to improve the educational experience we provide our scholars. My thanks to our team for everything they do each and every day.

Respectfully Submitted,



J.J. Lewis
President & CEO



FOR IMMEDIATE RELEASE:

December 15, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Names their November Scholars of the Month

Thousand Oaks, CA – CCS is proud of its scholars and uses its Scholar of the Month program to recognize their accomplishments. The program also ties into the CCS core values with November focusing on respect. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by the leadership team for the monthly honor.

Online Elementary School Scholar of the Month: Jennie R., of Simi Valley

"It is a pleasure having Jennie as a scholar," said Kari Watt, elementary school teacher. "Jennie is an active participant in our learning labs and is always respectful to me and her classmates. She is on time for lab and completes quality work. I am so proud of her and thankful that I am able to work with her this year in 3rd grade!"

Online Middle School Scholar of the Month: Azraiah P., of Fresno

"Azraiah displays respect in all of his interactions with his teachers and peers," said Jessica Wood, middle school teacher. "He is friendly, kind, and courteous and begins every interaction respectfully. He says hello to his peers and kindly greets his teachers on the phone, in his emails and when he requests help. He is genuinely interested in getting to know his teachers and peers and is constantly checking-in to make sure that everyone is doing well."

Online High School Scholar of the Month: Edgar Z., of Pomona

"Edgar is always respectful of his peers and his teachers," said Adam Ramirez, high school teacher. "He is always willing to offer support and collaborate with his classmates. Edgar has been proactive in planning all of his studies. In fact, he has already completed one of his courses. His willingness to adapt to different learning environments is commendable. I applaud Edgar for setting such a positive example."

Options Program Scholar of the Month: Emma L., of Del Mar

"Emma Lopez enters our Navigators' classroom each time with a huge smile and a positive attitude," said Alissa Beamish, educational facilitator. "She is respectful in every interaction with adults and her peers. She goes out of her way to be kind, polite and thoughtful to others. When given directions, Emma responds immediately, working diligently until she finishes. She is a leader in her group, works well with others and is always warm and inclusive of other scholars. Emma is an absolute joy to teach!"

"Congratulations to all of our November Scholars of the Month. There are many talented scholars enrolled at CCS, and this program is one of the many ways we recognize and celebrate their accomplishments," shared J.J. Lewis, President & CEO. "Please join all of us at CCS in celebrating Jennie, Azraiah, Edgar and Emma for being named our November Scholars of the Month!"

About Compass Charter Schools

Compass Charter Schools (CCS) is a WASC-accredited virtual public charter school serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home school or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

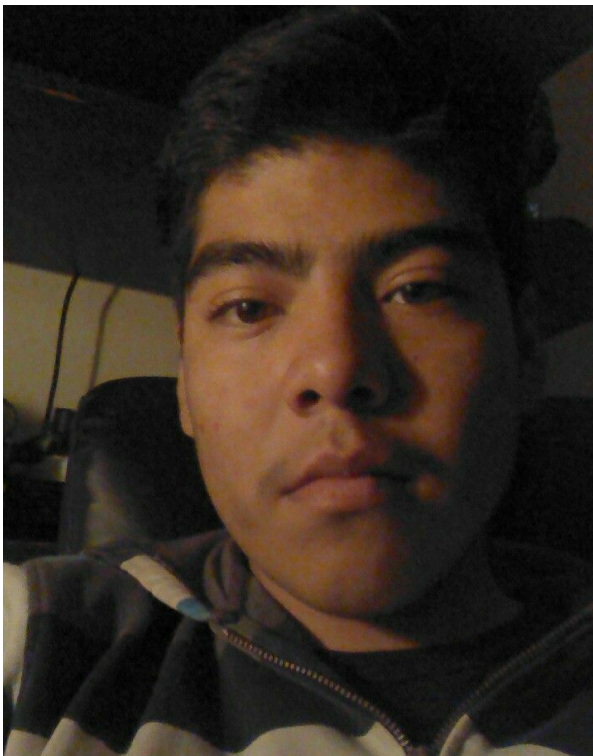
For more information about CCS, visit www.compasscharters.org.



Jennie R., Online Elementary School



Azraiah P., Online Middle School



Edgar Z., Online High School Scholar

**FOR IMMEDIATE RELEASE:**

January 18, 2018

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Names their December Scholars of the Month

Thousand Oaks, CA – CCS is proud of its scholars and uses its Scholar of the Month program to recognize their accomplishments. The program also ties into the CCS core values with December focusing on teamwork. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by the leadership team for the monthly honor.

Online Elementary School Scholar of the Month: Angie G., of Riverside

“Angie is a hardworking scholar who excels in reading and math,” said Sarah Eagleton, elementary school teacher. “Her passion for science and technology shines through her incredible projects and well-written assignments. She is compassionate and engages with her teacher and classmates by showing kindness and respect. Angie is a determined, creative, and hardworking scholar who embodies the core values of our school.”

Online Middle School Scholar of the Month: Kayla C., of Salinas

“Kayla is a kind young lady who cares about her classmates,” said Terrasa McGuire, middle school teacher. “Kayla works very well with others on team projects and encourages her fellow classmates to participate during her learning labs. She is always willing to participate by reading passages and defining vocabulary. Kayla also solves math problems on the whiteboard and participates in hands-on science experiments with her webcam. She asks for input from her classmates and goes out of her way to read her classmates’ discussion posts, and replies with encouragement and positivity.”

Online High School Scholar of the Month: Alani S., of Newbury Park

“Alani is an engaged and active learner in her advanced math course,” said Lynn Woodley, high school teacher. “She is a regular participant in her advanced math learning lab, working to solve advanced math problems collaboratively with her classmates. She thoughtfully contributes to discussions, both live during learning labs and through the course discussions posts. Her academic achievement in the course is excellent!”

Options Program Scholar of the Month: Willa, Ada & Elias M., of Bishop

“Willa, Ada, and Elias epitomize teamwork, so much so that all three scholars are worthy of recognition,” said Susan De La Pena, educational facilitator. “For about a year now they, have volunteered at a soup kitchen sponsored by their family’s church. They enjoy working as a team with the other volunteers to help those in need. Willa, Ada and, Elias spend a lot of time outdoors exploring the world around them and participating in hands-on projects. They are very interested in science and social studies, and work hard to succeed in all of their subjects!”

“Congratulations to all of our December Scholars of the Month. There are many talented scholars enrolled at CCS, and this program is one of the many ways we recognize and celebrate their hard work,” shared J.J. Lewis, President & CEO. “Please join all of us at CCS in celebrating Angie, Kayla, Alani, Willa, Ada and Elias for being named our December Scholars of the Month!”

About Compass Charter Schools

Compass Charter Schools (CCS) is a WASC-accredited virtual public charter school serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their homeschool or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes. For more



Angie G., Online Elementary School



Kayla C., Online Middle School



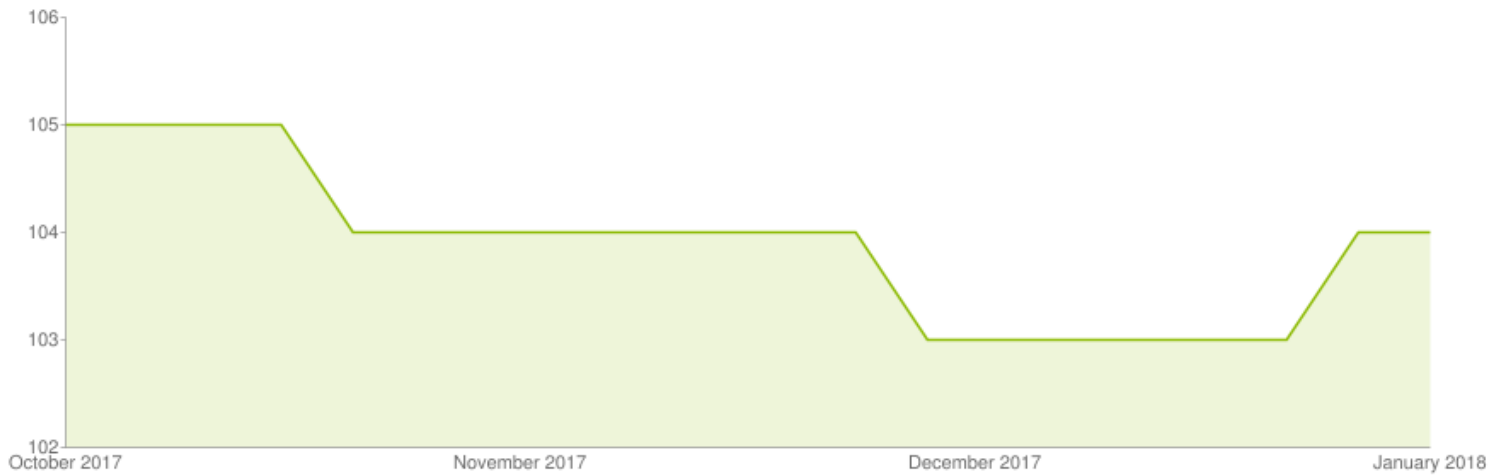
Alani S., Online High School Scholar



Willa, Ada & Elias M., Options Scholars

Additions & Terminations

01/22/2018



Additions (1)

Name	Employment status	Department	Division	Location	Job title	Hire date
Alcaraz, Melissa	Full-Time	Finance	Operations	Central Office (TO)	Administrative Assistant	01/08/2018

Terminations (2)

Name	Employment status	Department	Division	Location	Job title	Hire date	Termination date
Pascua, Lisalynn		Finance	Operations	Central Office (TO)	Finance Clerk		12/07/2017
Hammers, Amy	Full-Time	High School	Academic Affairs	Remote	High School Teacher	10/21/201	10/20/2017

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Month End Closing Method: FIFO

STATEMENT PERIOD
 December 1 - December 29, 2017

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COMPASS CHARTER SCHOOL
 850 HAMPSHIRE RD SUITE P
 THOUSAND OAKS CA 91361-6004

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

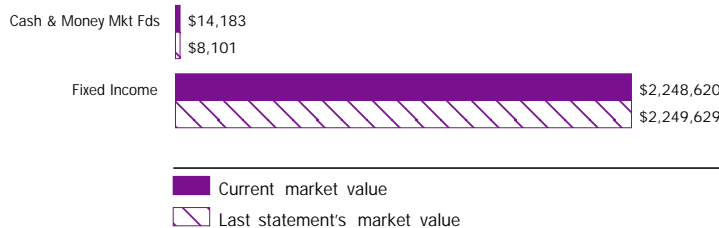
Investment products are: Not insured by FDIC; Not a deposit or other obligation of, or guaranteed by, JPMorgan Chase Bank, N.A. or any of its affiliates; Subject to investment risks, including possible loss of the principal amount invested. See "Your messages" section.

Your Portfolio at a Glance

TOTAL VALUE OF SECURITIES THIS PERIOD	2,248,620
LONG ACCRUED INTEREST	2,036
NET CREDIT BALANCE	14,183
NET EQUITY THIS PERIOD	\$2,264,839
NET EQUITY LAST STATEMENT	2,263,811
CHANGE SINCE LAST STATEMENT	1,028

There are no "Stop Loss" orders or other pending buy or sell open orders on file for your account.

Market Value of Your Portfolio



If any information regarding 2017 interest, dividends, miscellaneous income, gross proceeds or original issue discount is required to be reported to the IRS for this account, a Consolidated Form 1099 will be mailed to you no later than February 15, 2018, or a form 1042S by March 15, 2018. While we verify the information reported, reclassification of income by an issuer, corporate actions or other adjustments may necessitate a corrected Consolidated Form 1099.

Non Receipt of Checks or Stocks:
 Please report any difference or non-receipt of checks or stocks, indicated as delivered to you, to Client Services Operations at 800-634-1428; or write to Client Services Operations at J.P. Morgan Securities LLC, Four Chase Metrotech Center, Brooklyn, N.Y. 11245-0001



This summary is for informational purposes only. It is not intended as a tax document. This statement should be retained for your records. See reverse side for important information.

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COMPASS CHARTER SCHOOL

STATEMENT PERIOD
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ACCOUNT NUMBER
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 LAST STATEMENT November 30, 2017

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Portfolio Value

	THIS PERIOD	LAST PERIOD
Assets		
Net Credit Balance	14,183.36	8,101.15
Fixed Income	2,248,620.00	2,249,629.00
<i>Subtotal (Long Portfolio)</i>	2,262,803.36	2,257,730.15
Est. Long Accrued Interest	2,036.00	6,081.00
Total Assets	\$2,264,839.36	\$2,263,811.15
NET PORTFOLIO VALUE	\$2,264,839.36	\$2,263,811.15

Realized Gain/Loss Summary

	THIS PERIOD	YEAR TO DATE
Short-Term Gain	0.00	0.00
Short-Term Loss	0.00	-205.00
Short-Term Wash Sale Adjustment	0.00	0.00
Short-Term Net Gain/Loss	0.00	-205.00
Long-Term Gain	0.00	0.00
Long-Term Loss	0.00	0.00
Long-Term Wash Sale Adjustment	0.00	0.00
Long-Term Net Gain/Loss	0.00	0.00

Realized gain/loss information is provided for transactions in your account as of the trade date and excludes transactions where cost basis information has not been provided or is unavailable. Gain/loss calculations do not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement.

Cost basis and realized gain/loss on statements are provided for informational purposes only and should not be used for tax purposes or otherwise relied upon without the assistance of your tax advisor.

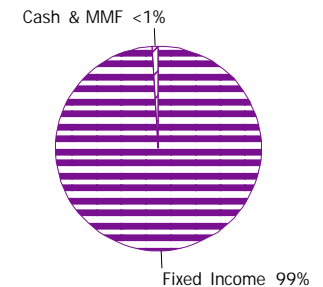
Cash Flow Analysis

	THIS PERIOD	THIS YEAR
Opening Cash/Sweep Prog.	\$8,101.15	\$28,193.17
Securities Sold	0.00	507,214.30
Redemptions/Tenders	1,250,000.00	4,750,000.00
Div/Int/Other Inc (Credit)	6,082.21	32,844.70
Amount Credited	\$1,256,082.21	\$5,290,059.00
Securities Bought	-1,250,000.00	-2,507,419.30
Funds Paid/Delivered	0.00	-2,796,649.51
Amount Debited	\$-1,250,000.00	\$-5,304,068.81
Net Cash/Sweep Prog. Act.	6,082.21	-14,009.81
Closing Cash/Sweep Prog.	\$14,183.36	\$14,183.36

Income Summary

	THIS PERIOD	YEAR TO DATE
Dividends	0.00	416.90
Corp. Bond Int.	6,082.21	32,427.80
Total	\$6,082.21	\$32,844.70

Your Portfolio Allocation



Unshaded portions denote debit balance and/or short market values. The allocation percentage is derived from the absolute market value of your portfolio.



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COMPASS CHARTER SCHOOL

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Your Portfolio Holdings

The total cost basis for each security position and the unrealized gain/loss are provided solely for your convenience and may not be used for tax purposes or otherwise relied upon. If you have questions related to tax consequences, please consult your tax advisor. Unrealized gain/loss total reflects only those positions for which a cost basis is available or has been provided to JPMS. Unless the tax basis provided relates to a position purchased on the books of JPMS, JPMS has not and cannot validate the basis provided. Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement. Please refer to the account type key in the messages section at the end of this statement if you require more information regarding the account types in your portfolio.

CASH & MONEY MARKET FUNDS

DESCRIPTION	TYPE	QUANTITY	PRICE	MARKET VALUE	COST	UNREALIZED GAIN/LOSS
CASH BALANCE	CASH			14,183	14,183	
TOTAL CASH & MONEY MARKET FUNDS				\$14,183	\$14,183	N/A

FIXED INCOME

Certificates of Deposit

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
ENTERPRISE BANK (MISSOURI) C/D FDIC INS TO LIMITS DATED DATE 09/29/17 BOOK ENTRY ONLY DUE 03/29/2018 1.250% CUSIP: 29367SHC1 RATING: MOODY N/A S&P N/A	CASH	09/19/17	250,000	99.97	249,913	100.00	250,000	-87 ST	3,125	1.25	



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COMPASS CHARTER SCHOOL

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Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
PEOPLES ST BK NEWTON ILL C/D FDIC INS TO LIMITS DATED DATE 09/29/17 BOOK ENTRY ONLY DUE 03/29/2018 1,200% CUSIP: 712490AT8 RATING: MOODY N/A S&P N/A	CASH	09/19/17	250,000	99.95	249,883	100.00	250,000	-117 ST	3,000	1.20	
GOLDMAN SACHS BK USA NEW YORK C/D FDIC INS TO LIMITS DATED DATE 09/27/17 FIRST COUPON 09/27/2018 BOOK ENTRY ONLY DUE 09/27/2018 1,450% CUSIP: 38148PQB6 RATING: MOODY N/A S&P N/A	CASH	09/19/17	250,000	99.89	249,723	100.00	250,000	-277 ST	3,625	1.45	924
BMO HARRIS BK NATL ASSN CHICAGO ILL C/D FDIC INS TO LIMITS DATED DATE 09/28/17 FIRST COUPON 09/28/2018 BOOK ENTRY ONLY DUE 09/28/2018 1,450% CUSIP: 05581WRX5 RATING: MOODY N/A S&P N/A	CASH	09/19/17	250,000	99.89	249,718	100.00	250,000	-282 ST	3,625	1.45	914
FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DATED DATE 12/22/17 FIRST COUPON 01/22/2018 BOOK ENTRY ONLY DUE 12/21/2018 1,700% CUSIP: 32023HAH1 RATING: MOODY N/A S&P N/A	CASH	12/14/17	250,000	99.98	249,943	100.00	250,000	-57 ST	4,250	1.70	82



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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
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Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
WEX BK MIDVALE UTAH C/D FDIC INS TO LIMITS DATED DATE 12/22/17 FIRST COUPON 12/21/2018 BOOK ENTRY ONLY DUE 12/21/2018 1,700% CUSIP: 92937CGU6 RATING: MOODY N/A S&P N/A	CASH	12/14/17	250,000	99.98	249,940	100.00	250,000	-60 ST	4,250	1.70	82
SAFRA NATL BK NEW YORK INSTL C/D FDIC INS TO LIMITS DATED DATE 12/28/17 FIRST COUPON 12/27/2018 BOOK ENTRY ONLY DUE 12/27/2018 1,650% CUSIP: 78658QY56 RATING: MOODY N/A S&P N/A	CASH	12/14/17	250,000	99.92	249,795	100.00	250,000	-205 ST	4,125	1.65	11
FIRST PREMIER BANK N A SIOUX FALLS S D C/D FDIC INS TO LIMITS DATED DATE 12/28/17 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1,650% CUSIP: 3361ORRN5 RATING: MOODY N/A S&P N/A	CASH	12/14/17	250,000	99.92	249,790	100.00	250,000	-210 ST	4,125	1.65	11



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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
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Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Certificates of Deposit (Continued)

DESCRIPTION	ACCT TYPE	ACQUISITION DATE	QUANTITY	PRICE	MARKET VALUE	UNIT COST	COST	UNREALIZED GAIN/LOSS	ESTIMATED ANNUAL INCOME	ESTIMATED YIELD (%)	ACCRUED INTEREST
MEADOWS BK LAS VEGAS NV CD C/D FDIC INS TO LIMITS DATED DATE 12/28/17 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1.700% CUSIP: 58321JBA5 RATING: MOODY N/A S&P N/A	CASH	12/15/17	250,000	99.97	249,915	100.00	250,000	-85 ST	4,250	1.70	12
Total Certificates of Deposit			2,250,000		\$2,248,620		\$2,250,000	\$-1,380	\$34,375		\$2,036
TOTAL FIXED INCOME			2,250,000		\$2,248,620		\$2,250,000	\$-1,380	\$34,375		\$2,036

YOUR PORTFOLIO HOLDINGS ACCRUED INTEREST	\$2,036
YOUR PORTFOLIO HOLDINGS ESTIMATED ANNUAL INCOME	\$34,375
YOUR PRICED PORTFOLIO HOLDINGS	\$2,262,803

Transaction Detail

INVESTMENT ACTIVITY

SETTLEMENT DATE	TRADE DATE	TRANSACTION	DESCRIPTION	QUANTITY	PRICE	DEBIT AMOUNT	CREDIT AMOUNT	TOTAL COST	REALIZED GAIN/LOSS
	12/20/17	REDEEMED	BEAL BK USA LAS VEGAS NEV C/D FDIC INS TO LIMITS 1,000 DUE 12/20/17 REDEMPTION SYMBOL/CUSIP 07370WE77	-250,000			250,000.00	250,000.00	



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Transaction Detail (continued)

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INVESTMENT ACTIVITY (Continued)

SETTLEMENT DATE	TRANSACTION	DESCRIPTION	QUANTITY	PRICE	DEBIT AMOUNT	CREDIT AMOUNT	TOTAL COST	REALIZED GAIN/LOSS
12/21/17	REDEEMED	DISCOVER BK C/D FDIC INS TO LIMITS 1,000 DUE 12/21/17 REDEMPTION SYMBOL/CUSIP 254672W61	-250,000			250,000.00	250,000.00	
12/21/17	REDEEMED	FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS 0,950 DUE 12/21/17 REDEMPTION SYMBOL/CUSIP 310344AC0	-250,000			250,000.00	250,000.00	
12/22/17 12/14/17	BOUGHT	FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DUE 12/21/2018 01,700% SOLICITED DISCLOSURE ENCLOSED OR UNDER SEPARATE MAIL SOLD PURSUANT TO REGISTRATION SYMBOL/CUSIP 32023HAH1	250,000	100.00000	250,000.00			
12/22/17 12/14/17	BOUGHT	WEX BK MIDVALE UTAH C/D FDIC INS TO LIMITS DUE 12/21/2018 01,700% SOLICITED DISCLOSURE ENCLOSED OR UNDER SEPARATE MAIL SOLD PURSUANT TO REGISTRATION SYMBOL/CUSIP 92937CGU6	250,000	100.00000	250,000.00			



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Transaction Detail (continued)

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INVESTMENT ACTIVITY (Continued)

SETTLEMENT DATE TRADE DATE	TRANSACTION	DESCRIPTION	QUANTITY	PRICE	DEBIT AMOUNT	CREDIT AMOUNT	TOTAL COST	REALIZED GAIN/LOSS
12/27/17	REDEEMED	FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS 0,950 DUE 12/27/17 REDEMPTION SYMBOL/CUSIP 319590CN3	-250,000			250,000.00	250,000.00	
12/28/17 12/14/17	BOUGHT	FIRST PREMIER BANK N A SIOUX FALLS S D C/D FDIC INS TO LIMITS DUE 12/28/2018 01,650% SOLICITED DISCLOSURE ENCLOSED OR UNDER SEPARATE MAIL SYMBOL/CUSIP 33610RRN5	250,000	100.00000	250,000.00			
12/28/17 12/14/17	BOUGHT	SAFRA NATL BK NEW YORK INSTL C/D FDIC INS TO LIMITS DUE 12/27/2018 01,650% SOLICITED SOLD PURSUANT TO REGISTRATION STATEMENT OR WHERE PROSPECTUS OTHERWISE REQUIRED SYMBOL/CUSIP 78658QY56	250,000	100.00000	250,000.00			
12/28/17 12/15/17	BOUGHT	MEADOWS BK LAS VEGAS NV CD C/D FDIC INS TO LIMITS DUE 12/28/2018 01,700% SOLICITED DISCLOSURE ENCLOSED OR UNDER SEPARATE MAIL SOLD PURSUANT TO REGISTRATION SYMBOL/CUSIP 58321JBA5	250,000	100.00000	250,000.00			

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Transaction Detail (continued)

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INVESTMENT ACTIVITY (Continued)

SETTLEMENT DATE	TRANSACTION	DESCRIPTION	QUANTITY	PRICE	DEBIT AMOUNT	CREDIT AMOUNT	TOTAL COST	REALIZED GAIN/LOSS
12/28/17	REDEEMED	BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS 0.950 DUE 12/28/17 REDEMPTION SYMBOL/CUSIP 11373QCLO	-250,000			250,000.00	250,000.00	
SECURITIESBOUGHT					\$-1,250,000.00			
REDEMPTIONS/ TENDERS (CREDIT)						\$1,250,000.00		

Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement. Cost basis and realized gain/loss on statements are provided for informational purposes only and should not be used for tax purposes or otherwise relied upon without the assistance of your tax advisor.

DIVIDENDS / INTEREST / OTHER INCOME

INTEREST

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(\$)	DEBIT AMOUNT	CREDIT AMOUNT
12/20/17	BEAL BK USA LAS VEGAS NEV C/D FDIC INS TO LIMITS DUE 12/20/2017 1,000 REG INT ON 250000 BND REC 12/05/17 PAY 12/20/17 IFM 12/21/16 F/C 12/20/17	07370WE77	250,000	1.0000		2,493.15
12/21/17	DISCOVER BK C/D FDIC INS TO LIMITS DUE 12/21/2017 1,000 REG INT ON 250000 BND REC 12/06/17 PAY 12/21/17 IFM 12/21/16 F/C 12/21/17	254672W61	250,000	1.0000		2,500.00



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Transaction Detail (continued)

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DIVIDENDS / INTEREST / OTHER INCOME (Continued)

INTEREST (Continued)

DATE	DESCRIPTION	SYMBOL/CUSIP	QUANTITY	RATE(S)	DEBIT AMOUNT	CREDIT AMOUNT
12/21/17	FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS DUE 12/21/2017 0,950 REG INT ON 250000 BND REC 12/06/17 PAY 12/21/17	310344ACO	250,000	0.9500		195.21
12/27/17	FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS DUE 12/27/2017 0,950 REG INT ON 250000 BND REC 12/12/17 PAY 12/27/17	319590CN3	250,000	0.9500		195.21
12/28/17	BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS DUE 12/28/2017 0,950 REG INT ON 250000 BND REC 12/13/17 PAY 12/28/17	11373QCLO	250,000	0.9500		195.21
12/29/17	PEOPLES ST BK NEWTON ILL C/D FDIC INS TO LIMITS DUE 03/29/2018 1,200 REG INT ON 250000 BND REC 12/14/17 PAY 12/29/17	712490AT8	250,000	1.2000		246.58
12/29/17	ENTERPRISE BANK (MISSOURI) C/D FDIC INS TO LIMITS DUE 03/29/2018 1,250 REG INT ON 250000 BND REC 12/14/17 PAY 12/29/17	29367SHC1	250,000	1.2500		256.85
TOTAL INTEREST (CREDIT)						\$6,082.21



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Realized Gain/Loss Detail - Year to Date

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Total Cost, Realized Gain (Loss), and holding period information may not reflect all adjustments necessary for tax reporting purposes. Tax payers should verify such information against their own records when calculating reportable gain or loss resulting from a sale, redemption, or exchange. JPMS reports only gains or losses for certain securities to the IRS. Please contact your Tax Advisor for additional information as neither JPMS nor its affiliates provide tax advice. JPMS makes no warranties with respect to, and specifically disclaims any liability arising out of a customer's use of, or any tax position taken in reliance upon, such information. Unless otherwise noted, the cost basis reflected at the time of sale in your account is based on the first-in, first-out (FIFO) method. Proceeds information excludes accrued interest.

Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement.

SHORT TERM GAIN(LOSS) DETAILS

SECURITY DESCRIPTION	SYMBOL/ CUSIP	QUANTITY	DATE ACQUIRED	DATE SOLD	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS	062683AD9	250,000	09/20/16	08/29/17	250,000.00	249,795.00	(205.00)
TOTAL SHORT TERM GAIN(LOSS)**					\$250,000.00	\$249,795.00	\$(205.00)

LONG TERM GAIN(LOSS) DETAILS

SECURITY DESCRIPTION	SYMBOL/ CUSIP	QUANTITY	DATE ACQUIRED	DATE SOLD	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
SONABANK NATL ASSN MCLEAN VA C/D FDIC INS TO LIMITS	8354ORFF5	250,000	03/15/16	03/28/17	250,000.00	250,000.00	0.00
SAFRA NATL BK NEW YORK INSTL C/D	78658QVF7	250,000	03/15/16	03/29/17	250,000.00	250,000.00	0.00
SYNOVUSBK COLUMBUS GA CD 0.7 C/D FDIC INS TO LIMITS	87164DJE1	250,000	09/20/16	09/28/17	250,000.00	250,000.00	0.00
BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS	11373QCLO	250,000	12/13/16	12/28/17	250,000.00	250,000.00	0.00
STEARNS BK NA ST CLOUD MN CD C/D FDIC INS TO LIMITS	857894RF8	250,000	09/20/16	09/22/17	250,000.00	250,000.00	0.00
COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS	20365UCQ1	250,000	06/16/16	06/30/17	250,000.00	250,000.00	0.00
GNB BK GRUNDY CTR IOWA CD 0.7 C/D FDIC INS TO LIMITS	36198JCJ1	250,000	09/20/16	09/28/17	250,000.00	250,000.00	0.00



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Realized Gain/Loss Detail - Year to Date (continued)

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LONG TERM GAIN(LOSS) DETAILS (Continued)

SECURITY DESCRIPTION	SYMBOL/CUSIP	QUANTITY	DATE ACQUIRED	DATE SOLD	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
BANKUNITED NATL ASSN C/D FDIC INS TO LIMITS	066519CN7	250,000	09/20/16	09/29/17	250,000.00	250,000.00	0.00
BBCN BK LOS ANGELES CA C/D FDIC INS TO LIMITS	073296BY0	250,000	03/15/16	03/23/17	250,000.00	250,000.00	0.00
BMW BK NORTH AMER SALT LAKE C/D FDIC INS TO LIMITS	05580ADY7	250,000	03/15/16	03/17/17	250,000.00	250,000.00	0.00
AXIOM BANK MAITLAND FLORIDA C/D FDIC INS TO LIMITS	05464LAF8	250,000	03/15/16	03/23/17	250,000.00	250,000.00	0.00
CIT BK NATL ASSN PASADENA CA C/D FDIC INS TO LIMITS	12556LACO	250,000	06/09/16	06/21/17	250,000.00	250,000.00	0.00
MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS	55275FJZ2	250,000	06/09/16	06/21/17	250,000.00	250,000.00	0.00
BEAL BK PLANO TEX C/D FDIC INS TO LIMITS	07370TY31	250,000	06/09/16	06/14/17	250,000.00	250,000.00	0.00
BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS	108622EW7	250,000	06/09/16	06/28/17	250,000.00	250,000.00	0.00
FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS	319590CN3	250,000	12/09/16	12/27/17	250,000.00	250,000.00	0.00
BEAL BK USA LAS VEGAS NEV C/D FDIC INS TO LIMITS	07370WE77	250,000	12/09/16	12/20/17	250,000.00	250,000.00	0.00
DISCOVER BK C/D FDIC INS TO LIMITS	254672W61	250,000	12/14/16	12/21/17	250,000.00	250,000.00	0.00
FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS	310344ACO	250,000	12/14/16	12/21/17	250,000.00	250,000.00	0.00
TOTAL LONG TERM GAIN(LOSS)**					\$4,750,000.00	\$4,750,000.00	\$0

TOTALS

	TOTAL COST	PROCEEDS	REALIZED GAIN(LOSS)
TOTAL SHORT TERM GAIN(LOSS)**	\$250,000.00	\$249,795.00	\$(205.00)



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Realized Gain/Loss Detail - Year to Date (continued)

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TOTALS (Continued)

	TOTAL COST	PROCEEDS	REALIZED GAIN/(LOSS)
TOTAL LONG TERM GAIN/(LOSS)**	\$4,750,000.00	\$4,750,000.00	\$0
TOTAL PROCEEDS FROM ALL REPORTED TRANSACTIONS (TOTAL PROCEEDS ON FORM 1099)***		\$4,999,795.00	

Blank=FIFO (First in First Out) S=Specific Match (the closing transaction was specifically matched to this lot) A=Average Cost

** These totals exclude transactions for which cost basis is not available

*** This figure may differ from the proceeds on form 1099 due to adjustments for accrued interest, cash-in-lieu, exercise or assignment of options, etc.

Your messages

Investment products and services reflected herein are offered through J.P. Morgan Securities LLC (JPMS), a member of FINRA and SIPC. JPMS is an affiliate of JPMorgan Chase Bank, N.A.

Important Information For Clients Holding Restricted Securities:

Restricted Securities (typically noted as "Restricted" or "RSTD" in the security description) have not been registered under the Securities Act of 1933 and may not be "freely traded." Since restricted securities are subject to certain restrictions which may render them illiquid or less liquid than freely-tradeable shares, there can be no assurance a secondary market exists. While we typically use the value of the registered/unrestricted security of the same issuer and same class for statement (and other) reporting purposes, the price realizable in a sale of the securities may be less than the "Market Value" indicated and could be zero. No attempt has been made to independently value the specific security subject to its restriction. Additionally, inclusion of pricing of these holdings will result in the aggregated value of your portfolio as reflected on this report being overstated by an amount equal to the difference (if any) between the value of the freely-traded underlying security and the actual value of your restricted shares. For additional information on pricing, please see "Market Prices" on the back of your account statement.

FINRA Disclosure

As part of the Financial Industry Regulatory Authority (FINRA) Investor Education Program, you may obtain information on FINRA's Public Disclosure Program by contacting FINRA at telephone number (800) 289-9999 or via the internet address which is www.finra.org. In addition, a brochure explaining the Public Disclosure Program is available from FINRA upon request.



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Your messages (continued)

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Service Fees

As stated in your Customer Agreement, J.P. Morgan may charge your account certain fees or other amounts in the normal course of providing certain services or products to you. These charges may include such things as fees for certain administrative services. The following table lists the standard charges associated with certain products or services that may be made available to you through your account. Fees and charges may vary from one account to another based on a variety of factors. All such fees and charges are subject to change.

Service or Product	Standard Fee or Amount
Returned Checks	\$20 per event
Register and Ship	\$50 per item*
Legal Transfer	\$50 per item*
Inactive Account Fee	\$95 per year**
Third-Party Check	\$20 per check
Third Party Wire Transfer	\$20 per wire
ACAT (deliveries only)	\$95 per account
No Load Funds	\$25 per transaction
Transaction Service Charge	\$5 per transaction
Treasury Auction	\$50 per transaction

*The Transfer Agent may charge additional fees. Please contact your Financial Advisor for further information.

** Fee charged only to accounts which do not generate \$500 in annual fees and or commissions, or maintain average equity in the household in excess of \$100,000.

Short Debit Fee

Clients engaging in short sales currently incur fees that are based on a fluctuating rate applied daily to the market value of the securities sold short. These fees, which are in addition to interest charged on any debit balances in your account created in connection with your short positions, are based on

- (i) the costs and expenses incurred by J.P. Morgan to settle and maintain those transactions, and
- (ii) service fees in connection with the establishment and/or maintenance of your short positions. Any rate that may be established at the time a short sale settles or established thereafter is not guaranteed or otherwise fixed for any period of time and is subject to change without notice.

Rates may vary depending upon market conditions, including the then-prevailing difficulty in the market of borrowing the particular security. The ease or difficulty of borrowing any particular security, and the related cost, may change rapidly and materially and such change is not predictable. Before engaging in short selling, customers should take into account the fees charged on short sales and the risk that those fees may increase rapidly and materially. Customers who maintain short positions are urged to review their account statements and speak with their J.P. Morgan Securities Representative regularly to monitor the fees being charged. These fees will appear on your account statements.



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Large Trading Reporting:

The U.S. Securities and Exchange Commission ("SEC") Rule 13h-1 Large Trader Reporting System requires U.S. and non-U.S. market participants who meet the definition of "Large Trader"* as of October 3, 2011, or at any point thereafter to:

- (i) File an electronic Form 13H with the SEC (via EDGAR) to obtain a large trader identification number (LTID); and
- (ii) Promptly disclose to U.S. broker-dealers that execute trades or carry accounts for the Large Trader, their LTIDs and the accounts to which the LTIDs apply.

*A "Large Trader" is a legal entity or natural person who, directly or indirectly, through the exercise of investment discretion, effects transactions in NMS securities that equal or exceed either: (i) 2 million shares or \$20 million during any calendar day; OR (ii) 20 million shares or \$200 million over any calendar month.

If you are a "Large Trader" and have completed a Form 13H, you will receive an LTID from the SEC. In order to ensure that LTID's are captured and reported as required under the Rule, you are required to promptly report your LTID to your broker and identify each account to which the LTID should be applied.

If you have any questions, please contact your J.P. Morgan representative.

As you may know, the U.S. Securities and Exchange Commission ("SEC") adopted Rule 13h-1 Large Trader Reporting System and related Form 13H under Section 13(h) of the Securities Exchange Act of 1934. The Rule requires U.S. and non-U.S. market participants who meet the definition of "Large Trader"* as of October 3, 2011, or at any point thereafter to:

- (i) File an electronic Form 13H with the SEC (via EDGAR) to obtain a large trader identification number (LTID); and (ii) Promptly disclose to U.S. broker-dealers that execute trades or carry accounts for the Large Trader, their LTIDs and the accounts to which the LTIDs apply.

*A "Large Trader" is a legal entity or natural person who, directly or indirectly, through the exercise of investment discretion, effects transactions in NMS securities that equal or exceed either: (i) 2 million shares or \$20 million during any calendar day; OR (ii) 20 million shares or \$200 million over any calendar month.

If you are a "Large Trader" and have completed a Form 13H, you will receive an LTID from the SEC. In order to ensure that LTID's are captured and reported as required under the Rule, you are required to promptly report your LTID to your Financial Advisor and identify each account to which the LTID should be applied.

If you have any questions, please contact your J.P. Morgan Representative.



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Rule 5320 - Prohibition Against Trading Ahead of Customer Orders

FINRA Rule 5320 generally prohibits member firms that accept and hold customer orders from trading for their own account at terms that would satisfy customer orders, unless the member immediately thereafter executes customer orders at the same or better price than it traded for its own account. Described below are certain exceptions to the Rule and an explanation of how J.P. Morgan Securities LLC (JPMS) will handle those exceptions. Please note that consistent with regulatory guidance, not-held orders are outside the scope of the Rule.

Large orders (orders of 10,000 or more shares with a total value of \$100,000 or more) and orders executed on behalf of institutional accounts are excepted from the requirements of Rule 5320. JPMS will generally work such orders in accordance with customer instructions. While working such orders, JPMS may trade for its own account at prices that would satisfy the customer order.

In addition, if a firm implements and utilizes an effective system of internal controls, Rule 5320 permits the respective separate units to trade independent of one another for purposes of the Rule. JPMS maintains Rule 5320 internal controls known as information barriers between its trading units. The information barriers are designed to prevent one trading unit from having knowledge of customer orders held by a different trading unit. With these barriers in place, one trading unit may hold a customer order while another trading unit, including the market making trading unit, executes an order for a Firm account that would satisfy the customer order. Clients with questions or who object to the manner in which JPMS handles orders should contact their J.P. Morgan Securities representative.

Reporting any Inaccuracy or Discrepancy in your Account:

You are advised to promptly report any inaccuracy or discrepancy in your account to your broker and J.P. Morgan Securities LLC (JPMS LLC) at the telephone numbers listed. In order to protect your rights, including any rights under the Securities Investor Protection Act ("SIPA"), any such communications should be reconfirmed in writing to your JP Morgan Representative and JPMS LLC. JPMS LLC contact information: telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC Attn: Client Services Operations, Four Chase Metrotech Center, Brooklyn, NY 11245.



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Compensation Received in Connection With Mutual Fund Transactions

Advisers, distributors or other affiliates of certain mutual funds (which include money market and non-money market funds) may enter into arrangements to pay brokers that distribute their shares for administrative, technological or other services, including marketing and other support services provided to such funds or their affiliates. These fees, commonly referred to as "revenue sharing," are separate from and in addition to any shareholder servicing or distribution fees that a mutual fund pays out of its own assets pursuant to its Rule 12b-1 plan and other expenses which are described in a fund's prospectus fee table. Revenue sharing fees are paid out of the assets of the fund affiliate and not from the fund's assets and, therefore, have no impact on a fund's expense ratio or yield.

J.P. Morgan Securities LLC receives compensation from fund families or their affiliates for providing certain administrative and clearing services. These payments are calculated either based on a percentage of the average dollar value of the fund assets held by J.P. Morgan Securities LLC in customer accounts or based on the number of mutual fund positions in the accounts. These fees may be paid from fund assets or may be subsidized in whole or in part by the advisor, distributor or other affiliates of the fund through revenue sharing. Revenue sharing payments are negotiated separately with each fund family and not all fund families pay the same amount or pay according to the same formula. There is, therefore, a potential conflict of interest in the form of an additional financial incentive to JPMS for making available to customers mutual funds whose affiliates enter into revenue sharing arrangements.

Compensation Received in Connection With Mutual Fund Transactions (contd):

For the administrative and clearing services noted above, J.P. Morgan Securities LLC may receive revenue sharing payments of up to 0.50% per year of the average daily assets of fund shares carried in customers' accounts at J.P. Morgan Securities LLC and/or a rate of up to \$21 per year per mutual fund position in each account, as applicable. To establish such arrangements with a fund company, J.P. Morgan Securities LLC either has entered into an agreement directly with the fund company, or J.P. Morgan Securities LLC has entered into an agreement with a service provider which, in turn, has entered into an agreement directly with the fund company. Please note that the actual amount received by J.P. Morgan Securities LLC may be subject to periodic waivers by fund families and such waivers may reduce the actual amount received by J.P. Morgan Securities LLC. Funds whose affiliates do not make such revenue sharing payments to J.P. Morgan Securities LLC are generally not offered or recommended by JPMS, and, in some cases, have higher returns or yields than funds whose affiliates do make revenue sharing payments. Compensation J.P. Morgan Securities LLC receives under these arrangements may be passed on to affiliates of J.P. Morgan Securities LLC.

The prospectus and statement of additional information of mutual funds available through JP Morgan may contain additional information regarding revenue sharing payments made by affiliates of the fund company.



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Important Information Regarding Auction Rate Securities (ARS):

ARS are debt or preferred securities with an interest or dividend rate reset periodically in an auction. Although there may be daily, weekly and monthly resets, there is no guarantee that there will be liquidity. If there are not enough bids at an auction to redeem the securities available for sale, the result may be a failed auction. In the event of a failed auction, there is no assurance that a secondary market will develop or that the security will trade at par or any other price reflected on statements. Accordingly, investors should not rely on pricing information appearing in their statements with respect to ARS. Where JPMS was unable to obtain a price from an outside service for a particular ARS, the price column on your statement will indicate "unpriced".

Electronic Funds Transfer Notice

In case of errors or questions about electronic transfers in your brokerage account transmitted through the ACH Network, you must contact Client Services Operations department of J.P. Morgan Securities LLC immediately at telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC., Attn: Client Services Department, Four Chase Metrotech Center, Brooklyn, NY 11245 if you think your account statement or transaction record is wrong or if you need more information about a transaction listed on your account statement or transaction record. We must hear from you no later than 60 days after we sent the first account statement on which the problem or error appeared.

1. Tell JPMS your name and account number.
2. Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
3. Tell JPMS the dollar amount of the suspected error.

If you tell JPMS orally, JPMS may require that you send it your complaint or question in writing within 10 business days.

JPMS will determine whether an error occurred within 10 business days after JPMS hears from you and will correct any error promptly. If JPMS needs more time, however, JPMS may take up to 45 days to investigate your complaint or question. If JPMS decides to do this, JPMS will credit your account within 10 business days for the amount you think is in error, so that you will have the use of the money during the time it takes JPMS to complete its investigation. If JPMS determines at the conclusion of the investigation that there was no error, JPMS will charge your account for the credited amount. If JPMS asks you to put your complaint or question in writing and JPMS does not receive it within 10 business days, JPMS may not credit your account.

For errors involving new accounts or foreign-initiated transactions, JPMS may take up to 90 days to investigate your complaint or question. For new accounts, JPMS may take up to 20 business days to credit your account for the amount you think is in error.

JPMS will tell you the results within three business days after completing its investigation. If JPMS decides that there was no error, JPMS will send you a written explanation. You may ask for copies of the documents that JPMS used in its investigation.



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 J.P. Morgan Securities LLC
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 San Francisco, CA 94105
 (415) 772-2900
 CA & US WATS (800) 688-2327

COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
 December 1 - December 29, 2017

Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Important Notice to Clients Who Are Executive Officers, Directors and Control Owners of U.S. Public Companies

It is important that individual clients who are executive officers, directors or more than 10% owners of U.S. public companies ("Section 16 Affiliates") make their status known to their Financial Advisors so that transactions that require compliance with federal securities and other laws are handled properly and in accordance with the law. Section 16 Affiliates should be aware of the following in particular:

- When you open an account or otherwise establish a business relationship with J.P. Morgan Securities ("JPMS") for investment or other financial services involving your or your family's personal assets or any collective investment account in which you own a beneficial interest, you have an affirmative obligation to disclose to JPMS your status as a Section 16 Affiliate.
- Whenever you have a change in status, such as a change of employment or election to the board of directors of a U.S. public company, such that you become a Section 16 Affiliate, you have an affirmative obligation to notify JPMS of your new status.
- Unless notified otherwise, JPMS will consider that all funds and assets maintained in your or your family's personal accounts are solely your property. Your continued maintenance of an account with JPMS shall constitute your representation that no other person or entity has any interest in your account(s). In addition, you agree that at no time will any funds or assets of the U.S. public company of which you are an affiliate be invested through your account(s).
- Executive officers and directors of U.S. public companies (as well as of non-U.S. public companies whose primary trading market is the United States) are ineligible to purchase equity initial public offerings ("IPOs"), and persons participating in equity IPOs are required to represent in writing that their accounts are not owned 25% or more by such an executive officer or director (including persons materially supported by such officers and directors).

Please note that you are a Section 16 Affiliate if you are required to file Forms 3, 4 or 5 ownership reports with the U.S. Securities and Exchange Commission with respect to your share holdings in a U.S. public company.

If you are a Section 16 Affiliate, ask your Financial Advisor about pre-trade clearance and post-trade confirmation delivery options for open market purchase and sale transactions through JPMS, so that you can timely report your transactions to the SEC.



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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
December 1 - December 29, 2017

Your messages (continued)

ACCOUNT NUMBER
520-15886 YW8

LAST STATEMENT November 30, 2017

NOTICE OF AMENDMENT OF CUSTOMER AGREEMENT(S)

Please be advised that, pursuant to the Amendment section of any and all of your Customer Agreement(s) with J.P. Morgan Securities LLC ("JPMS") (formerly known as J.P. Morgan Securities Inc. and, prior to that, as Bear, Stearns & Co. Inc), JPMS hereby notifies you that, effective February 9, 2015, the Restriction on Accounts section of each such Customer Agreement is amended to provide that:

RESTRICTIONS ON ACCOUNTS.

- JP Morgan, in its sole discretion, may (whenever JP Morgan may consider itself at risk for any reason with respect to your Account(s)) (i) freeze your Account(s) in whole or in part; (ii) refuse to accept any order for execution, clearance or settlement and may restrict or prohibit trading of securities or other property in any of your Account(s); and (iii) you shall nevertheless remain liable for all of your Obligations to JP Morgan under this Agreement or otherwise.

In the event of any conflict or inconsistency between the Restriction on Accounts section as so amended and any other provision in the applicable Customer Agreement, the amended Restriction on Accounts section controls and supersedes the other provision to the extent of the conflict or inconsistency.

If you carry a margin balance, your account statement will reflect the current annual interest rate applicable to your margin loan. Please review the current rate, as under certain circumstances the rate may change without advance notice. If you have any questions or concerns about your current interest rate, please speak to your Financial Advisor.

J.P.Morgan

J.P.Morgan Securities

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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
 December 1 - December 29, 2017

Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Service or Product	Standard Fee or Amount
Privileged Access: Account Fee	\$100.00 per year ***
Privileged Access: Returned Checks (Non Sufficient Funds)	\$20.00 per event
Privileged Access: Check Copy Fee	\$2.00 per check
Privileged Access: Check Stop Payment Fee	\$15.00 per check
IRA Maintenance	\$75 per year
IRA Termination	\$95 per account
Prototype Profit Sharing /Money	
Purchase Plans	\$35 per year
Prototype Termination (all plan types)	\$50 per account ****
Transaction Fee - Listed Equities & Options (sells only)	rate of \$0.000231 of principal/trade
Transaction Fee - Options	rate of \$0.0415 per contract
Spot Foreign Exchange	Speak with your Financial Advisor

*** Free if average annual equity in brokerage account exceeds \$100,000 or client only utilizes the money market sweep feature of the product.

**** Prototype Termination Fee applies to all prototype plan types, including Individual (k) Plans. Other fees may be payable to the third party recordkeeper with regard to the Individual (k) plan and are contained in the JP Morgan Individual (k) Plan Establishment Kit that plan clients receive prior to establishing the prototype plan.

***** These fees are intended to offset fees charged by various regulatory bodies and change periodically; please refer to your trade confirmation for the current fee. The amount collected may be more or less than the amount ultimately paid to the various regulatory bodies. In the event of the former, no reimbursement will be distributed back to your account, and, in the event of the latter, there will be no additional charge made to your account.

Extended Hours Trading Risk Disclosure

Risk of Lower Liquidity. Liquidity refers to the ability of market participants to buy and sell securities. Generally, the more orders that are available in a market, the greater the liquidity. Liquidity is important because with greater liquidity it is easier for investors to buy or sell securities, and as a result, investors are more likely to pay or receive a competitive price for securities purchased or sold. There may be lower liquidity in extended hours trading as compared to regular market hours. As a result, your order may only be partially executed, or not at all.

Risk of Higher Volatility. Volatility refers to the changes in price that securities undergo when trading. Generally, the higher the volatility of a security, the greater its price swings. There may be greater volatility in extended hours trading than in regular market hours. As a result, your order may only be partially executed, or not at all, or you may receive an inferior price in extended hours trading than you would during regular market hours.

Risk of Changing Prices. The prices of securities traded in extended hours trading may not reflect the prices either at the end of regular market hours, or upon the opening the next morning. As a result, you may receive an inferior price in extended hours trading than you would during regular market hours.



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STATEMENT PERIOD
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Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

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Extended Hours Trading Risk Disclosure contd:

Risk of Unlinked Markets. Depending on the extended hours trading system or the time of day, the prices displayed on a particular extended hours trading system may not reflect the prices in other concurrently operating extended hours trading systems dealing in the same securities. Accordingly, you may receive an inferior price in one extended hours trading system than you would in another extended hours trading system.

Risk of News Announcements. Normally, issuers make news announcements that may affect the price of their securities after regular trading hours. Similarly, important financial information is frequently announced outside of regular trading hours. In extended hours trading, these announcements may occur during trading, and if combined with lower liquidity and higher volatility, may cause an exaggerated and unsustainable effect on the price of a security. Risk of Wider Spreads. The spread refers to the difference in price between what you can buy a security for and what you can sell it for. Lower liquidity and higher volatility in extended hours trading may result in wider than normal spreads for a particular security.

Margin Accounts

Securities and other assets in your account are the firm's collateral for any margin loan made to you. If the securities and other assets in your account decline in value, so does the value of the collateral supporting your loan, and, as a result, the firm can take action, such as issue a margin call and/or sell securities or other assets in any of your accounts held with the member, in order to maintain the required equity in the account. It is important that you fully understand the risks involved in trading securities on margin. These risks include the following:

- You can lose more funds than you deposit in the margin account.
- The firm can force the sale of securities or other assets in your account(s).
- The firm can sell your securities or other assets without contacting you.
- You are not entitled to choose which securities or other assets in your account(s) are liquidated or sold to meet a margin call.
- The firm can increase its "house" maintenance margin requirements at any time and is not required to provide you advance written notice.
- You are not entitled to an extension of time on a margin call.

Further, if you have a margin account with us, as permitted by law we may use certain securities in your account for, among other things, settling short sales and lending the securities for short sales, and as a result may receive compensation in connection therewith.

Non Receipt of Checks or Stocks:

Please report any difference or non-receipt of checks or stocks, indicated as delivered to you, to Client Services Operations at 800-634-1428; or write to Client Services Operations at J.P. Morgan Securities LLC, Four Chase Metrotech Center, Brooklyn, N.Y. 11245-0001

NOTICE OF AMENDMENT OF CUSTOMER AGREEMENT(S)

Please be advised that pursuant to the Amendment section of any and all of your Customer Agreement(s) with J.P. Morgan Securities LLC ("JPMS") or any of its predecessors, JPMS hereby notifies you that, effective December 11, 2017, the Collection and Other Account-Related Costs section of each such Customer Agreement is amended to provide that:



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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
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Your messages (continued)

ACCOUNT NUMBER
520-15886 YWB

LAST STATEMENT November 30, 2017

COLLECTION AND OTHER ACCOUNT-RELATED COSTS.

You hereby agree to pay, on demand, all reasonable costs, fees, expenses, liabilities and damages (collectively, "Costs") incurred by J.P. Morgan in connection with (i) enforcing its rights hereunder; (ii) any investigation, litigation or proceeding involving your Account(s) or any property therein; (iii) (A) the use of our access to the Electronic Services (as defined in section 20 below) by you or any person authorized to act on your behalf or (B) the failure by you or any person authorized to act on your behalf to comply with any terms, conditions or limitations applicable to such Electronic Services; (iv) any breach or failure by you to perform any term or provision of this Agreement, any other agreement between you and any J.P. Morgan entity or any agreement governing your use of or access to any Electronic Service; or (v) J.P. Morgan acting in reliance upon your instructions or the instructions of any other person authorized to act on your behalf. In each case and whether or not demand has been made therefor, you hereby authorize J.P. Morgan to charge your Account(s) for any and all such Costs, provided, however, that in no event shall you be obligated to pay Costs to the extent payment or demand therefor would violate the securities laws or the rules of a securities industry self-regulatory organization.

Margin Account:

If you are a customer with a margin account, you consent to JP Morgan's right (to the extent permitted by applicable law) to use, lend or pledge any securities held by JPMS in your margin account. In certain circumstances, such loans or other use may limit, in whole or in part, your ability to receive dividends directly from the issuing company and/or your right to exercise voting and other attendant rights of ownership with respect to the loaned, sold or pledged securities. Such circumstances include, but are not limited to, loans of securities that you own in your margin account that continue over record dates for voting purposes and ex-dividend dates for dividend distributions. If you do not receive dividends directly from the issuing company, you may receive payments-in-lieu of dividends which could cause you to lose the benefit of the preferential tax treatment accorded to dividends.

Check Deposits

If you wish to send a check for deposit to a J.P. Morgan Securities LLC branch, please note your account number in the memo field and note the name of your J.P. Morgan Representative on the envelope. Then please send the check to the following address for processing:

J.P. Morgan Securities
Mailcode NY1-L004
277 Park Avenue, 2nd Floor
New York, NY 10172



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COMPASS CHARTER SCHOOL

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STATEMENT PERIOD
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Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT November 30, 2017

Account Type Key for Your Portfolio Holdings Section:

DESCRIPTION	DETAILS
CASH	Brokerage account for securities transactions requiring customers promptly to pay for securities purchased or deliver securities sold, and resulting custody
MGRN	Brokerage account for securities purchased on margin
INCM	Account used for accumulating dividend and interest balances, typically for periodic payments
TEFR	Account for TEFRA U,S, tax withholding if no W-9 or W-8BEN form is on file
SHRT	Brokerage account for securities sold short
NPAC	Non-Purpose Account, including non-purpose loans and related collateral
DIFF	Money differences resulting from DVP/RVP settlements
OTHR	One of the following; please contact your representative if you require additional information: <ul style="list-style-type: none"> • Good faith margin, a brokerage account for certain transactions entitled to good faith credit; • Assets excluded from an Automated Customer Account Transfer; • Cash balances excluded from cash sweeps; or • Clearing Risk Deposit excluded from margin calculations
DRVP	Brokerage account for securities transactions that settle on a DVP/RVP basis



***** End of Statement *****

Coffee With Compass

Compass Charter Schools



Come Hang Out with CCS Staff

We would love to meet with our learning coaches in person next year (it's only a few weeks away) so we're hitting the road to make it possible! Choose a "Coffee With Compass" location nearest you from our list below, RSVP, and mark your calendars for a great day with your fellow learning coaches and Compass staff!





House Roots Coffee

When

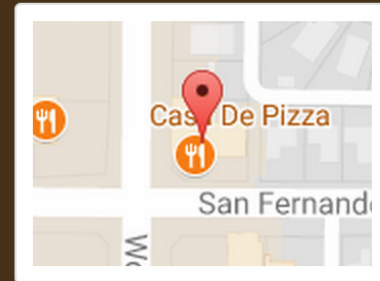
Thursday, Jan. 18th 2018 at 10:30am-12:30pm

Where

16155 San Fernando Mission Boulevard
Los Angeles, CA

More information

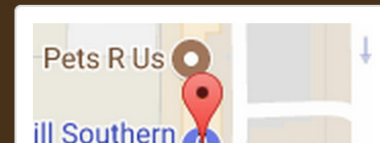
[RSVP here](#) to join us at House Roots Coffee in Granada Hills.



[Get Directions](#)

Butler's Coffee

When



Friday, Jan. 19th 2018 at 10:30am-

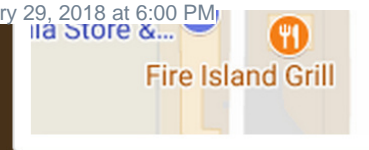
12:30pm

Where

40125 10th Street West
Palmdale, CA

More information

[RSVP here](#) to join us at Butler's Coffee in Palmdale.



[Get Directions](#)

Milano Coffee Co.

When

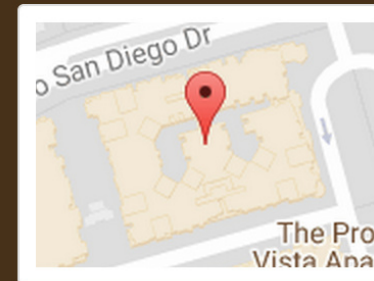
Thursday, Feb. 15th 2018 at 10:30am-
12:30pm

Where

8685 Rio San Diego Drive
San Diego, CA

More information

[RSVP here](#) to join us at Milano Coffee Co. in San Diego.



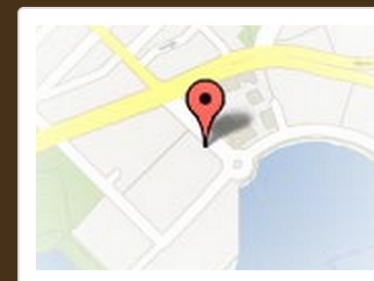
[Get Directions](#)

The Coffee Tale

When

Friday, Feb. 16th 2018 at 10:30am-
12:30pm

Where



[Get Directions](#)

7561 Center Ave #39, Huntington Beach, CA 92647

More information

[RSVP here](#) to join us at The Coffee Table in Huntington Beach.

Cafe Smitten

When

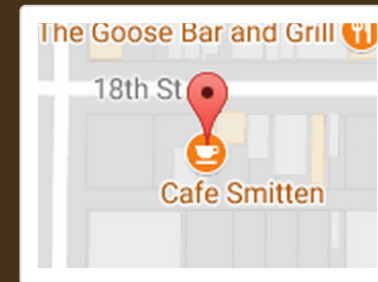
Thursday, March 8th 2018 at 10:30am-
12:30pm

Where

909 18th Street
Bakersfield, CA

More information

[RSVP here](#) to join us at Cafe Smitten in Bakersfield.



[Get Directions](#)

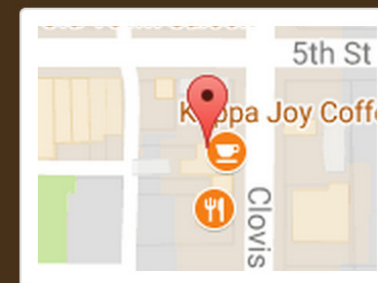
Kuppa Joy

When

Friday, March 9th 2018 at 10:30am-
12:30pm

Where

518 Clovis Avenue
Clovis, CA



[Get Directions](#)

More information

[RSVP here](#) to join us at Kuppa Joy in Clovis.

Vees Cafe

When

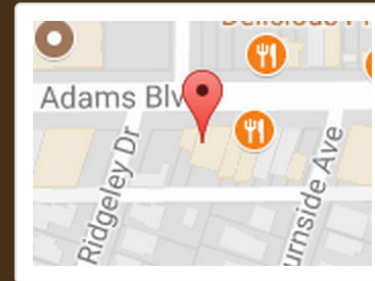
Friday, April 13th 2018 at 10:30am-12:30pm

Where

5418 West Adams Boulevard
Los Angeles, CA

More information

[RSVP here](#) to join us at Vees Cafe in Los Angeles.



[Get Directions](#)

Restoration Roasters

When

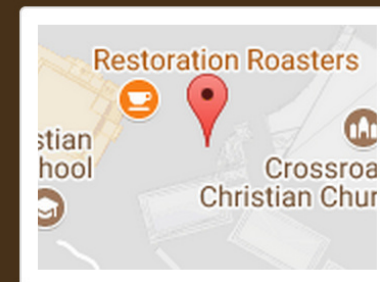
Thursday, May 10th 2018 at 10:30am-12:30pm

Where

2331 Kellogg Avenue
Corona, CA

More information

[RSVP here](#) to join us at Restoration Roasters in Corona.



[Get Directions](#)

Augie's Coffee House

When

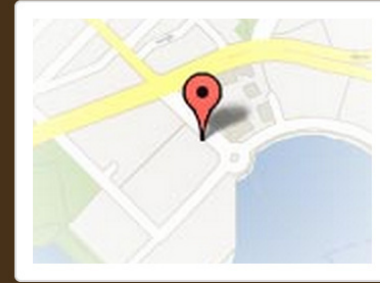
Friday, May 11th 2018 at 10:30am-12:30pm

Where

113 N 5th St, Redlands, CA 92373

More information

[RSVP here](#) to join us at Augie's Coffee House in Redlands.



[Get Directions](#)



Compass Charter Schools

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

[850 Hampshire Road, Suite P...](#)

info@compasscharters.org

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Compass Chronicle

Compass Charter Schools | Winter 2018

Happy New Year!

With a new year comes new resolutions. I have two – professionally, to continue to help Compass grow in what I have dubbed our ‘Year of Growth,’ and personally, to find a balance between my academic, personal, and professional lives. What are your resolutions for 2018?



When I think of ‘Year of Growth,’ I am thinking of a few things. Of course, growth in terms of enrollment and letting interested families and future scholars know about the Compass Experience. I am also thinking about growth in terms of what we provide our scholars and learning coaches as part of that Compass Experience. We continue to increase engagement opportunities, both in and out of the classroom. I have visited many Learning Labs and come out impressed with the level of engagement between our scholars. I have also had the opportunity to attend a few field trips and spend time in-person with scholars and parents, and on one field trip to JPL in December, was even joined by Mr. Matt Koblick, our Board of Directors Chair!

There is so much to be proud of at Compass, and so much going on in and out of the classroom. This newsletter is full of important information and exciting updates about Compass Charter Schools’ Online Elementary, Middle and High School. And at our upcoming Parent Town Halls with the CEO (first week of February), I will be sharing several more updates which are meant to continue to enhance the Compass Experience and help our scholars on their educational journey.

As you know, we love your suggestions, as Compass truly is all of our school! We have a virtual suggestion box for [scholars](#), as well as [parents](#), where you can share your input on CCS. We review these monthly with our [Parent Advisory Council](#), [Scholar Leadership Council](#), and Staff Advisory Committee. Feel free to share your suggestion(s) today to help us continue to enhance the educational experience for our scholars.

I hope you enjoy the Winter 2018 issue of our Compass Chronicle, and I look forward to seeing you in a Learning Lab, on a field trip, or at a Coffee with Compass! Forever Loud & Proud!

J.J. Lewis, President & CEO
jlewis@compasscharters.org
[@lewis1jj](#)

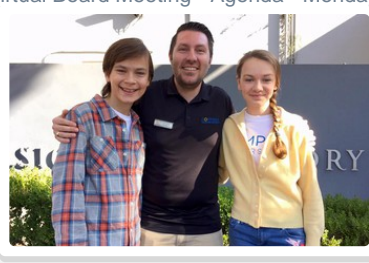
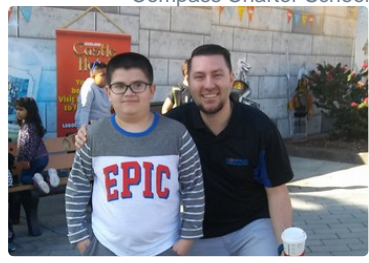


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The Compass Blog

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- [5 Tips to Help Your Children Build a Strong Sense of Integrity.](#)
- [A Word From Our CEO: Integrity.](#)
- [5 Ways to Build Family Teamwork](#)
- [5 Tips to Encourage Teamwork With Your Introverted Child](#)
- [5 Tips to Inspire Your Kids to Explore the Outdoors](#)
- [A Word From Our CEO: Teamwork](#)



Compass In The News

- [Compass Charter Schools \(CCS\) Announces the Winners of its Inaugural Spelling Bee](#)
- [Compass Charter Schools \(CCS\) Selected to Join The Energy Bus for Schools Leadership Journey.](#)

- [Compass Charter Schools \(CCS\) Announces Participation in The Great Kindness Challenge](#)
- [Compass Charter Schools \(CCS\) Names their December Scholars of the Month](#)
- [Compass Charter Schools \(CCS\) Hosting Ice Cream Social to Celebrate National School Choice Week](#)
- [Compass Charter Schools \(CCS\) Names their November Scholars of the Month](#)



ENGAGEMENT

Talent Show

Those who attended our November Talent Show loved every minute! All the performances were done virtually so that all scholars were able to participate no matter where they are located! Guests in the session shared that they had so much fun, and there were multiple requests for when we would be holding our next Talent Show. We're excited to announce that we're planning to host our next one this spring. More details to come!

A presentation slide for Avery S. - Piano. The background is a red curtain. In the center, there is a photo of a young boy, Avery, sitting and smiling. To the right of the photo, there is text describing him. At the bottom left, there is a compass icon, and at the bottom right, there is a stylized orange flame or phoenix icon.

Avery S. - Piano

Avery is nine years old and is in the fourth grade. He is in Mrs. Shumaker's class at Compass. He loves playing the piano and has been playing since he was 5 years old.

Fun Field Trips

One of our learning coaches and two of our scholars who attended our Rubel's Castle field trip shared that they were all astounded by the amount of creativity present at Rubel's Castle! The

learning coach particularly enjoyed watching her scholars' amazement as they toured the property. They believe this is a great field trip to continue offering because it's a great example of one following their natural childhood interests, the determination to do so, and how resourceful one can be.



We had a blast during December and January with our community! Scholars, learning coaches, staff, family, and friends have made memories together at Logan's Candies, John's Incredible Pizza, Rubel's Castle, Poverello House, San Diego STEAM Maker Festival, LA Clippers Game, Winter Celebration, NASA Jet Propulsion Lab, Aquarium of the Pacific, Downing Planetarium, La Brea Tar Pits, Spelling Bee, National School Choice Ice Cream Celebration, American Revolutionary Tour at Riley's Farm, Virtual Scholar Workshops, Scholar Clubs, and more!



Logan's Candies



La Brea Tar Pits



Nasa Jet Propulsion Lab

Scholar Clubs

We have a wide variety of extracurricular clubs available to our scholars! These clubs meet primarily virtually so all scholars are able to participate and build meaningful connections. Scholars can join a club anytime during the school year. To learn more about joining a club, please visit [this link!](#)



Celebrating Our Scholars

Earlier this year several of our scholars shared fun facts about their personalities, passions, and hobbies. Watch the video below to learn more about our special scholars!

<https://www.youtube.com/watch?v=dsYiJcJS0H0>



Coaches' Corner & Coffee With Compass

We have had some amazing dialogue with our Learning Coaches during Coaches' Corner sessions and we are looking forward to seeing some of these wonderful faces in-person at our upcoming [Coffee With Compass](#) events.

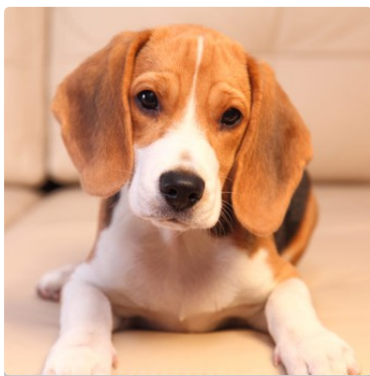
Have questions about Coaches' Corner? Contact [Karle Roberts](#), Family Engagement Coordinator.



UPCOMING EVENTS

Family Fun Days

Mark your calendars! In March, we are hosting Family Fun Days in [Fresno](#) and San Diego! We want to celebrate our scholars and provide an opportunity for you to bring a friend or two along to learn more about who we are in a fun environment!



Pet Photo Contest

We love every single member of our Compass family, including our scholars' pets! During the month of February, we will be celebrating Responsible Pet Owners Month by having a pet photo contest. Submit your photos starting next Monday, February 1 through Friday, February 23! Learn all about this contest and rules to enter by [clicking here](#)!

Spring Talent Show

We will be holding our next Virtual Talent Show on March 30th! Please submit your [auditions to this form](#) no later than March 16th. All are welcome to join virtually to see all of our scholars' talents! [Click here](#) to view details on joining virtually to view the Talent Show on Friday, March 30!



Eighth-Grade Bash at Universal Studios



Eighth-grade scholars, mark your calendars! We'll be celebrating your achievements together with other 8th graders from all across the state at Universal's 8th Grade Bash on Friday, June 1! More details are coming soon.

Virtual Scholar Workshops

We have two exciting Virtual Scholar Workshops coming up with our very own Jessica Wood! On Thursday, February 15, scholars will learn all about [Messy Kitchen Science](#). Then on Thursday, March 22, scholars will be able to participate virtually in an [Engineering Challenge](#)!

Senior Class of 2018

We are so excited for Compass Charter Schools' flagship graduating class! Keep an eye out for different ways that we will be celebrating our Class of 2018. Save the dates for the graduation ceremonies which will be held on June 11, 12, and 13. Stay tuned for more details!



More Upcoming Events

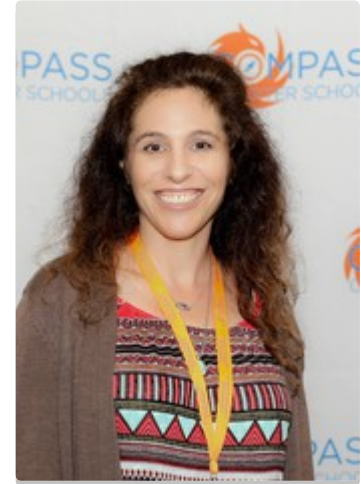
Below is a sampling of what our scholars will have available to them in the upcoming months. To see the entire list of field trips and events, please visit [this flyer](#) which is regularly updated with more engagement opportunities for our scholars!

- January 31 ~ [Music Center of LA Theater Tour](#) - All 4 Theaters included!
- February 1-23 ~ [Pet Photo Contest](#) for Scholars
- February 1 ~ [Voyage of Explorers Dockside Tour of the Lady Washington Tall Sail Ship](#) in Newport
- 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 15 ~ [Apple Store Field Trip & Lesson in Glendale](#)
- February 15 ~ [Virtual Scholar Workshop: Messy Kitchen Chemistry](#) with Jessica Wood
- 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 8 ~ [Film This! Youth Film Festival](#) at Ronald Reagan Library in Simi Valley
- March 9 ~ [Scholar Fun Day in Fresno](#)
- March 16 ~ [Scholar Fun Day in San Diego](#)
- March 20 ~ [Los Angeles County Arboretum and Botanic Garden](#)
- March 22 ~ [Virtual Scholar Workshop: Engineering Challenge](#) with Jessica Wood
- March 23 ~ [Graber Olive Farm Tour](#) in Ontario
- March 30 ~ [Scholar Talent Show](#) (Powered by BoardOnTrack)

- April 13 ~ [Imaginology Field Trip at Orange County Fair Grounds](#)
- April 20-22 ~ [AstroCamp Overnight Field Trip 2018](#)
- 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](#)

SPECIAL EDUCATION

The new year is finally here! Our scholars, staff, and families have been working diligently together to create positive outcomes for our scholars. Our team will continue to be consistent, knowledgeable, and supportive professionals, who work in the best interest of our scholars. We will continue to foster positive relationships that build trust between our families and staff. Our team will work collaboratively with scholars, learning coaches and school staff to ensure scholars' success. It's important that your children continue to participate in their related services and join our Special Education teachers for their SAI sessions. If you have any questions about this, please reach out to our team as we are here to support your family.



Sincerely,

Gabi Golan | Special Education Manager
ggolan@compasscharters.org

What's New In Special Education?

Our department is also very excited to implement the Read Naturally program and work with scholars during their virtual SAI sessions. The program works to build fluency and motivation by having scholars read short, non-fiction passages to strengthen comprehension, vocabulary, and automaticity in decoding. If your child has language arts goals in their IEP, please encourage them to attend SAI sessions so that they don't miss out!



Also, we invite our families to [visit our website](#) and view a variety of resources that we have collected to help scholars succeed.

Staff Spotlight

This month we are featuring **Danielle Hodge, Special Education Instructor at CCS.**

CCS: What is your role at CCS and how long have you been part of our school?

Danielle: I am a Special Education Teacher and Case Manager and I have been at Compass for over two years.

CCS: Tell us your “why” for doing what you do here at CCS.

Danielle: The reason why I enjoy being part of Compass is that I enjoy getting our scholars past their level of frustration and helping them feel their own potential for success.



CCS: As an educator, is there a piece of advice you’d like to share with learning coaches or scholars?

Danielle: I have studied neurological networks and have learned that no two brain scans are alike. Therefore, there are several ways to be successful no matter how different our brains may be. It's important for scholars and learning coaches to know that success comes in a variety of ways. We are unique and I bring this understanding into my teaching.

CCS: Share one thing about yourself that very few people know.

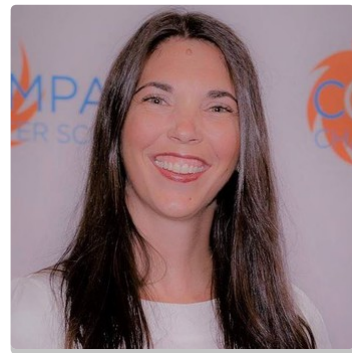
Danielle: I am a collector of hobbies most recently photography. I enjoy capturing the “aha” moments on the face of scholar-athletes and my own children during wrestling or varsity cheerleading practices.

CCS: What do you and your family like to do during your free time?

Danielle: My family enjoys supporting each other at sporting events, and we love to ski and be out in nature.

Staff Spotlight

We are also featuring Cami Humpherys, Special Education Advisor at CCS.



CCS: What is your primary role at CCS and how long have you been part of our school?

Cami: I am a Special Education Advisor and I have worked at Compass Charters for almost two years.

CCS: Tell us your “why” for doing what you do here at CCS.

Cami: I love being here at CCS for so many reasons. I feel we provide a unique and diverse environment for our scholars to not only succeed but to thrive. Our teachers are dedicated to helping our scholars reach success in any way they can. We have a variety of courses to choose from in our upper-grade levels so that every scholar can find an elective that speaks to them. We also incorporate the 'fun' that a brick-and-mortar school brings with ways for our scholars to see each other through field trips and clubs. Overall, I feel CCS is the best school for scholars seeking a different environment outside of a brick-and-mortar school. I am blessed to be a part of this family!

CCS: Share one thing about you that very few people know.

Cami: I have a goal to participate in at least three races this year. My husband and I are looking to do a Tough Mudder competition as my first race. (Ack! This is a tough one to start out with, but looks like so much fun!)

CCS: What do you and your family like to do during your free time?

Cami: My family and I enjoy the outdoors - with hiking, boating, camping, etc. We also LOVE amusement parks and crazy roller coasters. My 10-year-old is obsessed and talks about all his

CONTINUE TO GRADE-LEVEL NEWSLETTERS



[Online Elementary School](#)



[Online Middle School](#)



[Online High School](#)



[Options Homeschool Program](#)

SHARE YOUR STORY

Comments

Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

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 @CompassCS

Visit our [website](#) for more information about our academic programs. Or, contact Janae Smith, High School Coordinator, at jsmith@compasscharters.org.

 850 Hampshire Road, Suite P, ...  info@compasscharters.org

 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Online Elementary School | Winter 2018

Welcome to 2018!

Happy New Year! A new year brings with it new challenges, dreams, and expectations. The Online Elementary School Team at Compass Charter Schools is privileged and honored to work with an amazing group of scholars and families. Each and every day, all of our teachers strive to create the best learning experience for your children. We are dedicated to seeing each scholar reach their potential and be equipped to achieve their dreams and utilize each and every gift and talent that they have. As your coordinator, my time is spent looking for new ways to inspire and challenge the scholars we serve.



In this newsletter, you are going to see some of the exciting projects and lessons happening in our classrooms. You will get a peek into the lives of two of our teachers, and hear about the experiences of two families who are on this Compass journey with you. As you sit back with your coffee or favorite beverage, I encourage you to reflect on being a part of a unique community joined together with the idea of creating the most valuable experience for your individual scholar.

We appreciate all of you and all that you do. Thank you for being a part of our Compass family!

Sincerely,

Steven Thompson, Elementary School Coordinator

sthompson@compasscharters.org

[@CCSMrThompson](https://twitter.com/CCSMrThompson)

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- What's New in Elementary School
- Scholar & Family Spotlight
- Scholar Projects & Assignments
- Staff Spotlight
- Share Your Story

WHAT'S NEW IN ELEMENTARY SCHOOL?

What is new? In Elementary School, we believe that appreciation and gratitude create a thriving culture. We had two great events in November that captured the essence of those two attributes. In November, before Thanksgiving break, we had a Gratitude Rally, where scholars shared what they were thankful for. It was heart-warming and refreshing to listen to all the blessings shared by the group. In December, we had our first Holiday Traditions Rally. Our scholars came together and shared how they celebrate during the holiday season. We learned so much as scholars engaged us with stories of meals, holiday games, and family events that warmed all of our hearts. Our teachers finished the year by hosting our first Virtual Holiday Party! We played a holiday trivia game, shared recipes, and had a virtual gift exchange.



One item that we would like to pass along for everyone to try is called Friday Brags! Our teachers share one win that they had during the week. We invite all of our scholars and families to take time each week and share one victory that you had!

FAMILY SPOTLIGHTS

This month we are featuring the Chavez Family.

Penny Chavez, an elementary school learning coach shares her family's experience at CCS.

CCS: We know that often with our scholars each day is different, but what would a typical day look like for you and your scholar?

Penny: Our typical day runs from about 7:30 am until about 1:30 pm. After getting up, making beds, getting dressed, and taking my older kids to their school, we come home and get started. We have a first-grade scholar and a second-grade scholar that I support by alternating my time between scholars and their school subjects.

CCS: What has been your greatest joy in schooling your scholars at home?

Penny: My greatest joy is knowing that I am teaching my kids the information. It is so fun that I can teach my daughter history and watch her get excited and relate to the lessons. I love teaching my son math skills. He has made such an improvement, and it is very satisfying to know that I taught them the skills they need to succeed.

CCS: What has been your biggest challenge with schooling at home?

Penny: My biggest challenge as a parent who helps my kids learn at home has been supporting my son. He is a very smart kid, but teaching him has been a challenge because he is a very active

boy, and I have learned to be patient when working with him. I have called and asked for advice from his teacher Mrs. Hooper, and she has given me creative ways to harness his energy and ideas.



CCS: Why did you decide to school from home with Compass Charter Schools?

Penny: We decided to choose online learning after watching my four older kids struggle with mandatory curriculums in traditional schools. I decided to give online learning at home a try to see if the one-on-one attention could help my children succeed. I have been very pleased with the results. I researched many schools and chose Compass Charter Schools because I liked the reviews and comments that I read on the Internet. I also did not want my kids to develop some of the bad habits that I had noticed in both of my older kids as well as the community. Immunizations also played a factor in my decision to choose learning at home. I have been very pleased with my decision to enroll my kids in the online learning program at Compass Charter Schools.

CCS: Share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home?

Penny: The biggest piece of advice that I would give a new parent is to be patient and to know that the time you are spending with your kids is a great reward. I also would say that when in doubt, call your teacher because they are very helpful and have given me so much great advice.

CCS: What do you, your scholar, and the family enjoy doing together during your free time?

Penny: In our free time (with 6 kids, we have very little) we love to be together as a family! We love to go bike riding, play basketball and board games, have movie nights, but most of all just be together.

We are also featuring the Reyes Family.

Cherylynn Reyes, an elementary school learning coach shares her family's experience at CCS.

CCS: What has been your greatest joy in schooling your scholar at home?

Cherylynn: What I really enjoy about online learning from home is that when my scholars are enjoying a certain subject or concept, we can spend extra time learning about it. I can help them engage even further than they would have in a traditional brick-and-mortar school. I also like that I am able to see what they are struggling with so that I can spend extra time figuring out different ways to help them grasp the concept. Another thing I really enjoy is that learning from home allows me to be involved in my scholar's education, and it also allows my youngest daughter, who will start school next year, to be involved. Being able to see my youngest daughter get involved and enjoy learning has been amazing. I know she's developing a positive outlook on school and her education.



CCS: Why did you decide to school from home with Compass Charter Schools?

Cherylynn: Our family had been thinking about schooling at home for a while, but I wasn't sure if I could handle teaching my kids on my own. Then I learned about K12, which provides all of the materials I need to help my scholars learn at home so I figured we should try it out. Through the K12 website, we were able to enroll in Compass Charter Schools, which allows us to use the K12 program. I support my kids as their learning coach and teach them using the K12 website and materials. With K12 and the help of Compass Charter Schools' staff and teachers, we were able to learn and easily get the hang of schooling at home.

CCS: Share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home?

Cherylynn: The advice I would give to parents who are thinking about schooling at home is to first do some research on what kind of experience you would like your kids to have, and know your options. Schools like Compass Charter Schools have a couple of different programs to choose from such as K12, their new Lanes program, and the Options Program. Also, try to get advice from parents who are already schooling at home so that you can learn about the benefits

and challenges. Lastly, choosing to school at home may seem overwhelming at first, but with the help of teachers, staff, and other parents, it will become easy. And before you know it, a whole year will go by and you'll be ready to start another year.

SCHOLAR PROJECTS & ASSIGNMENTS

Take a look at some of the exciting things our scholars have been working on!

In December, our fourth and fifth-grade Compass Lanes scholars learned about potential and kinetic energy. They learned about different forms of energy and energy sources. They also determined different ways to conserve energy in everyday use.

Name: [REDACTED] Date: 12/15/2017

Energy Conservation Worksheet

In the grid below, color each square according to the following guidelines:

If it describes a waste of energy, color the square RED.

If it describes a way to save energy, color the square YELLOW.

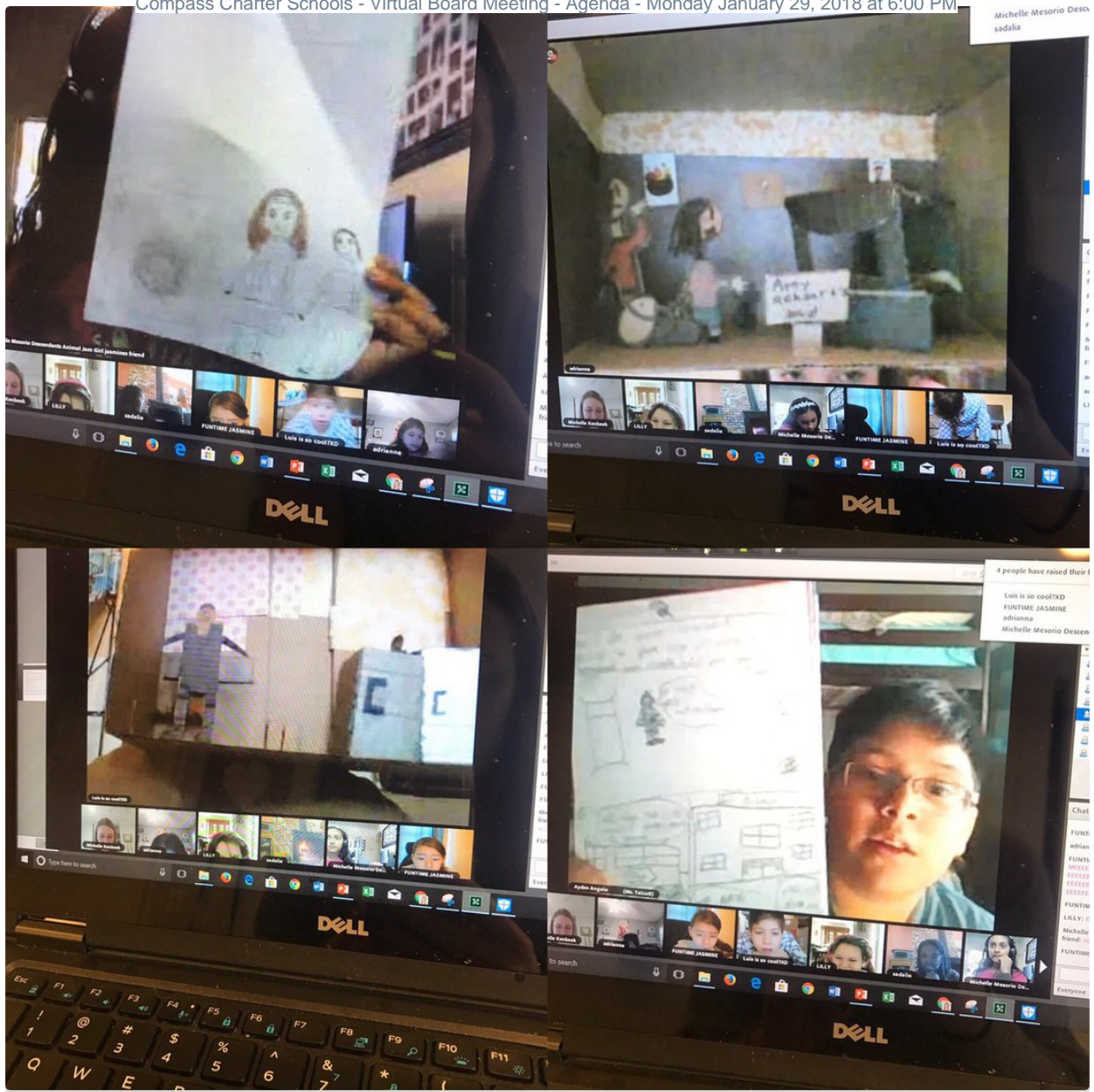
A dripping hot water faucet	A room with thermostat set below 68°F in winter	A house with poor insulation	Leaving lights on in an empty room	Driving in rush-hour traffic	Driving a hybrid car
Growing a garden	Using an electric blanket	Turning the TV off when no one is watching	Turning off appliances when on vacation	Car pooling	Using an electric car opener
A low-water landscape	Using fluorescent lights	Using lamps with 150-Watt bulbs	Driving a car with no other passengers	Leaving the faucet on when brushing your teeth	Taking showers instead of baths
Wearing sweaters and warm clothes in cold weather	Driving an oversized car	Riding your bike instead of taking the car	Using an electric toothbrush	Driving your car over 55 mph	Leaving outside lights on during the day
Opening curtains on the south side of the house during a summer day	Running full loads in the washing machine	Using solar thermal panels to heat hot water	Using both sides of a piece of paper	Closing windows and doors when the air conditioner or heat is on	Recycling cardboard and magazines
Leaving the car running in the driveway while you go inside	Using an electric knife	Hanging clothes outside to dry	Leaving the computer on when no one is using it	Recycling paper, glass and metal	Watching TV instead of playing outdoors

In the space below, describe additional activities that you can do to conserve energy.

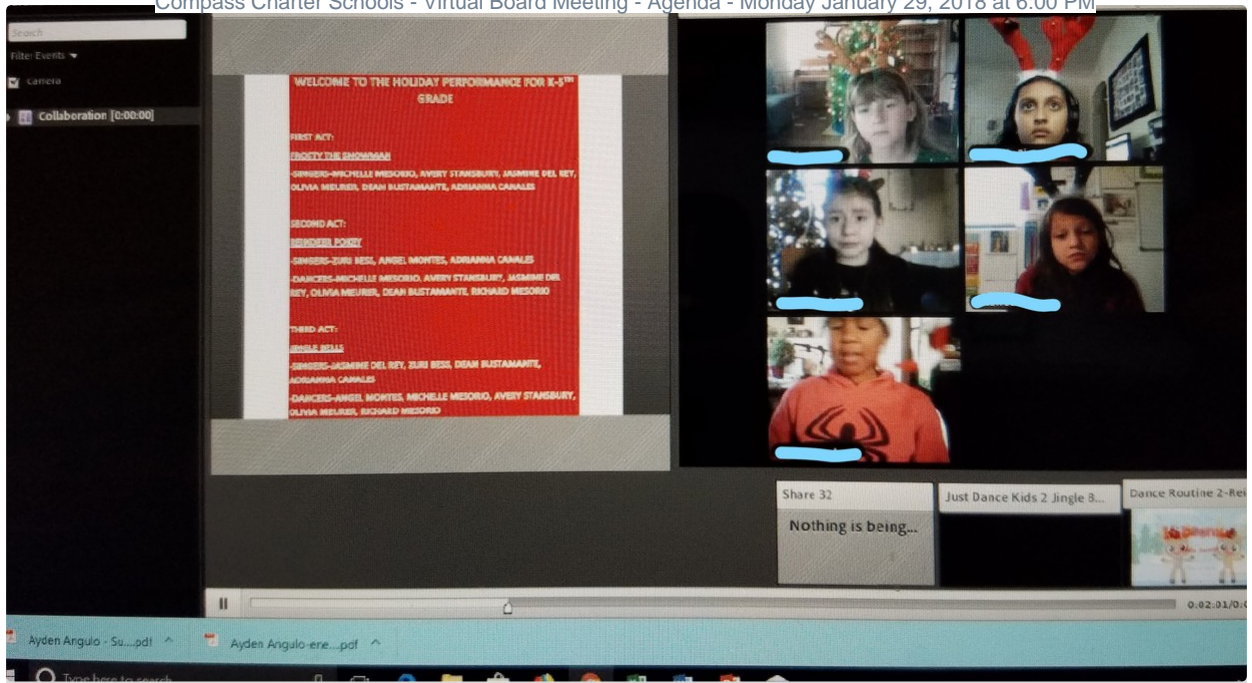
USING THE STAIRS INSTEAD OF THE ELEVATOR:
USING A REAL PHYSICAL BOOK TO READ INSTEAD
OF A TABLET OR COMPUTER. PLAYING AT
THE PARK INSTEAD OF ON ELECTRONICS.

Energy: Lesson 2, Wasting Energy at Home Activity — Energy Conservation Worksheet

Scholars in the Compass Lanes program completed their first literature circle by reading *From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg. They completed and presented weekly reading roles. After reading the book, our scholars chose a creative project based on the book and presented to their classmates. Our scholars created and presented dioramas, mobiles, chapter illustrations, and journal entries.



Our scholars enjoy physical education class every Tuesday and Thursday. They like dancing and exercising with their classmates. The scholars even gave a performance before Winter Break!



One of our fourth-grade scholars enjoyed making homemade soap!



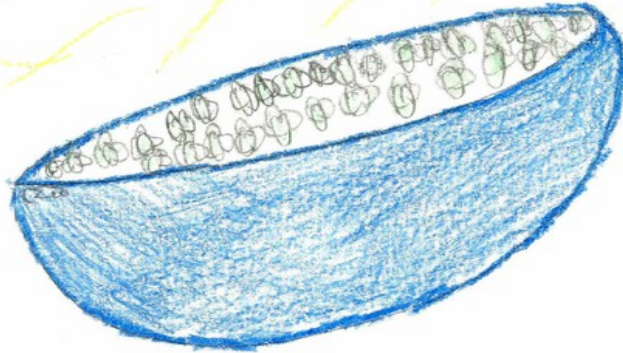
Our scholars learned that reading is everywhere...even on a cereal box! They completed a word scavenger hunt with ingredients, calories, company name, nouns, adjectives, and numbers. Our scholars then drew a picture of their own cereal and wrote an advertisement to help sell the product by using a jingle, poem, or song.

zuribess

Yeets™

the figlet dinner cereal

Donate box & free nintendo switch



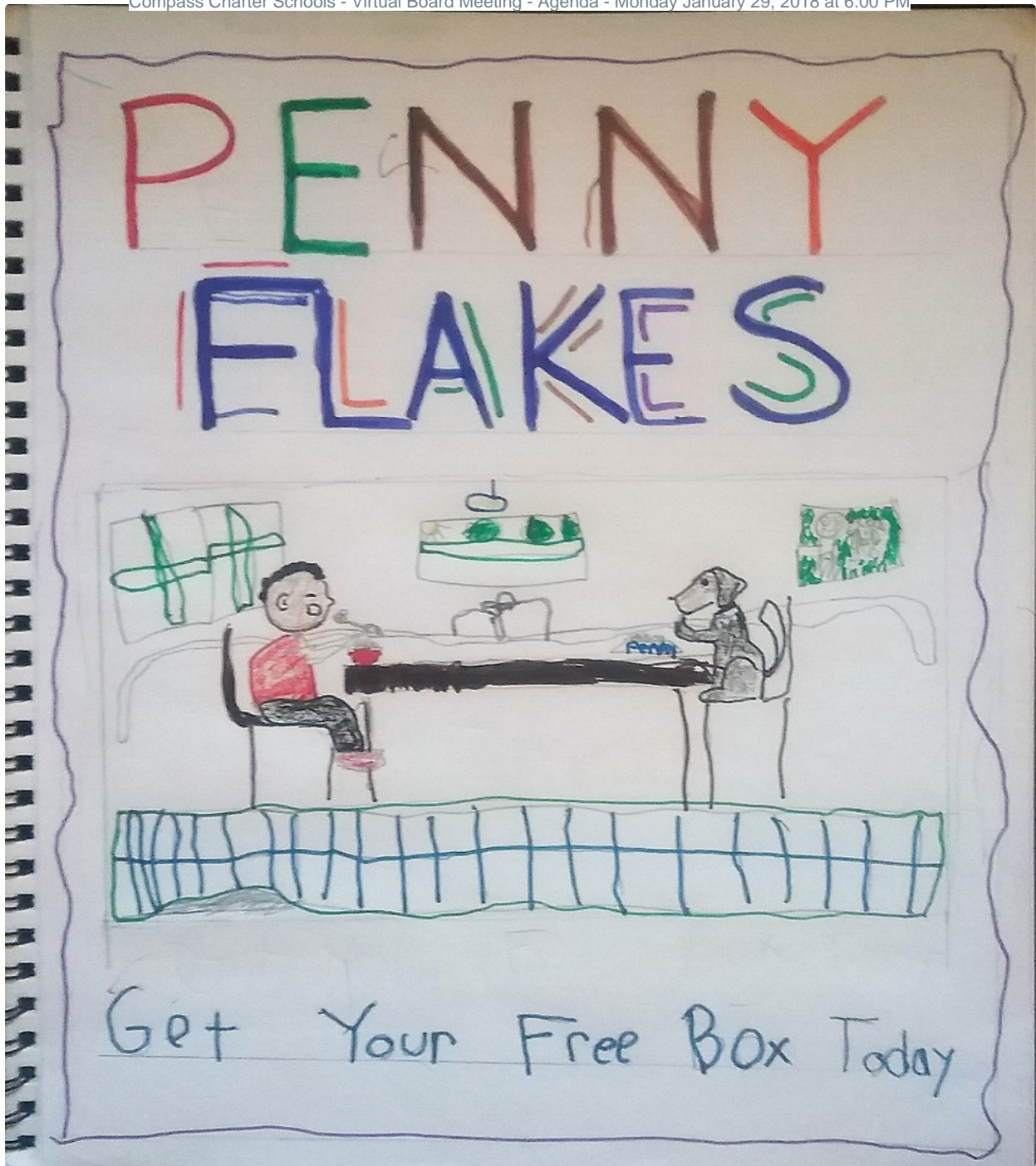
100% vegan

YEET™ them into your mouth™

for only 2 bucks!

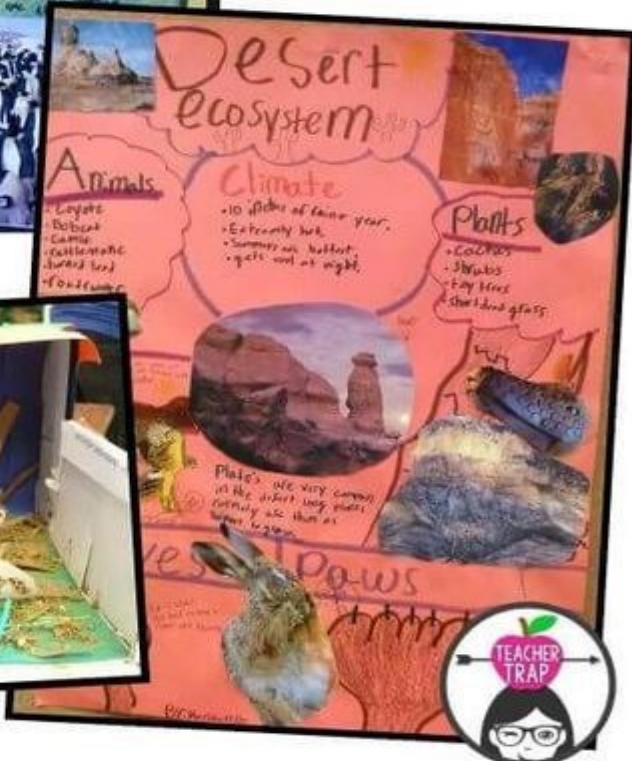
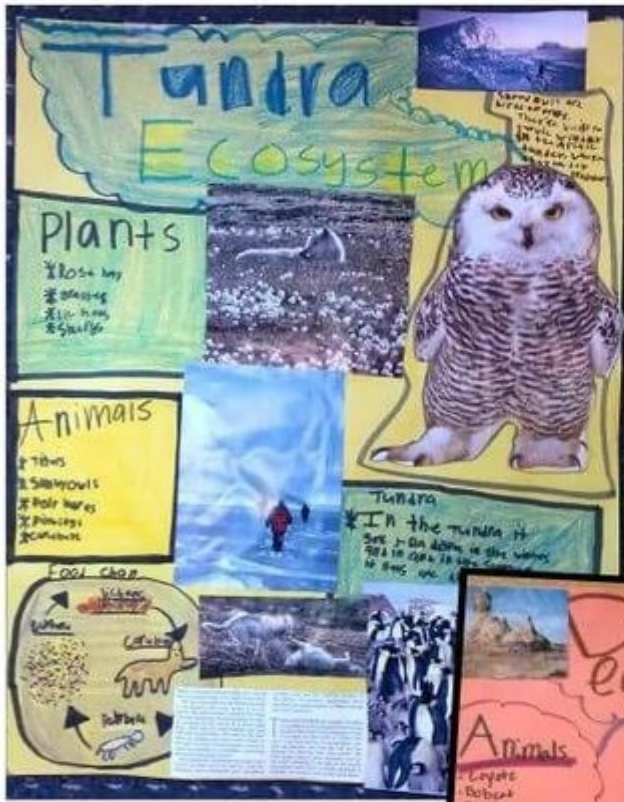


zuribess 11-30-17



Our scholars learned about a variety of ecosystems. They researched the importance of a well-balanced ecosystem and presented special projects to demonstrate how they work and why they are an important part of nature.

Ecosystem Research, Posters, and Models







The talented Sarah Fox sat with our scholars and talked about the importance of editing. "You want your readers to enjoy your book and understand it." She followed it with a presentation of how she edits books on the computer and stated that depending on the book, the process of editing can take up to six months. She reviews one book at a time and loves reviewing fantasy, but gets all types of genres. We closed the class out with a question and answer period. It was a wonderful experience!

A screenshot of a Zoom meeting interface. The main video window shows Sarah Fox, a young woman with long blonde hair, smiling. The interface includes a 'Video (3)' button, a list of attendees on the right, and a chat window at the bottom right. The attendees list includes Monique Grimes, Sarah Fox, Alton.Romero, kailey, Manuel Esparza, and Motley Cook. The chat window shows a conversation about editing a book.

Video (3)

Attendees (6)

- Active Speakers
- Hosts (1)
- Monique Grimes
- Presenters (1)
- Sarah Fox
- Participants (4)
- Alton.Romero
- kailey
- Manuel Esparza
- Motley Cook

Chat (Everyone)

Manuel Esparza: good

Steven Thompson: Great information!

kailey: hi

Motley Cook: How long does it take to edit a long book, like a harry potter book

Alton.Romero: hi

Alton.Romero: good morning

Alton.Romero: ummmm well hmmm

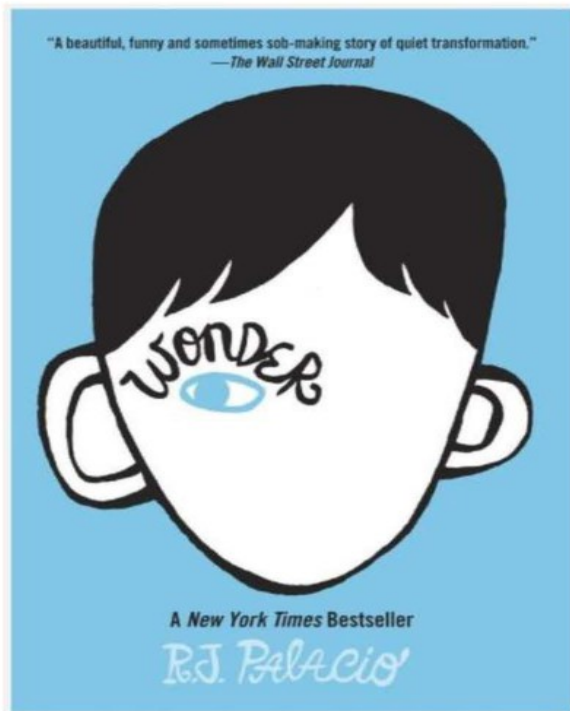
Manuel Esparza: what is your first book that you edited

Alton.Romero: what are your tips for editing

Compass Lanes scholars and learning coaches are enjoying our math program, TenMarks. Lanes scholars love the lessons, videos, and Jam Sessions. These help build essential skills for understanding and math fact fluency in an engaging and interactive way. Learning Coaches have shared that they appreciate the individualized instruction for their child through personal work and lesson amplifiers. Math has never been more fun!



Scholars in Mrs. Shumaker's class are looking forward to reading *Wonder* by R.J. Palacio!



WONDER

BY R.J. PALACIOS

Book Study with Ms. Shumaker

I am so excited to begin this lesson with your scholar!

We will be reading a few chapters at a time and meeting in our Thursday Learning Labs to discuss. We will also have some writing and other activities included in this study.

Please have book ready for your scholar to join us!

THANK YOU!!

Book Study

Begins Thursday,
January 18th

Read Pages 1-14
by Jan 18th!

Join us:

<https://compasscharter.schools.adobeconnect.com/shumakerclassroom/>

It's Not Enough to
be Friendly, You
have to be a
Friend.

CHOOSE
KINDNESS

STAFF SPOTLIGHTS

Michelle Kenbeek, an elementary school teacher at CCS.

CCS: Can you tell us about your role and responsibilities at Compass Charter Schools?

Michelle: I teach our fourth and fifth-grade scholars in our Compass Lanes program.

CCS: How long have you been part of our Compass community?

Michelle: I have been working at Compass Charter Schools since August of 2013.



CCS: What do you enjoy most about being part of Compass?

Michelle: I believe in the individualized approach to learning and the flexibility that Compass offers scholars and allows them to proceed at their own pace in their academic subjects.

CCS: As an educator, is there a piece of advice you'd like to share with learning coaches or scholars?

Michelle: It's very important that our families create a routine for the scholars to follow each day. In addition, it's very important that scholars and their families keep in touch and connect with their teachers every day.

CCS: Can you share one thing about yourself that very few people know?

Michelle: I love to go to country music concerts. I go to at least ten concerts a year.

Monique Grimes, an elementary school teachers at CCS.

CCS: What is your job title, and what are a couple of the things you do at Compass Charter Schools? How long have you worked for Compass?

Monique: I teach our fourth and fifth-grade elementary scholars, and this is my third year at CCS.



CCS: What do you enjoy most about being part of Compass and the work you do here?

Monique: We have a different approach for teaching here at Compass. I enjoy that we are free to use different methods and have different options for our scholars.

CCS: As an educator, is there a piece of advice you'd like to share with learning coaches or scholars?

Monique: Don't give up, everyone learns differently! We aren't a cookie-cutter program. Don't get discouraged, take advantage of the flexibility of our program. Also, try to travel and go places. Don't just stay at home -explore the world around you while you learn.

CCS: Can you share one thing about yourself that very few people know?

Monique: Not many people know that I was a dancer. I did ballet, tap, modern dance and created my own production.



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share you comments and all of your wonderful experi
Powered by BoardOnTrackwith us! [Click here](#) to share.





Compass Charter Schools


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Visit our [website](#) for more information about our academic programs. Or, contact Steven Thompson, Elementary School Coordinator, at sthompson@compasscharters.org.

 850 Hampshire Road, Suite P, ...

 info@compasscharters.org

 855-937-4227

 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Online Middle School | Winter 2018

Happy New Year CCS Middle School Scholars and Families!

As I begin 2018, I like to reflect on the past to prepare me for a better future. There were many great and exciting changes that happened in 2017, including the transition to our award-winning StrongMind curriculum and SIS. Scholars have done a fantastic job managing the transition. They have created amazing projects in their classes, many of which you will see in this newsletter. Scholars have participated in hands-on learning experiences in Learning Labs, something we are very proud to offer in an online setting. Scholars are reading, writing, and using critical thinking skills on a daily basis. Very exciting things happened in 2017 and I am excited to share some of them with you in this newsletter. Be sure to take a look at all of the great work samples we have to share!



As we look forward into 2018, CCS has many impressive things planned for scholars and families, including new elective courses starting on Thursday, February 1, SBAC and i-Ready diagnostics to see how far scholars have come this year, and several field trips and engagement experiences. Be sure to check the weekly Monday Morning Updates to locate everything that is going on at Compass! Happy 2018!

Sincerely,

Melissa Blitzstein, Middle School Coordinator

mblitzstein@compasscharters.org

[@CCSMsBlitzstein](#)

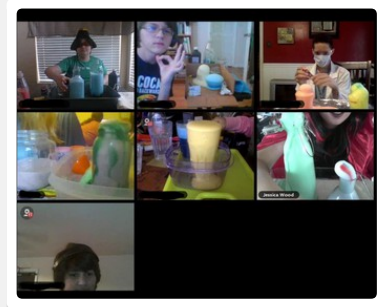
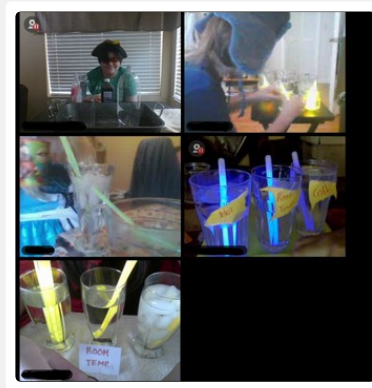
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HANDS-ON LABS & SCHOLAR PROJECTS

Science Learning Labs

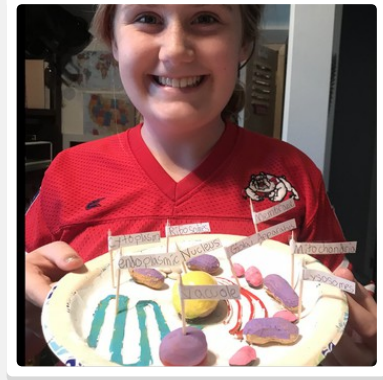
On Halloween 8th grade scholars conducted three spooky Chemistry labs: Fluff Slime, Glow Sticks, and Peroxide Yeast. After class, they stayed for a costume and [pumpkin decorating contest](#).



The seventh-grade science scholars were challenged to build earthquake-resistant houses. After implementing the scientific method to try and modify designs, seventh-graders tested their house models to see if they could withstand a quake on a Jell-O foundation. Scholar Alexia C. and her family accepted the Quake Challenge!



In sixth-gradCompass Charter Schools - Virtual Board Meeting - Agenda - Monday January 29, 2018 at 6:00 PMifferent parts. Here are two fun examples, one from Maddux and one from Teagan.



Growth Mindset

Growth Mindset continues in eighth-grade Study Skills, where scholars are learning about how the brain works and develops, just like our muscles. Scholars created projects, such as poems, advertisements, or comics, showing what they learned. Here are some [examples](#).

A blue rectangular graphic with a white border. At the top center is the Compass Charter Schools logo, which consists of the word 'COMPASS' in blue with a compass needle icon inside the 'O', and 'CHARTER SCHOOLS' in white below it. Below the logo, the text 'Growth Mindset: How it Connects to your Brain' is written in white, with 'your Brain' on a new line. Underneath that, 'A selection of 8th Grade Scholar Projects' is written in a smaller white font. In the bottom right corner of the graphic is a small orange circular logo with a stylized flame or swirl design.

English Language Arts

In eighth-grade English Language Arts (ELA), scholars learned about internet safety and researched how to protect themselves online. They were required to create a brochure and complete an oral presentation. Here is [an example](#) by scholar, Kayla C.



In sixth and seventh-grade ELA, scholars honed their reading and writing skills by using writing in various genres. They wrote news reports, how-to articles, and advertisements.



Online gaming sensation Roblox is becoming more and more popular with kids. Do you ever wish that you could play a fun and kid-friendly online game that powers your imagination and lets you interact with hundreds of other kids? Well, look no further! The popular online game, called Roblox, is now fun to play for ages six and up. Kids can simply sign up with their parents' approval to create a free Roblox account. You can always choose from different subscription models later. And parents need not worry because Roblox is fully monitored and always restricts chat room conversations containing any ages, phone numbers, and usage of bad language. Here is what famous online YouTuber, Denis, had to say about Roblox: 'Roblox is an online virtual playground and workshop, where kids of all ages can safely interact, create, have fun, and learn. It's unique in that practically everything on Roblox is designed and constructed by members of the community.' An example of being able to be creative is the ability to design your own games by making them in the Roblox Studio. If you ever wondered how long Roblox has been around, it was created in 2006. Roblox has made a lot of changes since then especially with the addition of more kid-friendly YouTubers who are promoting the game by playing it and having a large kid audience subscribing to them. But be careful! Roblox is highly addictive and if you do not watch out you will find yourself playing for way too many hours! So, go ahead and give Roblox a try today.



Hello Everyone my name is Helena Assis I'm a 6th grade scholar at Compass Charter School. For my how to video I will be demonstrating how to do your makeup. I hope you find this tutorial helpful when following the steps provided to do your makeup. Let's get on with the tutorial. 1. Make sure to choose a well-lit area so that you can see how everything looks in the process. I prefer natural lighting, although my makeup vanity isn't right in front of my window, I still have some natural lighting and a lamp right in front of me. 2. Make sure your face is clean. This will help you with not only your skin, but your health and make your make-up application easier. 3. Gather all of your make-up supplies prior to applying your makeup, such as (brushes, applicational products, primer, foundation, concealer, powder, bronzer, highlighter, blush, eyebrow products, false eyelashes, mascara, eyeliner, eyeshadow, lipstick, and setting spray). I suggest that you go to a Sephora to purchase your supplies, but it is entirely up to you. Find a brand that works for you and build your collection. 4. Grab your primer and apply it to your face with your hands or whatever works for you but make sure your hands are clean if you apply it with your hands. 5. Next, get your foundation and put some on the back of your hand and grab the end of your brush and blend in the foundation to your face evenly. This is the method that works for me. If you find another method that works better for you then do it. That's great.

Owning a dog can have many benefits and downsides. But raising them and properly maintaining them isn't such an easy task, especially for a dog owner. We will be discussing about the pros and cons of dog ownership. Dogs require lots of attention, especially when they are puppies. Time commitment is very important; if you don't give enough attention to a dog, they wouldn't be happy at all. If you don't give them their daily exercise or only make him do their business in the backyard or at the corner of the street, it would be harder in owning a dog. Especially a big dog. Dogs need to have a run, enjoy their freedom, and detect natural surroundings with their nose. When you have a puppy, it's like having a 'toddler who will never grow up.' They rely on you for anything at all. As long as you give them their requirements, your dog will be happy! But if you do not have a backyard, or live near an outdoor area like a park, forest, or anything, then do not consider in getting a dog. Owning a dog isn't easy. If you are considering in adopting a dog, do your homework. Every dog varies individually in breeds and comes in different personalities. To see which breed is right for you, do all your research and evaluate which breed is the right for you.

Advertising & Persuasion

Harley's Dog Sitting Service



Are you going on a vacation soon but can't bring your dog? Or maybe you want a break from your furry friend? Then Harley's Dog Sitting Service is the answer for you.

Harley's Dog Sitting Service provides the following:

- Food
- Water
- Walks
- Toys and leashes

Avoid many more. If you have a specific food you want your dog to eat make sure you drop it off with your dog. If you would like to bring its own leash, toys, or food and water bowls feel free to drop those off too.

So the next time you're going on a vacation or need a break from your dog make sure to call Harley's Dog Sitting Service.

Reading & Writing are EVERYWHERE!



Social Studies Projects

In 8th grade SS, scholars wrote biographies and created Facebook pages for historical figures. Here is [an example](#) by Aurora K, [another example](#) by Kayla C, and [one final example](#) by Matthew J.

In seventh-grade Social Studies, scholars are applying their understanding of Japanese culture in the Middle Ages to analyze a Close Reading of an excerpt of "47 Ronin". Check out some of our [scholars' writing](#), which demonstrates a better understanding of the story than the Keanu Reeves movie!



In sixth-grade Social Studies, scholars used Google maps along with a writing assignment to visualize the journey down the Silk Road. Scholars all added pictures and connected the routes they would take to trade goods back around 206-220 A.D. Here are examples of the [writing sample](#) and [map](#) from scholar, Helena A.

The Silk Road

As I travel along the Silk Road, my senses have come alive with the new smells, sights and sounds. While the journey may be long, it is a beautiful experience. An experience that I am happy to have been a part of. There are so many beautiful objects that I cannot wait to tell you about.

The first items that I have been able to see here on my journey through the Silk Road are the many article that have been made from silk. There are shirts, ties, formal dresses and even items for the home. The beautiful, bright colors are so wonderful to look at. I love the softness of the fabric and would love to own something made of silk. Actually, there are many things that I would love to own.

The second objects that I love to see are all of the precious goods such as amber and gold. These stones are so rare and beautiful and as we pass through the road, we have many people who are interested in trading for them. There are some countries who buy more than they sell, such as Italy.

Lastly, there are many spices that you can smell in the air. The fragrance of nutmeg, cinnamon and ginger are some of the most potent. Their scents are so heavenly as we follow along the road. I'm certain that we could use many of these in our recipes at home.

In conclusion, I have had an incredible time on this amazing journey. I have had the pleasure of meeting many different cultures and have learned about many items that I have either never heard of, or at least, have never seen. I am so thankful for this experience, and so happy to share it with you.

Math Activities

Our eighth-grade CIA Math Agents reviewed the laws of exponents by playing Jeopardy. The scholars worked together in groups to solve very difficult questions.

Team A (Everyone)

Agent Goose: but im pretty sure its 8

Agent TropicalCoyote: 2^3

Agent TropicalCoyote: or

Agent TropicalCoyote: 8

Agent Star: 2^3

Agent Goose: 4 1/2?

Agent Star: final answer

Agent Star: for me

Agent NSL7: 2and3

Agent Goose: g

Agent Goose: g

Agent Star: i got it!

Agent Goose is typing...

Team B (Everyone)

Agent Tundra the YoshiWolf: Okay

Agent bobby brown: im going with agent kl

Agent Tundra the YoshiWolf: 8 it is then

Agent Tundra the YoshiWolf: Oh yeah thats what i got, 8

Agent Ehonda: yup

Agent Tundra the YoshiWolf: oh

Agent Tundra the YoshiWolf: It's 2^2 or 2^3 i think

Agent Tundra the YoshiWolf: form 8

Agent Ravioli: 2^8x4????

Agent Ravioli: I have no idea

Agent Tundra the YoshiWolf: oh what the heck

Agent Tundra the YoshiWolf: Oh! i kinda got it right

Agent Ravioli is typing...

Team C (Everyone)

Agent Carter: 4/4?

Agent Luna Lovegood: 2^2 times 2

Agent Sakura: oh no ots 2^3, the fraction bit

Agent Carter: 2/2?

Agent Luna Lovegood: 2 times 2 times 2

Agent Carter: ok

Agent Maple the Waffle Fox: woo

Agent Carter: what was the answer?

Agent Carter: oh

Agent Carter: so 2^3

Agent Carter: ok

Wild Card - \$500

$\frac{2^8}{2^6} \sqrt{4}$

Simplify, leave answer in radical form

$2^{8-6} \cdot \sqrt{4} =$

$2^2 \cdot \sqrt{4} =$

$2^2 \cdot 2 =$

2^3

Points	Question	Points	Name	Score
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

In seventh-grade math class, scholars played Jeopardy to review the concept of Slope. Teams collaborated to make sure all members participated and understood the concepts.

Ice Cream Slope - \$300

Identify the slope for this linear equation

$y = 4x - 5$

Points	Question	Points	Name	Score
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Group A (Everyone)

ok then lets try it

ell: (3, -2)

ok i was wrong

rip

sorry

ell: nice nicole

ell: its fine were working together joshua

lol

ohh you're going hard

ummmm

anyone got any ideas

im lost

Group B (Everyone)

Answer: (3, -2)

yay!

yyy

Where did you get 9?

but what about the y?

Group C (Everyone)

yes

e: and the y value is -2

yeah

3,-2

e: Now all you need to do is write that as an ordered pair (x,y)

e: Doesn't ordered pairs have parenthesis

(3,-2)

3,-2

(3,-2)

Ice Cream Slope 500

800

am...

In sixth-grade math, scholars used mathematical, academic language to solve problems. To do this, they used Vocaroo, an online voice recorder, to share their thought process when solving



Health Class

In seventh-grade health, our scholars have been working hard to develop resistance skills to the pressures of being a teenager. Every scholar knows that good health starts with a healthy diet. Check out a sample newsletter, created by [Najae](#), that teaches about healthy eating habits.



Newsletter Activity

Lesson 06

Healthy Kids

Enter the name of your newsletter.



Look for pictures of foods that you like to eat. Copy the pictures and paste 3 or 4 of them here.

- 1). Chicken Wings
- 2). The Chicken Wings belong to the proteins, because it is a meat, and meat is, and has a good source of protein.
- 3). Chicken wings are relatively high in protein. One chicken wing will have 5 to 9 grams of protein, depending on the size of the wing and if you eat the skin (which does contain some protein). Fried wings



- 1). Pancakes
- 2). Pancakes belong to the grains, because it starts of as a powder, which is grinned up grains, and when you cook it, you make it look like it does in this picture shown to the left.
- 3). Macro nutrients. A 100-gram serving of plain pancakes, which is about 1 1/2 pancakes that are 6 inches in diameter, contains 230 calories, 6 grams of

- 1). Cheese Burger
- 2). The Cheese Burger belongs to every isle except the fruits, because the Sesame Seed bun is a Grain, the Lettuce, Tomato, and onion belongs to the Vegetables, The beef patties belong to the Meats & Beans, and finally the cheese(s) belong to the Dairy products.
- 3). Cheese burger calories come primarily from



STRONGMIND

New elective courses for our scholars will start on Thursday, February 1. Courses include:

- Sixth-Grade Character Education
- Seventh-Grade Introduction to Spanish
- Eighth-Grade Gaming Unlocked



FAMILY SPOTLIGHTS

This month we're featuring the Millaris Family

Amy Millaris, a learning coach, and her scholar Audrey share their experience at CCS.

CCS: What grade is your scholar in and how long have you been part of Compass Charter Schools?

Amy: My scholar Audrey is in sixth-grade and we have been part of CCS for three years.



CCS: Can you tell us a little bit about your family?

Audrey: My dad works for American Medical Response, running shops for ambulances and ensuring they are stocked with supplies that the EMTs and paramedics need when making emergency calls. He is also on the FEMA response team and has been called to work during national crises such as Hurricane Katrina and Hurricane Harvey. I have two older brothers, James, who is on a Cyclocross competition team, which is a combination of downhill and mountain biking. James also participated in MATE, an underwater rover competition, and won medals for his rover design. My other brother, Timothy, is the captain of his high school basketball team and is a great athlete. As for me, I train at a professional ballet company called Bayer Ballet Company, which is a competitive ballet program that is preparing me to become a professional ballerina.

CCS: What is your favorite school subject(s)?

Audrey: My favorite subject is math.

CCS: What do you enjoy most about being part of Compass Charter Schools?

Audrey: My favorite thing about CCS is that it gives me the flexibility to do extracurricular activities like ballet and spend time with my family.

CCS: What do you like to do outside of school? Do you have any hobbies?

Audrey: I am an entrepreneur. I have my own business where I make slime and sell it in my mom's laundromat and to my friends at ballet school. I have a laboratory where I test out different recipes, colors, and seasonal slime, depending on the time of year. I also plan and manage all of the finances of the company to ensure that I make good financial decisions and a profit.

CCS: What is one fun fact that you would like everyone at CCS to know about you?

Audrey: I am an inventor and I like to create vending machines from scratch, including all of the different mechanisms that make the machine work.

CCS: We know that often, with our scholars, each day is different, but what would a typical day look like for you and your scholar?

Audrey: I wake up at 6 am, have breakfast and get ready for the day. After dropping my brothers off at school, I come home and organize my day by looking at all of my subjects and plan what I will focus on for the day. I love that I get to incorporate my ballet into my daily routine. For example, I can print out readings or resources and do my ballet stretching while I read them. I like to focus on one or two subjects per day because then, I can complete only one or two tests or writing assignments per day. I also pair up easier subjects with more difficult subjects to evenly spread out my work and pace myself. This way, I don't have to take four exams in one day. The flexibility is awesome!

CCS: What has been your greatest joy in schooling your scholar at home?

Amy: As her mom, I love seeing how independent she is becoming. She has grown up so much from when she started at Compass. It is wonderful as a parent to see her blossom into a young adult who can work independently and get good grades on her own.

CCS: Share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home? My advice is to make sure to keep your scholar engaged in the program, encourage them to participate in extracurricular activities, clubs, and leadership opportunities that are offered. Encourage them to make friends with their classmates to build a community in the online environment. Also, help them navigate to what they are interested in and help them make connections with their teachers. Those relationships are invaluable to their success!

We're also featuring the Wilridge Family

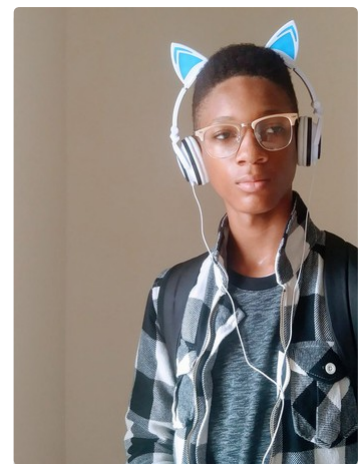
Carmelle Hasan, a learning coach, and her scholar J'Len share their experience at CCS.

CCS: What grade is your scholar in and how long have you been part of Compass Charter Schools?

Carmelle: My scholar, J'Len is in eighth-grade and we have been part of CCS for four years.

CCS: What is your favorite school subject(s)?

J'Len: My favorite subject is science.



CCS: What do you enjoy most about being part of Compass Charter Schools?

J'Len: What I enjoy most about Compass is the challenging nature of the curriculum. I like the projects and that they make you use your brain and do research. I also like meeting new people during Learning Labs.

J'Len: I like to draw, make music, and work on my business, which is called Toocan Imagination. I have been cultivating the business for five years as a way to bring creative arts back into schools and help save animals around the world. I also enjoy making YouTube videos, which I am editing for my YouTube channel. Finally, I like to go on adventures in the woods.

CCS: What is one fun fact that you would like everyone at CCS to know about you?

J'Len: I am obsessed with foxes. I like their personality, the diverse color of their coat and how they play a really important role in the ecosystem, which is to help lower the population of rodents, birds, and other animals.

CCS: We know that often, with our scholars, each day is different, but what would a typical day look like for you and your scholar?

J'Len: I wake up and eat a healthy breakfast with my mom. I love to cook, so sometimes I do the cooking and sometimes my mom does. Then, I read a book to prepare my brain for learning and look at my calendar to decide which subjects to focus on in accordance with the daily Learning Lab schedule. Throughout the day, I take dance breaks in between school work to keep my mind awake and my blood flowing. Then, I will eat a healthy lunch, which again, I cook. After lunch, I do PE (either a Just Dance video or Karate) and then continue with my school work for a few more hours. My mom works from home as well, so we are checking in with each other often. Once school is over, I get to draw and listen to music. I am taking some art classes to learn new art techniques. Then I cook dinner with my mom where we talk about our day.

CCS: What has been your greatest joy in schooling your scholar at home?

Carmelle: I love the freedom to create our own learning environment at home. We can make the curriculum fun and individualize it for J'Len, more than you can at a regular school.

CCS: Share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home?

Carmelle: Be patient with yourself. It can be overwhelming but don't compare yourself to others. Rather, make the experience your own and learn how to create a positive learning environment for both you and your scholar. Be patient with the process. It can take a few years, as it did for us, and we are always learning new things to try. Keep trying!

STAFF SPOTLIGHT

Andrea Lomeli, middle school English teacher at CCS.

CCS: What are your primary job responsibilities?

Andrea: My job is to be an encourage our scholars and to help them in their individual educational journey. I am a leader, listener, supporter. I get to help scholars grow their reading and writing skills to prepare for high school and beyond in our 21st-century world.



CCS: Can you tell us about your family?

Andrea: I have a family of seven. My husband, Ben, and I have been married for 14 years. Our son Cole is 12, our daughter Elliana is 10, and our daughter Macie is six. We have two puppies. Our Boxer Luna is two years old and our Boston Terrier, Lala is three years old.

CCS: What do you and your family like to do during your free time?

Andrea: We are very active in our kids' soccer community. Both my husband and I coach for a competitive soccer club and travel up and down the state of California for various tournaments and events. This is what takes up the majority of my free time!

CCS: What is your favorite thing about working at CCS?

Andrea: I love that even though I primarily work from home, I work for a school that is very supportive and encouraging all around, including our staff and families. I look forward to building on the supportive foundation that Compass has established.

CCS: What is your favorite thing about Learning Labs?

Andrea: I love learning from scholars. I love our time together to collaborate, work together toward common goals, and seeing their faces and hearing their voices to making learning come alive.

CCS: As an educator, is there a piece of advice you'd like to share with learning coaches or scholars?

Andrea: It is never too late to start fresh. With an independent study program like ours, there is a lot of freedom and there is always time to regroup and start fresh when you need to, especially with middle school scholars. This is the time when you need to start advocating for yourself and take ownership of your learning. You are supported by your teachers and staff who are here to support and help you any way you need. You have so many resources! Do not forget to reach out to them whenever you need.

CCS: What is one thing about you that very few people know?

Andrea: I totally sing in the shower. I get to embrace my inner entertainer and feel confident about my skills.

Terrasa McGuire, Middle School Math Teacher at CCS.

CCS: What are your job responsibilities?

Terrasa: As a middle school math teacher, my responsibilities include planning Learning Labs in a way that helps scholars understand the concepts. Additionally, scholars are encouraged to reach out to me to get additional help through email, message center, or instant chat. I communicate with homeroom families about scholars' progress in the online program and I grade discussions and projects.



CCS: Can you tell us about your family?

Terrasa: I live in a small house with my backyard up against BLM land (land that is not owned by anyone). In my home, I live with my dog Chloe who brings me joy and entertainment. My parents volunteer at the same organization that I do and live only 30 minutes from my home.

CCS: What do you and your family like to do during your free time?

Terrasa: Most of my non-work-related time is spent volunteering to feed the homeless in our community and working on my doctorate degree in Educational Technology. My focus for my

degree involves online education and ways that we can improve the success of scholars who participate in this cutting-edge educational environment. When I am not doing that, I enjoy taking trips to Tahoe, CA and having a good meal with my family and friends. My goal for this year is to work on improving my health and fitness by exercising and eating healthier food.

CCS: What is your favorite thing about working at CCS?

Terrasa: My favorite part about working at CCS is that I get an opportunity to help scholars from all over California understand the wonder of math. In a traditional teaching environment, I would only get to interact with people that live in my local area. By working at CCS I get to meet a large number of amazing scholars who are already making a difference in the world. Working online, I have had the pleasure with working with TV stars, movie stars, Olympic hopefuls, professional hockey players, figure skaters, and scholars who have decided to take on the challenge of getting their education independently, so they can thrive in their environment.

CCS: What is your favorite thing about Learning Labs?

Terrasa: My favorite part about Learning Labs is the interaction with the scholars. I look forward every week to “seeing” every scholar attending my Learning Labs. I have the honor of getting to see the light bulb turn on while I provide clarification and instruction. The more engaged the scholars are, the more fun the class can have and, in turn, the more fun I have.

CCS: As an educator, is there a piece of advice you’d like to share with learning coaches or scholars?

Terrasa: As a mathematics educator, I want to help learning coaches and scholars understand the passion I have for the subject. When I was a scholar in middle school and high school and I was asked why I liked math so much, I had an answer that surprised most people who heard it. Math is like a jigsaw puzzle, with every piece that you place in the puzzle, you will see more of the picture until finally, the most amazing image appears. Just like a complex jigsaw puzzle can be challenging to find the right piece, math too can be challenging to understand, but the feeling of accomplishment you get when you finally understand and are able to see that beautiful picture is the best feeling you can have. In order to experience that wondrous emotion, (which only comes through struggle) we must face the challenges and embrace the journey. Eventually, you will understand and be successful. Math is the key that opens all kinds of doors when you are seeking a career and the journey to possessing that key, starts now.

CCS: Share one thing about you that very few people know.

Terrasa: One thing that very few people know about me is that while I was still in school I wrote poetry, some of which has been published in poetry books.

COUNSELING



Happy New Year!

This time of year signals the end of Semester 1, and our team has been working tirelessly behind the scenes preparing for Semester 2 with final details and pre-loading courses for scholars. Additionally, while the bulk of college application season is through, we are still deep into financial aid application season as the March 2nd deadline draws near. Our team continues to support scholars with various records and document requests, as well as financial aid application assistance. We are looking forward to hearing from scholars regarding college acceptance letters as they arrive in the spring!

October and November saw a great deal of college, career, and academic activities and presentations that many learning coaches and scholars were able to enjoy by attending the live sessions or receiving the recordings. We will continue to provide these valuable resources via our department presentations and our College and Career Success Cafes. We invite all of our scholars to contact their counselor for more information.

Lastly, in December our department delivered an internal presentation to our school staff about the topic of Suicide Prevention. Considering the prevalence of adolescent suicide in our culture, our goal is to ensure that our staff knows what to do if such a situation presented itself. Our team values the privilege to continue to support our Compass scholars, families, and staff.

As civil rights pioneer Harriet Tubman once said, "Every dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." As your school counseling team, we are here to help you explore your dreams and discover how to achieve them. Reach out via phone, text, email, or video conference and talk to us soon. Remember to make every day great!

~ Counseling Services Team



Counseling News

Congratulations to our scholars Alexia, Helena, and Amber, who were nominated for consideration of the Carson Scholars Fund scholarship. Our entire counseling team worked collaboratively to nominate three scholars, one from each of our schools - Fresno, Los Angeles, and San Diego. Nominations were based on scholar service to their community in addition to their academic excellence (minimum 3.75-grade point average). If awarded, each scholar stands to receive a \$1,000 college scholarship for their future studies.

This February, the Counseling Department also looks forward to celebrating the 2018 National School Counseling Week, sponsored by the American School Counselor Association. This special week highlights the tremendous impact school counselors can have in helping scholars achieve school success and plan for a career. Please join us in celebrating the week starting next Monday, February 5 through Friday, February 9.

We highly encourage our families to [visit our website](#) and view a variety of helpful college and career preparation resources for scholars.

Family Spotlight

A learning coach shares her scholar's experience at CCS.

Our journey to California from Texas really began in 2016 after my husband's passing. I suppose you can say we are a military family, with my late husband serving in the U.S. Army many years ago, and my daughter serving as a 1st Class Petty Officer in the U.S. Navy. My daughter's involvement in the military is actually what brought us to California.

Having the flexibility of online schooling has been a great benefit for my son, John McHale, as he explores his post-high school options.

John had the opportunity to travel this past November/December to Hawaii to meet the USS Nimitz, a naval supercarrier returning from operations in the middle east. John is considering joining the military as one of his post-high school options, and being able to travel onboard the ship for a week as it returned to the San Diego naval base was a once-in-a-lifetime experience that has aided him in narrowing down a decision as to what he wants to do after he graduates high school in June 2018. He spent the better part of his time observing and assisting with missile launcher maintenance and repair duties in the shop, which was an invaluable experience for him.



While onboard the ship, there was no access to Internet or phone for national security reasons which meant 8 days on the ship without the ability to do school work. Staying on top of his school work definitely required some creativity and sacrifices on John's part while on this trip. He completed as much work as he possibly could in the hotel room at Pearl Harbor, Hawaii, while waiting for the ship to arrive, as well as Powered by BoardOnTrack catching up with work upon his return.

I'm so glad we chose Compass Charter Schools! The flexibility in completing assignments and the range of subjects offered, as well as the ability to pursue topics of interest are all reasons that brought us here. One of the highlights that made me choose Compass over other online schools is the opportunity for social interaction with other scholars and parents through the diverse and interesting field trips offered. My family's experience with Compass has been great so far as I feel closer to the teachers, staff, and administration - more than those of my previous 4 children who attended both public and private brick-and-mortar schools. We are happy to be here.



Staff Spotlight

This month we are featuring **Mr. Jacob Samples, School Counselor at CCS.**

CCS: What are your primary job responsibilities?

Mr. Samples: My responsibilities as a school counselor involve providing support in academic planning and decision making, college and career exploration, and social-emotional wellness for our scholars, families, and faculty.



CCS: Can you share a little bit about your background in education and counseling?

Mr. Samples: I started out years ago as a program leader for an afterschool program called Think Together while I was completing my Bachelor of Arts in Liberal Studies at California State at Fullerton. I then earned my Master of Arts in Clinical Psychology from Antioch University at Los Angeles and moved to Palm Springs, CA to work at a community mental health clinic. I went back to school at the University of Redlands to receive my Pupil Personnel Services Credential for School Counseling while working at the Edison Academy for Differentiated Learning in Ontario, CA as a counselor for grades K-8.

CCS: What is your favorite thing about Powered by BoardOnTrack

Mr. Samples: I truly enjoy the challenge of connecting with scholars and families in a virtual setting, and watching them progress through the program. It is gratifying to see scholars gain confidence as they become more comfortable in their independent learning roles at CCS.

CCS: What is your favorite thing to do when you're not working?

Mr. Samples: My passion is theater arts. I love acting when I have time outside of my role as a school counselor. Additionally, I love to spend time with family and friends, and I love to travel and explore new places when I have the time!



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

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Visit our [website](#) for more information about our academic programs. Or, contact Melissa Blitzstein, Middle School Coordinator, at mblitzstein@compasscharters.org.

850 Hampshire Road, Suite P, ... info@compasscharters.org
 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Online High School | Winter 2018

Happy New Year!

With a new year, often we make new resolutions. As the High School Team starts 2018, our resolution is to continue to put our scholars first and follow our mission to “inspire and develop innovative, creative, self-directed learners, one scholar at a time.” As we look towards the end of semester 1, teachers are continuing to work one on one with scholars, getting them ready for semester finals in Learning Labs and creating individual plans to help scholars finish the semester strong. As a team, we know our great high school scholars will continue to work hard and finish the semester on top!



Looking ahead at semester 2, we will continue to provide our scholars with various opportunities. Our scholars who participate in National Honors Society will be invited to attend an Induction Ceremony and Dinner in early March. Our ninth-grade scholars will be preparing for the Physical Fitness Test, while our eleventh-graders practice and prepare for SBAC testing in the spring. Our science team is continuing to coordinate our in-person a-g science wet labs for semester 2 Biology, Chemistry, and Physics classes. Plus, our seniors, our amazing Class of 2018, are busy preparing for graduation!

The High School team is looking forward to working with our terrific scholars and families and is excited to continue working to ensure success!

Sincerely,

Janae Smith, High School Coordinator

jsmith@compasscharters.org

[@JSmith_Compass](#)

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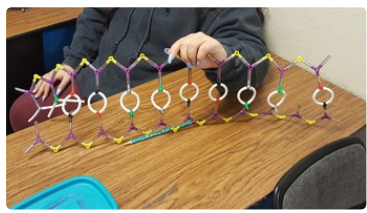
SCHOLAR PROJECTS & ASSIGNMENTS

Take a look at what our scholars have been working on!

Our ninth-grade scholars continue to shine in their AVID elective course. In December, our AVID scholars attended the AVID Leadership Conference at California State University, Long Beach. During the conference, scholars and their families were able to tour the campus and ask questions about college life. After the tour and conference, they were able to cheer on the Long Beach 49ers basketball team during an exciting game.

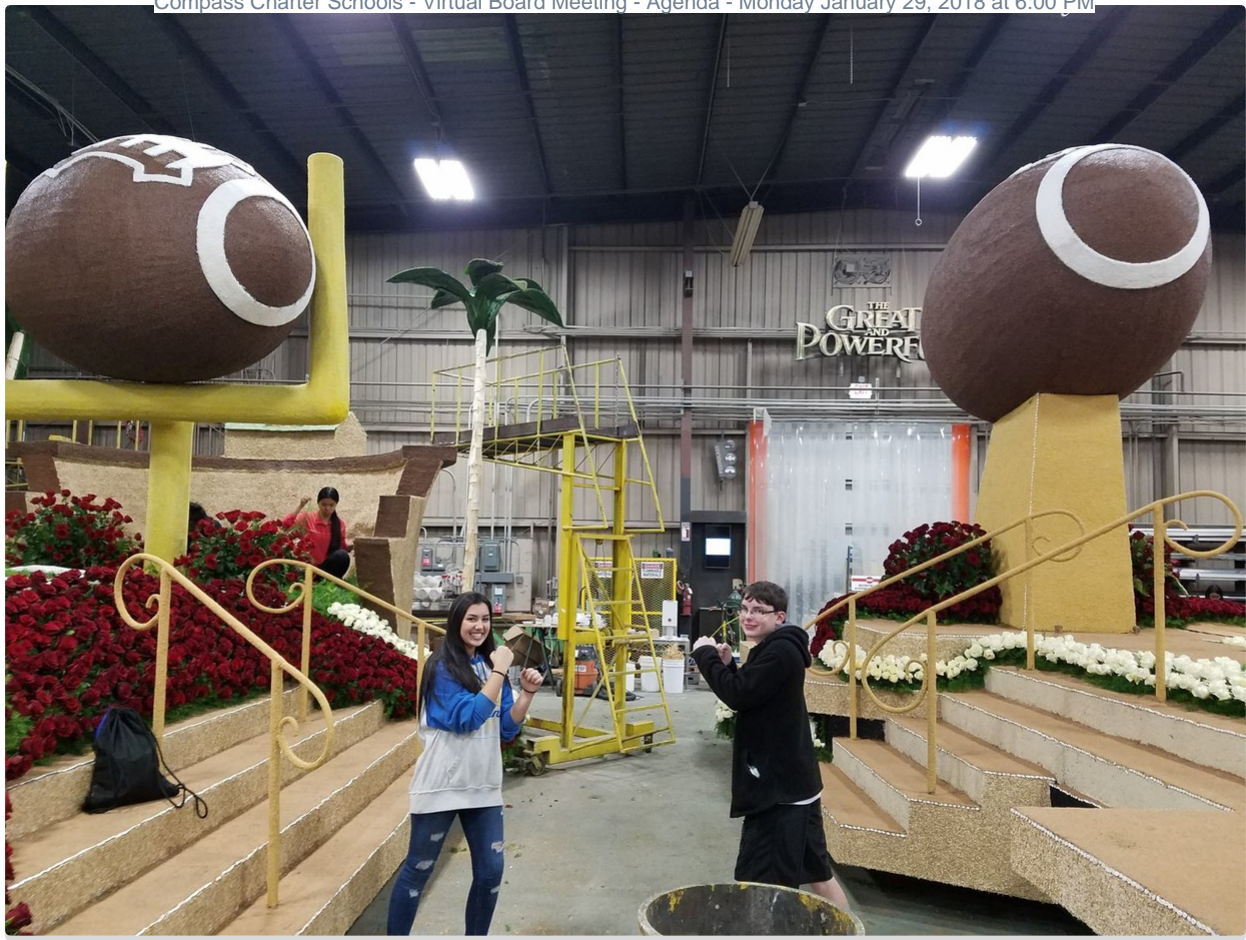


We have offered in-person wet labs for almost three years. We are one of the leading online programs to pioneer this experience for our scholars so that they can earn a-g science lab credit. Our science teachers are working together to ensure that the quality and integrity of our science program continues to provide these in-person labs. Our final wet lab for semester 1 took place on Friday, January 19. Please be on the lookout for all of the wet lab details for semester 2 coming soon.



Our National Honors Society (NHS) scholars and Mr. Yip, the club advisor, went to Pasadena to help decorate a float for the 129th Tournament of Roses Parade. The scholars were able to get their hands dirty and learn about all of the creative resources that are used to create the beautiful floats each year. NHS will also be participating in various service opportunities this spring including volunteering at the Los Angeles Rescue Mission. The club continues to grow and is accepting new members. If your high school scholar is interested in applying for NHS, please contact Mr. Derek Yip at dyip@compasscharters.org.





Our tenth-grade scholars showed off their writing skills earlier this year in Mrs. Hobson's class!
[Here are a few examples](#)

Student A
English 10A
12/20/2017
Project 2

Vacations

Vacations are amazing, exciting and on vacations you'll make memories you'll never forget. I think people should take vacations every year or maybe even sooner than that. If you're tired, stressed out and/or bored of the same old thing then it's time for a vacation. Whether you're saving up, begging to save up or you already have the money ready, use it to vacation. I believe everyone should vacation. So hop on that airplane or train and see where the adventure takes you!

Now imagine that it's the begging of summertime and kids are just getting out of school. They go home every day after attending summer camp. They do the exact same thing all throughout the summer until it's time for them to return to school. Though summer camp can be fun, you won't get out of it what you could get if you went on vacation. Compare that to a summer beach resort vacation. You go out on the beach on a warm summer evening with the sun setting and lying on the sand as you watch the sun set. That's sounds so great, doesn't it? It doesn't even have to be during summertime. What about a holiday vacation in the mountains? Driving through the snow-covered mountains and going sledding with family and friends. Compare that to grandma's annual Christmas party where the same old thing happens every year. Not that anything is wrong with grandma's Christmas party. It's just that you could have a world of more fun and excitement when you go on vacation.

I know that it may not seem like it, but vacations can have a lot of positive effects on you. Vacations can even decrease depression. The Wisconsin based clinic conducted a study and came to find out that the odds of depression were higher

Mr. Bee

World History

3 December 2017

Effects of the Agricultural Revolution

The Agricultural Revolution changed the world in many ways. It is what changed the world from hunter-gathers to permanent settlements. With these new settlements, they had to develop laws and systems of government to make them stable. As more settlements grew, new religions and cultures developed due to the different locations.

Around 12,000 years ago, humans began to plant food rather than gather while on the move. Settlements had to develop because people needed to be nearby to tend their food. Once people did not need to spend all their time hunting for food, they had time to develop things like cuneiform. Cuneiform, began by Sumerians around 3500 BCE, was the first writing system; the development of a writing system is important because it provides a way for us to read records of the historical times (Mark, 1).

Once humans had created settlements and groups of people combined in one place, disputes began to form. To settle these disagreements, village leaders became a government system (Social, political, 1). Once governments formed, they began to create laws that applied to everyone and everyone would know the rules.

Another result of the agricultural revolution and human settlements is culture and religion. Due to the farming that was done in settlements and the abundance of food available, not all citizens had to provide food for the group. This gave people the ability to specialize in things like pottery, metalwork, and art. The creation of writing and works of art began cultures,

Our twelfth-grade scholars had the opportunity to practice supporting ideas with evidence in their English class.

Support Your Ideas with Evidence

Transition

Use a variety of evidence – quotations, concrete details, and facts.

Furthermore, Winston Churchill’s semantics in the speech are complex, yet purposeful. His use of words such as “Parliament,” “War Cabinet,” and “Ministers” helps the reader understand the governmental overtones of this period of time in British history. Churchill is also adept at providing visual images of strife and urgency. He says, “Sir, to form an Administration of this scale and complexity is a serious undertaking in itself, but it must be remembered that we are in the preliminary stage of one of the greatest battles in history.” His request is therefore phrased in a way that creates images of immediate action. **Likewise** the phrase, “I would say to the House, as I said to those who’ve joined this government: ‘I have nothing to offer but blood, toil, tears and sweat.’” famously gives the audience the feeling of extreme hardship. Churchill’s plan for the British government and his country’s involvement in World War II will involve great work.

Explanation

Examples

Explanation

Quotation

Explanation

Transition

Quotation

Explanation

←
→

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Scholars in Mr. Spink’s science class spent time learning how to make rock candy.

L22 A9: Project 5: Rock Candy Lab

Instruction


In this project, you will apply what you have learned about solutions by conducting an experiment that “grows” rock candy. For this lesson, you will complete Part 2 of your project in the lab handout provided in this activity. You will submit your lab handout in *Lesson 24*.

Note: Be sure to save your lab handout in a safe place. You will add to it throughout the project.

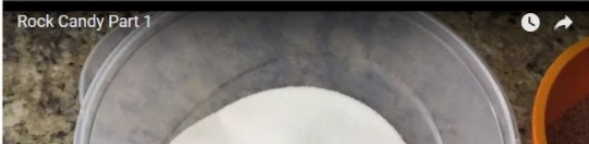
■ **Teacher Notes** ADD/EDIT NOTES

Below are some videos that show the instructor performing this hands-on project.

How to Make Crystal Collector



Rock Candy Part 1



In Chemistry class, our scholars learned about important current events and how chemistry applied to those events.

The Chemistry of Flint's Water Crisis

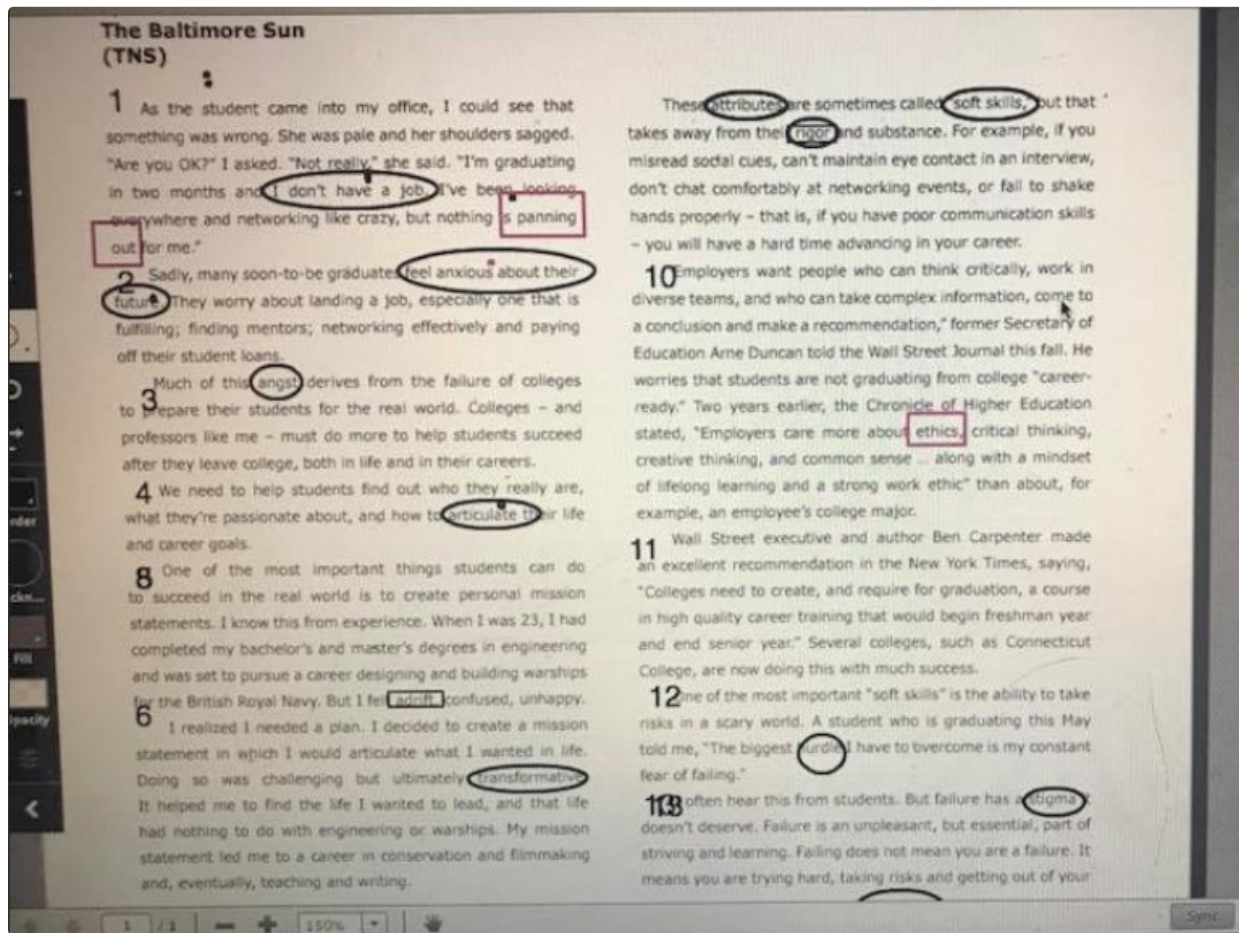
Lead is a naturally occurring element and has been used in paints, additives, and pipes due to its density, malleability, ductility, and durability. Its resistance to corrosion combined with its malleability made it a very popular material for water pipes. It has since been discovered, however, that lead has negative health effects. Lead exposure in children is most drastic, and is linked to learning disabilities, behavioral effects, and delayed puberty. In adults, lead exposure is linked to high blood pressure, decreased kidney function, nerve disorders, and fertility issues.

Key Terms

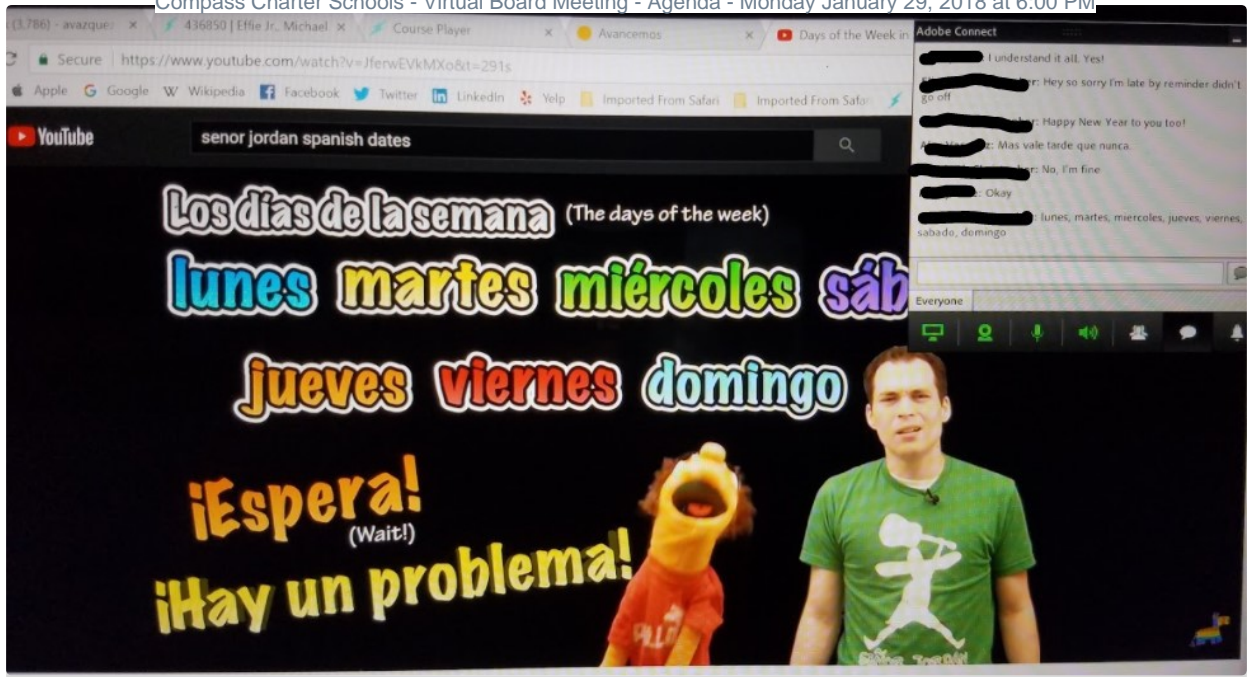
corrosion
a redox reaction resulting in damage to materials that cannot be reversed

passivation layer
a layer formed to make the pipes less reactive, preventing corrosion

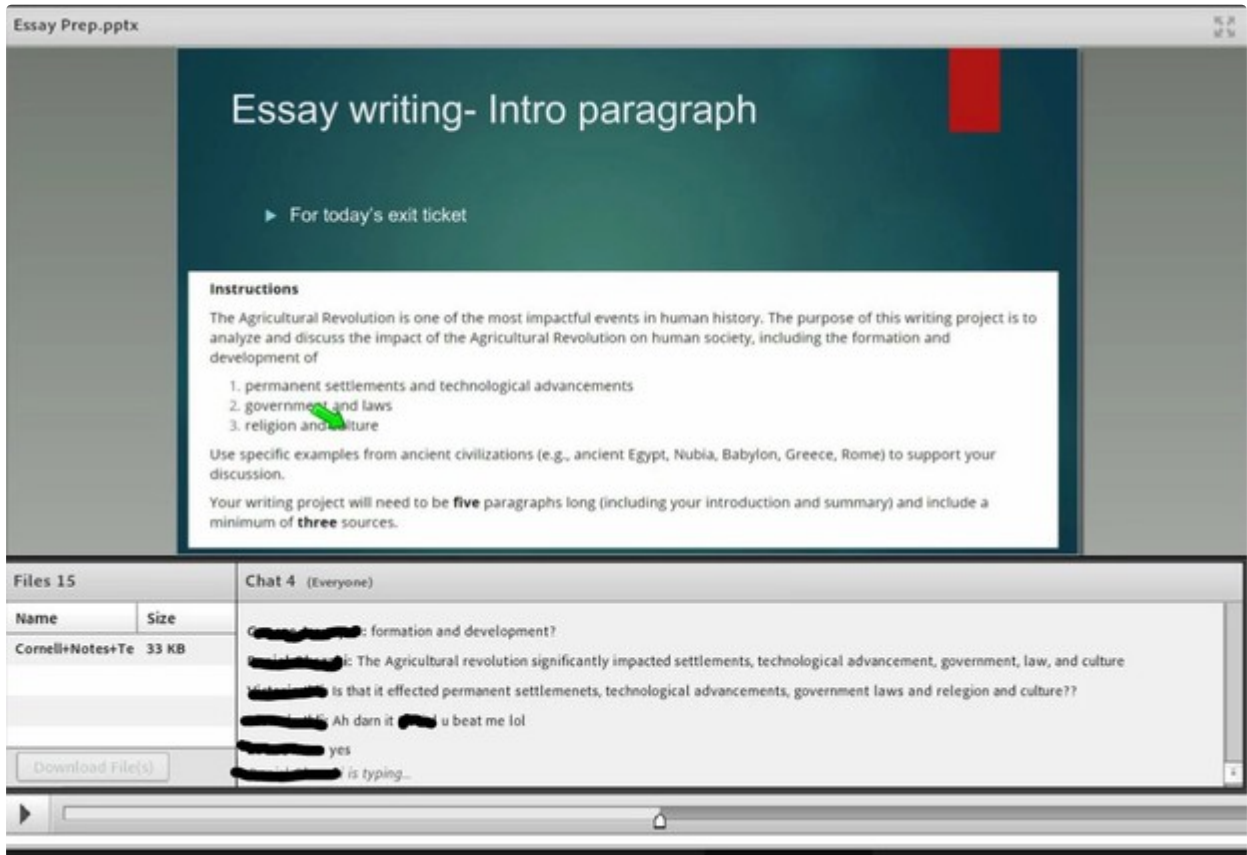
Scholars in our AVID elective course collaborated with each other to complete a close reading assignment.



Our scholars also learned the days of the week in Spanish class with Mr. Vazquez.



Our scholars also learned the elements of a thesis statement and started their research projects on the effects of the Agricultural Revolution.



SCHOLAR SPOTLIGHT

This month we're featuring the McHale Family.

Jonathan McHale is a twelfth-grade scholar at CCS.

CCS: We know that often with our scholars each day is different, but what would a typical day look like for you and your scholar?

Learning Coach: John starts his school day around 9:00 in the morning when he logs onto the CCS site and checks into the assignments for the day. He usually concentrates on completing one assignment before moving on to the next. He takes a break for lunch and continues working until mid-afternoon. He attends his weekly Learning Labs and enjoys interacting with the teachers and other scholars.

What has been your greatest joy in schooling your scholar at home?

Learning Coach: My greatest joy in schooling John at home has been the ease in which school work is completed without stress and the flexible schedule that allows our family to have more time together. I also love being in the position to learn new things every day and relearn things that I've forgotten over the years. I feel closer to the teachers and staff, as well as the school administration than I ever felt with those of my previous four children who attended both public and private brick and mortar schools. I have found the CCS teachers to be extremely knowledgeable, professional, personable, empathetic, and willing to take the time to help in every way possible.



Share a challenge that you have experienced as a learning coach and how you have worked to overcome the challenge.

Learning Coach: I can't think of a significant challenge that I have had to overcome. The whole experience has been one of joy and freedom to live life without school regulations strangling and smothering our family.

Why did you decide to school from home with Compass Charter Schools?

Learning Coach: The main reason for choosing Compass Charter Schools is for the flexibility in completing assignments and the range of subjects offered, as well as the ability to pursue topics of interest. One of the highlights that made me choose Compass over other online schools is the

Share a piece of advice you'd give to a parent thinking about schooling at home.

Learning Coach: Schooling at home offers a less stressful environment for both scholars and their parents while still being afforded the same opportunities available in brick and mortar schools. I highly recommend schooling at home to any parent wanting the best education for their child.

What do you, your scholar, and the family enjoy doing together during your free time?

Learning Coach: We enjoy going to the movies, visiting museums, hiking, traveling, and just spending time together.

STAFF SPOTLIGHTS

David Spink, a High School Science Teacher at CCS.

CCS: What are your primary job responsibilities, and what is your background in education?

David: My primary role is to instruct and support high school scholars in their science course. I have eight years of teaching experience, four of which have been in an online environment. I also have a master's degree in secondary education.



CCS: What are some of your school-related goals for 2018?

David: I have a strong desire to continue learning as an adult by being a successful educator. I enjoy teaching my knowledge to my scholars. My other goal is to spark inquisitive minds and instill a love of learning in my scholars.

CCS: Do you have any advice for our scholars?

David: My advice to scholars is to be persistent and continue to work hard in everything you do because that will lead you to success.

CCS: Can you share one thing about yourself that very few people know:

David: One thing about myself that most people do not know is that I am an artist when I am not teaching. In high school, I received various awards for portrait drawings that I had created. I enjoy playing games and being active outdoors with my family.

Tracy Shield, an Elective Teacher at CCS.

Ms. Tracy, as her scholars know her, is the CCS HS Elective Instructor. Ms. Tracy has been with Compass for three years. She believes her purpose as an educator "is to be that piece of a child's life puzzle that helps them succeed. Without my part, they may have missed something very necessary to move forward in life." The advice she has for learning coaches is "to just be there. Don't assume that your child is doing vPowered by BoardOnTrack doing. We cannot place adult

responsibilities on children. We must surrender to this position and make sure to be as actively involved as they need." One thing that many people do not realize about Ms. Tracy is that she is 50 years old and that her grandmother raised her from birth. When she is not busy supporting scholars in her elective classes, Ms. Tracy surrounds herself with her family and loves to lay around, crack jokes, and laugh.



COUNSELING



Happy New Year to all from the Counseling Team!

This time of year signals the end of Semester 1, and our team has been working tirelessly behind the scenes preparing for Semester 2 with final details and pre-loading courses for scholars. Additionally, while the bulk of college application season is through, we are still deep into financial aid application season as the March 2nd deadline draws near. Our team continues to support scholars with various records and document requests, as well as financial aid application assistance. We are looking forward to hearing from scholars regarding college acceptance letters as they arrive in the spring!

October and November saw a great deal of college, career, and academic activities and presentations that many learning coaches and scholars were able to enjoy by attending the live sessions or receiving the recordings. We will continue to provide these valuable resources via our department presentations and our College and Career Success Cafes. We invite all of our scholars to contact their counselor for more information.

Lastly, in December our department delivered an internal presentation to our school staff about the topic of Suicide Prevention. Considering the prevalence of adolescent suicide in our culture, our goal is to ensure that our staff knows what to do if such a situation presented itself. Our team values the privilege to continue to support our Compass scholars, families, and staff.

As civil rights pioneer Harriet Tubman once said, "Every dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." As your school counseling team, we are here to help you explore your dreams and discover how to achieve them. Reach out via phone, text, email, or video conference and talk to us soon. Remember to make every day great!

~ Counseling Services Team



Counseling News

Congratulations to our scholars Alexia, Helena, and Amber, who were nominated for consideration of the Carson Scholars Fund scholarship. Our entire counseling team worked collaboratively to nominate three scholars, one from each of our schools - Fresno, Los Angeles, and San Diego. Nominations were based on scholar service to their community in addition to their academic excellence (minimum 3.75-grade point average). If awarded, each scholar stands to receive a \$1,000 college scholarship for their future studies.

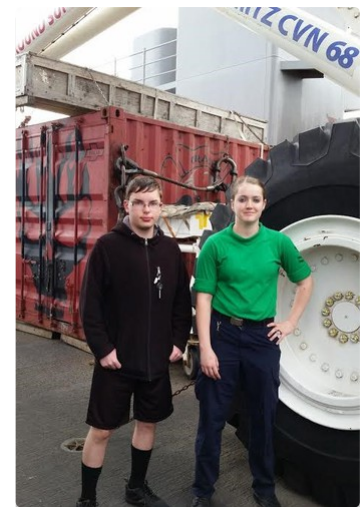
This February, the Counseling Department also looks forward to celebrating the 2018 National School Counseling Week, sponsored by the American School Counselor Association. This special week highlights the tremendous impact school counselors can have in helping scholars achieve school success and plan for a career. Please join us in celebrating the week starting next Monday, February 5 through Friday, February 9.

We highly encourage our families to [visit our website](#) and view a variety of helpful college and career preparation resources for scholars.

Family Spotlight

Our journey to California from Texas really began in 2016 after my husband's passing. I suppose you can say we are a military family, with my late husband serving in the U.S. Army many years ago, and my daughter serving as a 1st Class Petty Officer in the U.S. Navy. My daughter's involvement in the military is actually what brought us to California.

Having the flexibility of online schooling has been a great benefit for my son, John McHale, as he explores his post-high school options. John had the opportunity to travel this past November/December to Hawaii to meet the USS Nimitz, a naval supercarrier returning from operations in the middle east. John is considering joining the military as one of his post-high school options, and being able to travel onboard the ship for a week as it returned to the San Diego naval base was a once-in-a-lifetime experience that has aided him in narrowing down a decision as to what he wants to do after he graduates high school in June 2018. He spent the



While onboard the ship, there was no access to Internet or phone for national security reasons which meant 8 days on the ship without the ability to do school work. Staying on top of his school work definitely required some creativity and sacrifices on John's part while on this trip. He completed as much work as he possibly could in the hotel room at Pearl Harbor, Hawaii, while waiting for the ship to arrive, as well as working hard to catch up with work upon his return.

I'm so glad we chose Compass Charter Schools! The flexibility in completing assignments and the range of subjects offered, as well as the ability to pursue topics of interest are all reasons that brought us here. One of the highlights that made me choose Compass over other online schools is the opportunity for social interaction with other scholars and parents through the diverse and interesting field trips offered. My family's experience with Compass has been great so far as I feel closer to the teachers, staff, and administration - more than those of my previous 4 children who attended both public and private brick-and-mortar schools. We are happy to be here.



Staff Spotlight

This month we are featuring Mr. Jacob Samples, School Counselor at CCS.

CCS: What are your primary job responsibilities?

Mr. Samples: My responsibilities as a school counselor involve providing support in academic planning and decision making, college and career exploration, and social-emotional wellness for our scholars, families, and faculty.



CCS: Can you share a little bit about your background in education and counseling?

Mr. Samples: I started out years ago as a program leader for an afterschool program called Compass Charter Schools - Virtual Board Meeting - Agenda - Monday January 29, 2018 at 6:00 PM

Think Together while I was completing my Bachelor of Arts in Liberal Studies at California State at Fullerton. I then earned my Master of Arts in Clinical Psychology from Antioch University at Los Angeles and moved to Palm Springs, CA to work at a community mental health clinic. I went back to school at the University of Redlands to receive my Pupil Personnel Services Credential for School Counseling while working at the Edison Academy for Differentiated Learning in Ontario, CA as a counselor for grades K-8.

CCS: What is your favorite thing about working at CCS?

Mr. Samples: I truly enjoy the challenge of connecting with scholars and families in a virtual setting, and watching them progress through the program. It is gratifying to see scholars gain confidence as they become more comfortable in their independent learning roles at CCS.

CCS: What is your favorite thing to do when you're not working?

Mr. Samples: My passion is theater arts. I love acting when I have time outside of my role as a school counselor. Additionally, I love to spend time with family and friends, and I love to travel and explore new places when I have the time!



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

Facebook @CompassCS

Visit our [website](#) for more information about our academic programs. Or, contact Janae Smith, High School Coordinator, at jsmith@compasscharters.org.

850 Hampshire Road, Suite P, ... info@compasscharters.org
 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Options Program | Winter 2018

Welcome to 2018!

We hope that 2017 ended well for you and that you have had a great start to 2018 so far. Your EFs would love to hear about what their scholars were up to over Winter Break, so please do share!



This edition of the Options Newsletter is chock-full of examples of the dedication and hard work that our learning coaches and scholars have put into the school year so far. So many have exemplified our CCS Core Values of achievement, respect, teamwork, integrity, and communication. We have seen families work as a team to serve food to the needy, learning coaches who support other homeschooling parents regularly through communication on social media, and scholars who persevere to achieve knowledge and skills in spite of learning disabilities or illness.

Finally, as the end of the fall semester approaches, we encourage you and your scholar(s) to reflect on the semester and the learning that has taken place. *What was their favorite learning activity? What "aha" moments did they have? What topics might they still be struggling with? What did they get particularly excited about?* This may also be the time to change things up a bit if you are finding yourselves in a bit of a homeschooling funk, as we all tend to do every once in a while. *Do your scholars need a new daily routine? Will you change up the types of things you used your fall funds on for the spring semester -- different classes / new reading books / interesting supplements to your curriculum? Is it time to map out a schedule for the week for your scholars, or perhaps change the one you currently use?* Your EFs are ready and willing to help in any of these areas!

Wishing you a fantastic 2018!

Kristy Smith, Options Learning Manager

ksmith@compasscharters.org

[@CCSKristySmith](#)

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- Counseling
- Share Your Story

WHAT'S NEW IN OPTIONS?

Since our last newsletter, we have added a couple of great opportunities for both parents and scholars to get involved. Our remarkable EF Melissa Collier now hosts monthly Options Hangouts, giving the Options scholars a social forum to connect and share about various topics. It has been fun to see them share about their favorite field trips and pets so far. If you have a suggestion for a future Options Hangout session, I encourage you to email the suggestion to [Melissa](#).



In early December, several learning coaches and EFs came together virtually for an Options Roundtable to chat about curriculum. The Roundtable proved to be a great exchange among learning coaches and EFs alike, as we all gleaned something from those who shared their experiences with and likes/dislikes of several curriculum options. One parent shared, "It was very helpful to learn the different options we have available for our kids from parents who have tried these programs." Another expressed, "I feel like I may need to change things up a bit mid-year, so this was perfect timing." If you missed this Roundtable, I encourage you to catch the next one. If you have a topic for a future Roundtable discussion that uniquely applies to our Options scholars, please [send it](#) our way!

CELEBRATING OUR SCHOLARS

Our first-grade scholar, Michael N. is discovering different types of fruits and vegetables and how they grow. Here he is exploring how these brussel sprouts grow on a stalk. Both the stalk and brussel sprouts are edible, but the stalk requires longer cooking. He had never seen a vegetable grow like this and found it quite fascinating!



In this [interactive worksample](#), Jax M. demonstrated his knowledge of a cell. According to his mom, Lara, "We did diagrams of the cell in our science notebooks and then got out play dough and replicated the parts we learned about into a 3D model. Then Jax and his brother tested themselves by making a video and seeing if they could name all the parts! It was a great hands-on way to remember the shapes and names of the parts of the human cell." This was a great work sample showing hands-on, engaging, and creative learning!



Second-grade scholar, Carlos M. has been working on different types of experiments in science. He recently completed a celery stick experiment where he put celery in water and then added food coloring. He was super excited to add the red food coloring and waited patiently to see



Davin is a first-grade scholar at our Orange County Learning Center, and he is also part of our Wednesday Voyagers' program through Biola University. Davin created this artistic representation of the book *The Family Under the Bridge* after they read and discussed it together in the Voyagers' Language Arts class. His mom said, "The project was to explain the book by illustrating a poster with a favorite part, sad or disappointing part, place you might want to visit, favorite character, etc. Davin illustrated the part at the end of the book when the main character, Armond, a homeless man, found a home and job for both himself and the family he grew to care for. It was a very proud moment for him."



Kaelyn is taking an art class at KidsArt Rancho Cucamonga. She has a passion for art, which is demonstrated in this drawing of a Japanese cartoon character.



Elias built this diorama to represent the 2nd Battle of Bull Run. He learned that the battle was also called the Battle of Manassas and that three generals fought there.



The MacLeish siblings spent time serving together at a local soup kitchen.





CURRICULUM UPDATES

It's the start of a new year, and new happenings in the Vendor Department! We have recently added three new vendors to our always-growing list of curriculum options for our homeschool families. Our new vendors include:

[Henry Doktorski](#) - Chess teacher located in the Tomaculo area



In addition, Little Passports is offering new subscriptions with the start of the new year. Take a look at their [flyer](#) to see if any of these subscriptions might suit the needs of your scholar.

Lastly, a couple of vendors have let us know that they adjusted their pricing. Math-U-See will offer their materials according to this [new price list](#), and Kidnastics Gymnastics & Cheer in Los Alamitos has [new prices](#) for some of their classes as well.

FAMILY SPOTLIGHTS

The Moresi Family

This month we would be pleased to introduce you to the Moresi family! Peter, Jen, James and Natalie live in Thousand Oaks, and this is their first year at CCS, although definitely not their first year homeschooling! Jen took some time to tell us all about James and some of his exciting recent academic accomplishments.

CCS: Tell us about your family:

Learning Coach: Well, our family consists of my husband and myself, James, who is in second grade, and my step-daughter, Natale, who is in 4th grade. I am currently homeschooling James, and this is our first year with CCS. So far we are really happy with our choice!

CCS: Why did you decide to enroll with Compass Charter Schools?

Learning Coach: For the past few years I filed a PSA, but we decided that a charter school would better fit our needs as James is getting older and more involved in extracurricular activities and enrichment classes. I researched several of the charter schools, and I really liked the online aspect of Compass. I also felt that the parents were given a lot of freedom to make the appropriate choices for their scholars. I was already friends with my EF, Lindsey Chalco-Paz, and so joining Compass was an easy fit for us!



CCS: Can you tell us a little bit about what your homeschool life is like?

Learning Coach: James currently is really enjoying taking enrichment classes. He takes classes several days a week at Huckleberry Center for Creative Learning in Simi Valley, and he also takes classes at the homeschool program through Conejo Valley Parks and Recreation. He really enjoys science and art classes and is enrolled to start a film class with Conejo this month. We also are active participants in our local homeschool park day.

CCS: What are some of James' hobbies? What do you enjoy doing as a family?

Learning Coach: James is very into video games, so he enjoys spending time doing that. He also loves drawing -- he is a great artist. Our family loves to do the drawing tutorials on Art for Kids Hub together. Since we are a blended family, we really cherish the time that we get to spend with Natalie, James' sister. She is with us every other weekend, and James really looks forward to that. They love to play outside, ride scooters, and be together!

CCS: Can you tell me about a time that James achieved something great?

Learning Coach: Well, academically, when he started to read chapter books independently, we were all pretty thrilled! It seemed to happen overnight, sometime last year, and it was a big breakthrough for him. He is an avid reader now and loves to read the *Diary of a Wimpy Kid* and *Captain Underpants* series.

The Imlach Family

We would also like to introduce you to the Imlach family. Denae and Chloe Imlach are in the second and third grades, respectively. The Imlach family lives in Anaheim, and this is their first year at CCS. Stacey shared with us a little about their family and homeschooling adventure.

CCS: We know that often with our scholars that each day is different, but what would a typical day look like for you and your scholar?

Learning Coach: We start our morning routine with coffee/tea and some literature to read. I (Mom) read aloud while breakfast is being eaten, and we discuss what is being read. We clean up, do small light chores, get ready for the day, and come back to the table for some journal writing/devotion time and math work. After our math lesson, we do some active stretching or walking around our apartment complex. Sometimes the girls start laundry and prep snacks while I am getting our next subject in order. At this point of our day, we review things that we are learning in class at the Orange County Learning Center. We do a creative writing lesson, sometimes prompted by a topic discussed in our readings earlier or just using our imaginations. We utilize our local library and bring home books that encourage the things that the girls are most interested in. The afternoons are usually filled with park play dates or letting the apartment kids come over to play. The girls help with dinner and dishes, and I encourage more reading and board game playing in the evenings. Some of our favorites are Sequence, Clue, Blokus and Connect 4. We end our day with an occasional tv episode, art/crafts and more books!

CCS: What has been your greatest joy in schooling your scholar at home?

Learning Coach: We all agree that we love the flexibility that we have and getting to do school in the parks.



CCS: Share a challenge that you have experienced as a learning coach and now you have worked to overcome the challenge.

Learning Coach: Learning to communicate why we homeschool to others has been our biggest challenge. We moved our family from Oregon to Anaheim almost 5 years ago. It took our family two years to find other homeschool families in this area that we could come alongside. Finding other like-minded parents and kids really helped to bring a balance to that question from others. I had written our family homeschool mission statement as we started this journey, but it was hard to see the girls not have a confident response to others in regards to not going to the same school as all the other apartment kids. Being part of the Compass family has helped us form in them an identity of how to be great life learners and giving an assurance of how they belong to something important.

CCS: Why did you decide to school from home with Compass Charter Schools?

Learning Coach: With my husband working in retail and other time investments within the community we have always believed that homeschool would give us the flexibility that we needed. Compass is our third Charter School program and we found it by following our EF! I am so grateful for their friendship and guidance. When my girls make good connections with others, it is only natural to want to keep them in those same circles.

CCS: Can you share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home?

Learning Coach: Our family motto is to always be humble, aggressive learners. Recognize that every day is new, you will make mistakes and you won't have all the answers but be gracious to yourself. Enjoy learning alongside your kids.

CCS: What do you, your scholar and the family enjoy doing together during your free time?

Learning Coach: The girls are part of GRDC Tap Dance Company. It is a service to the community. We volunteer our time and practice several hours each week to perform in Assisted Living Homes for those elderly who are unable to attend functions outside of the facility. We love nature hikes and fishing together and recently built a "Tinker Bench," a specific space to allow the girls to be creative by building small wood projects and using recyclables to invent amazing creations! The girls love building forts out of everything, and we bought them pocket microscopes for Christmas, which we are really having fun with. We have several families living in our apartment complex and in the surrounding vicinity that are on refugee status, and we are always helping as English conversation partners, driving them to places and joining in the many cultural opportunities that are all around us.



VENDOR RELATIONS

Vendor Spotlight: California 4-H Program

When you think of a 4-H program, you might only think of animal husbandry, farming, and agriculture. While a 4-H program is most well-known for its agricultural aspects, they offer so much more! One of our new vendors, the California 4-H Program is a part of the University of California Division of Agriculture and Natural Resources (UC ANR). The program promotes hands-on, experiential learning.

4-H programs enable scholars to build positive communication and leadership skills. Meeting once a month, the groups are run and managed by the youth, including creating agendas, taking minutes, giving financial reports, and budgeting for community projects. When a scholar joins 4-H, they choose a project to enroll in. Examples of projects are robotics, animal science, public speaking, and home arts. A 4-H project is planned work in an area of interest to the 4-H youth. The projects are guided by a 4-H adult volunteer, aimed at planned objectives that can be attained and measured, summarized by record keeping, and include a minimum of six hours of project instruction. Project participation is tracked by enrollment in the program's online system and by completing annual project reports.



For a list of 4-H groups approved by Compass: [Riverside County](#); [San Bernardino County](#).

Vendor Spotlight: Education.com

If you're interested in a variety of engaging educational games, worksheets, science projects, downloadable workbooks, and guided lessons for less than \$10 a month, take a look at what Education.com has to offer. When asked what inspired them to start



the business, their response was, "As the company has evolved, we saw that we could really boost kids' motivation to learn, increase their confidence in learning, and unlock their potential by developing a wide variety of our own resources that could speak to each child's unique needs." It is evident that Education.com has a passion for learning and they want to share their variety of resources with families. The materials offered through Education.com can be used to supplement learning throughout the year, to differentiate learning, and/or to focus on a certain skill.

Although there are so many offerings on Education.com, their "games and worksheets are [the] most popular learning resources. In fact, [the] Sight Words Bingo game, Bubble Buster Addition and [the] brand new Typing games (including the Home Row Flying Squirrel game) that help promote digital literacy, are among the kids' favorites. Also, Guided Lessons that tie together multiple games, songs, and stories to teach overarching skills are among the most used features on Education.com."

Right now, Education.com would like to offer families of Compass Charter Schools 25% off any Education.com Premium account. Just use [this link](#) and you'll automatically receive 25% off at checkout.

HELPFUL RESOURCES

Winter Olympics 2018 Educational Resources

As we approach the exciting start of the 2018 Winter Olympics, we wanted to share some fun resources with you.

- Families will enjoy learning about the Winter Olympics in this exciting [webquest](#) as they explore the connections between math and the Winter Olympics.



- [Quick facts](#) about the PyeongChang 2018 Winter Olympics
- A fun [word search](#) about the winter olympic sports
- [Books](#) about the Winter Olympics
- [Teachers Pay Teachers](#) is a great resource for Winter Olympic activities that can be purchased or some that can be downloaded for free.

STAFF SPOTLIGHT

Michelle Vreenman, Educational Facilitator

CCS: What is your name, and can you share a bit about yourself/family?

Michelle: My name is Michelle Vreeman. My husband, Eric, and I just celebrated our 20th anniversary last month. We met as sophomores in high school, went to colleges together, and got married after we got our teaching jobs.

We are proud parents of two amazingly, wonderful kids, Kate (11) and Joseph (3). They are kind and loving kids and our greatest joy! We are also a homeschooling family. Of course, they would give me a hard time if we left out our three furry family members which include Hank the Vizsla, Daisy the Terrier, and River the Pub/Pomeranian/Chihuahua mix.

CCS: What is one of your favorite parts about working at CCS?

Michelle: I love working with each of the families! I love to see their approach to educating their scholars and how excited they are about their work. I am also so thankful to be working with such an amazing team of supportive and knowledgeable educators. Everyone is always so ready and willing to help out and work together.



CCS: What is your favorite thing to do when you are not working?

Michelle: We enjoy Jeeping in Utah, traveling, reading, cooking, kayaking, and hiking as much as we can.

CCS: What is (or was) your favorite subject to study?

Michelle: My favorite subjects to study, and teach, are science and social studies.

CCS: Do you have any advice for scholars?

Michelle: My advice for scholars would be to follow their passion. If they love a subject or activity, dive in and see where that passion can take them!

CCS: What is your background in education?

Michelle: I have been in education for about 20 years. Overall, I've had so many varied and wonderful experiences in education and feel so fortunate to have worked with so many different families and scholars over the years.

I started off teaching High School US History, Government, Economics, and Sports/PE. I was also the Head Volleyball Coach and the school's Yearbook Advisor during these years. Then I worked as an elementary classroom teacher. I primarily taught fourth grade but also had a 2/3 combination class.

I then took a break and stayed home with my new daughter for the next three years. At this point, I began working from home facilitating courses with an online University as an Online Faculty Instructor and also started teaching high school US History online with a charter school. During this time, I also began homeschooling.

I am now happily working for Compass as an Educational Facilitator and look forward to working with Compass families for many years to come!

CCS: How can Options families contact you if needed?

Michelle: Through phone or text at (805) 358-8666 or by email at mvreeman@compasscharters.org

Susan De La Pena, Educational Facilitator

CCS: What is your name and can you share a bit about yourself?

Susan: My name is Susan De La Peña. I live in Clovis, California but grew up in Norco with the horses. I have been married for 26 years and have six children, two girls, and four boys. The girls are the oldest and youngest and the boys are sandwiched in between. My two oldest children go to college in Southern California. One is at the University of Redlands and will graduate in April - then off to grad school. The other is at Biola University and should graduate next year. I have 2 boys in high school (11th and 9th), one in middle school (7th), and a daughter in 2nd grade. We also have a scholar visiting from China. My family and I are very involved at our church. I work in the nursery and toddler room there. You just can't get me away from kids! My dream is to one day have a small farm.

CCS: What is one of your favorite parts about working at CCS?

Susan: I love the sense of family and team we have here at CCS. It makes working here enjoyable, and it helps you to feel like you belong and are a part of something bigger. It is also great to be able to interact with the scholars and their families. I enjoy getting to learn about them and what they like.

CCS: What is your favorite thing to do when you are not working?

Susan: Well, since I don't have a lot of spare time, I mostly spend time with my family when I am not working.



CCS: How can Options families contact you if needed?

Susan: I am available through email at sdelapena@compasscharters.org, or by phone at 805-807-5718. My 'door' is open!

CCS: What is (or was) your favorite subject to study?

Susan: I LOVE science, still do. I try and keep up on what is going on in the world of science through reading.

CCS: Do you have any advice for sch

Susan: It is important for you to do your work and study, but even more important is to develop a love for learning and learn HOW to learn. Then you will always be a 'scholar' of the world around you.

CCS: What is your background in education?

Susan: I received my degree from CSU Fresno. I taught in Fresno Unified as a long-term substitute before I moved to Texas. In Texas, I taught second grade for a bit. After we moved back to California, I would sub occasionally, but mostly was a mom. Six years ago, I started working with high school scholars in an online setting, helping out in the counseling department. I moved back into teaching this school year.



COUNSELING



Happy New Year to all from the Counseling Team!

This time of year signals the end of Semester 1, and our team has been working tirelessly behind the scenes preparing for Semester 2 with final details and pre-loading courses for scholars. Additionally, while the bulk of college application season is through, we are still deep into financial aid application season as the March 2nd deadline draws near. Our team continues to support scholars with various records and document requests, as well as financial aid application assistance. We are looking forward to hearing from scholars regarding college acceptance letters as they arrive in the spring!

October and November saw a great deal of college, career, and academic activities and presentations that many learning coaches and scholars were able to enjoy by attending the live sessions or receiving the recordings. We will continue to provide these valuable resources via our department presentations and our College and Career Success Cafes. We invite all of our scholars to contact their counselor for more information.

Lastly, in December our department delivered an internal presentation to our school staff about the topic of Suicide Prevention. Considering the prevalence of adolescent suicide in our culture, our goal is to ensure that our staff knows what to do if such a situation presented itself. Our team values the privilege to continue to support our Compass scholars, families, and staff.

As civil rights pioneer Harriet Tubman once said, "Every dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." As your school counseling team, we are here to help you explore your dreams and discover how to achieve them. Reach out via phone, text, email, or video conference and talk to us soon. Remember to make every day great!

~ Counseling Services Team



Counseling News

Congratulations to our scholars Alexia, Helena, and Amber, who were nominated for consideration of the Carson Scholars Fund scholarship. Our entire counseling team worked collaboratively to nominate three scholars, one from each of our schools - Fresno, Los Angeles, and San Diego. Nominations were based on scholar service to their community in addition to their academic excellence (minimum 3.75-grade point average). If awarded, each scholar stands to receive a \$1,000 college scholarship for their future studies.

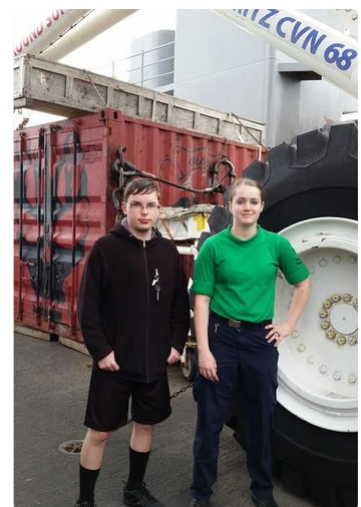
This February, the Counseling Department also looks forward to celebrating the 2018 National School Counseling Week, sponsored by the American School Counselor Association. This special week highlights the tremendous impact school counselors can have in helping scholars achieve school success and plan for a career. Please join us in celebrating the week starting next Monday, February 5 through Friday, February 9.

We highly encourage our families to [visit our website](#) and view a variety of helpful college and career preparation resources for scholars.

Family Spotlight

Our journey to California from Texas really began in 2016 after my husband's passing. I suppose you can say we are a military family, with my late husband serving in the U.S. Army many years ago, and my daughter serving as a 1st Class Petty Officer in the U.S. Navy. My daughter's involvement in the military is actually what brought us to California.

Having the flexibility of online schooling has been a great benefit for my son, John McHale, as he explores his post-high school options. John had the opportunity to travel this past November/December to Hawaii to meet the USS Nimitz, a naval supercarrier returning from operations in the middle east. John is considering joining the military as one of his post-high school options, and being able to travel onboard the ship for a week as it returned to the San Diego naval base was a once-in-a-lifetime experience that has aided him in narrowing down a decision as to what he wants to do after he graduates high school in June 2018. He spent the



While onboard the ship, there was no access to Internet or phone for national security reasons which meant 8 days on the ship without the ability to do school work. Staying on top of his school work definitely required some creativity and sacrifices on John's part while on this trip. He completed as much work as he possibly could in the hotel room at Pearl Harbor, Hawaii, while waiting for the ship to arrive, as well as working hard to catch up with work upon his return.

I'm so glad we chose Compass Charter Schools! The flexibility in completing assignments and the range of subjects offered, as well as the ability to pursue topics of interest are all reasons that brought us here. One of the highlights that made me choose Compass over other online schools is the opportunity for social interaction with other scholars and parents through the diverse and interesting field trips offered. My family's experience with Compass has been great so far as I feel closer to the teachers, staff, and administration - more than those of my previous 4 children who attended both public and private brick-and-mortar schools. We are happy to be here.



Staff Spotlight

This month we are featuring Mr. Jacob Samples, School Counselor at CCS.

CCS: What are your primary job responsibilities?

Mr. Samples: My responsibilities as a school counselor involve providing support in academic planning and decision making, college and career exploration, and social-emotional wellness for our scholars, families, and faculty.



CCS: Can you share a little bit about your background in education and counseling?

Mr. Samples: I started out years ago as a program leader for an afterschool program called Compass Charter Schools - Virtual Board Meeting - Agenda - Monday January 29, 2018 at 6:00 PM called Think Together while I was completing my Bachelor of Arts in Liberal Studies at California State at Fullerton. I then earned my Master of Arts in Clinical Psychology from Antioch University at Los Angeles and moved to Palm Springs, CA to work at a community mental health clinic. I went back to school at the University of Redlands to receive my Pupil Personnel Services Credential for School Counseling while working at the Edison Academy for Differentiated Learning in Ontario, CA as a counselor for grades K-8.

CCS: What is your favorite thing about working at CCS?

Mr. Samples: I truly enjoy the challenge of connecting with scholars and families in a virtual setting, and watching them progress through the program. It is gratifying to see scholars gain confidence as they become more comfortable in their independent learning roles at CCS.

CCS: What is your favorite thing to do when you're not working?

Mr. Samples: My passion is theater arts. I love acting when I have time outside of my role as a school counselor. Additionally, I love to spend time with family and friends, and I love to travel and explore new places when I have the time!



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

Facebook @CompassCS

Visit our [website](#) for more information about our academic programs. Or contact Kristy Smith, Options Learning Manager, at ksmith@compasscharters.org.

850 Hampshire Road, Suite P, ...	info@compasscharters.org
855-937-4227	compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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FOR IMMEDIATE RELEASE:
January 12, 2018

CONTACT: Rayna Gamble
(805) 405-8365

Compass Charter Schools (CCS) Announces Participation in National School Choice Week

THOUSAND OAKS — Compass Charter Schools (CCS) announced today that it will celebrate its scholars, teachers, and staff during National School Choice Week, which will be held from January 21-27, 2018.

CCS is a virtual independent study charter school serving grades TK-12 with a scholar enrollment of over 1,000. In 2012, 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 homeschool 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.

"Education is all about choices," shared J.J. Lewis, CCS President & CEO. "CCS believes in choice as well, and has two unique virtual programs for scholars through California to choose from. The Compass Experience is not like the typical online school, and I invite families to learn more about our unique educational experience and consider joining our family, who is committed to scholar success!"

Started in 2011, National School Choice Week (NSCW) is the world's largest annual education-related celebration. The goal of NSCW, which features participation from tens of thousands of schools and organizations, is to shine a positive spotlight on effective education options for children.

During National School Choice Week, schools across America celebrate the challenging, motivating, and effective education they provide to scholars. At the same time, parents use the week to learn more about the education options available to their children, in advance of the upcoming school year.

"We are grateful to have CCS participate in National School Choice Week 2018," said Andrew Campanella, NSCW President. "I salute the scholars, teachers, staff and families of CCS for their commitment to raising awareness about educational opportunity. Today's scholars are tomorrow's leaders, and it's up to everyone to ensure that we prepare children for successful, happy, and productive lives. CCS is working to do that."

National School Choice Week is nonpartisan and nonpolitical, and is not related to any legislative advocacy effort. For more information visit www.schoolchoiceweek.com, via Twitter (www.twitter.com/schoolchoicewk), on Facebook (www.facebook.com/schoolchoiceweek) or on Instagram (www.instagram.com/schoolchoiceweek).

About Compass Charter Schools

Compass Charter Schools (CCS) is a WASC-accredited virtual public charter school serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their homeschool or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org, via Twitter (<https://twitter.com/CompassCs>), on Facebook (<https://www.facebook.com/CompassCS/>) or on Instagram (<https://www.instagram.com/compasscs/>).

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FOR IMMEDIATE RELEASE:

January 17, 2018

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Hosting Ice Cream Social to Celebrate National School Choice Week

THOUSAND OAKS — Compass Charter Schools (CCS) is excited to announce that it will host an ice cream social this Thursday, January 18, to commemorate National School Choice Week (January 21-27, 2018).

The event, which will begin at 12 pm in the courtyard of the Trinity Cristo Rey Lutheran Church in Santa Ana, will celebrate school choice with CCS' scholars, parents, and staff. Scholars will be able to share why school choice is important to them while wearing their school choice scarves and enjoying ice cream. The event is open to CCS scholars, parents, teachers, and staff; media may RSVP.

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“We are excited to celebrate our scholars, families and staff at our ice cream social during National School Choice Week,” said J.J. Lewis CCS President & CEO. “CCS is proud to be a school of choice and offer scholars throughout California two quality academic programs to best meet their unique needs. We are truly looking forward to raising awareness and celebrating the importance of school choice during our ice cream social tomorrow.”

Started in 2011, National School Choice Week is the world's largest annual education-related celebration. The goal of NSCW, which features participation from tens of thousands of schools and organizations, is to shine a positive spotlight on effective education options for children.

During National School Choice Week, schools across America celebrate the challenging, motivating, and effective education they provide to students. At the same time, parents use the week to learn more about the education options available to their children, in advance of the upcoming school year.

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FOR IMMEDIATE RELEASE:

January 19, 2018

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Announces Participation in The Great Kindness Challenge

THOUSAND OAKS — Compass Charter Schools (CCS) announced today that it will again participate in The Great Kindness Challenge next week, January 22-26 to promote a positive, kind, and unified school environment.

CCS is a virtual independent study charter school serving grades TK-12 with a scholar enrollment of over 1,000. In 2012, 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 homeschool 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.

“CCS is dedicated to continuing to provide scholars with a safe, positive, and kind learning environment,” said J.J. Lewis, CCS President & CEO. “We strongly believe that scholars are better able to learn and succeed when they receive positive encouragement from their peers, teachers and school staff. We are committed to being a Certified Kindness School and encouraging kindness, positivity, and unity throughout the Compass community..”

Started in 2011, The Great Kindness Challenge is a proactive and positive kindness initiative that improves school climate and increases scholar engagement. The Great Kindness Challenge is one week devoted to performing as many acts of kindness as possible at school and at home. It’s a grassroots movement that encourages scholars, teachers and school staff to work together to help make our schools, communities, and world a more kind place. It offers an innovative and successful approach to encouraging kindness, positivity, and unity in school communities.

During The Great Kindness Challenge, schools across America commit to creating a culture of kindness in their schools. Scholars are invited to download the free checklist provided by The Great Kindness Challenge with 50 different kind acts to complete throughout the week. Those who accept the challenge will show the world that kindness matters.

The Great Kindness Challenge is proudly presented by Kids for Peace, a global 501(c)(3) nonprofit organization. For more information about The Great Kindness Challenge, visit <https://thegreatkindnesschallenge.com/>, via Twitter (<https://twitter.com/kidsforpeace>), or on Facebook (<https://www.facebook.com/thegreatkindnesschallenge/>).

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FOR IMMEDIATE RELEASE:

January 22, 2018

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Selected to Join The Energy Bus for Schools Leadership Journey

THOUSAND OAKS — Compass Charter Schools (CCS) announced today that it has been selected to join The Energy Bus for Schools Leadership Journey (EBSLJ) for the 2017-18 school year.

As members of the EBSLJ, CCS will use a positive culture framework to help its teachers and school staff build a culture based on positivity and shared-leadership. CCS will apply common language and the EBSLJ's seven key principles to guide its school practices and put a focus on positivity within its learning communities.

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"CCS is dedicated to continuing to provide scholars with an engaging, inviting, and positive learning environment," said J.J. Lewis, CCS President & CEO. "We strongly believe that scholars are better able to learn and succeed when they receive positive encouragement from their peers, teachers and school staff. We are excited to be the first virtual school on this journey and are committed to being active members of The Energy Bus and encouraging leadership and positivity throughout the entire Compass community."

Started in 2016, The EBSLJ was established by former school principal, Niki Spears, and based on the principles of the bestseller *The Energy Bus* by Jon Gordon. The EBSLJ is on a mission to inspire and develop leaders (scholars and educators) who positively impact schools, families, communities and the world. Based on its seven key principles and unique set of best practices, the EBSLJ provides a transformational, multi-year approach to help schools create and sustain a positive school culture and develop positive school leaders.

"We are excited about our partnership with Compass Charter Schools. After speaking with Mr. Lewis, President & CEO, and listening to the vision and goals of Compass Charter Schools, we knew that he and his team would be a great addition to our family of certified Energy Bus Schools," shared Niki Spears, EBSLJ Co-Founder and Chief Energy Officer. "We believe that true success begins with leadership and are always in search of leaders who embrace positive culture. The success principles from The Energy Bus combined with the challenging, innovative academic platform of Compass Charter Schools will inspire and develop innovative, solution-minded scholars and adults who are prepared to change the world. We are thrilled to begin our journey together!"

For more information about The Energy Bus for Schools Leadership Journey, visit <http://energybusschools.com/>, via Twitter (<https://twitter.com/EnergyBusSchool>), or on Facebook (<https://www.facebook.com/energybusschools/>).

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For more information about CCS, visit www.compasscharters.org, via Twitter (<https://twitter.com/CompassCs>), on Facebook (<https://www.facebook.com/CompassCS/>) or on Instagram (<https://www.instagram.com/compasscs/>).

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Cover Sheet

Academic Affairs Committee Report

Section: IV. REPORTS
Item: B. Academic Affairs Committee Report
Purpose: FYI
Key Result: Graduation Rate
Submitted by: Matthew Brown
Related Material: Academic Affairs Committee Report - January.pdf

RECOMMENDATION:
N/A - For Discussion Only



Academic Affairs Committee Report
January 29, 2018

The Academic Affairs Committee met on Wednesday, January 17, 2018 at 4 pm. Members of the committee consist of Mr. Matthew Brown (Committee Chair) and Dr. Kathy Granger. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member, and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our Academic Affairs Committee Meeting Packet):

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.

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

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

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%).

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.

Mr. Lewis introduced Mrs. Debra Stephan, Counseling Services Manager, who led the committee through a presentation of our Counseling Services Department.

Mr. Lewis walked the committee through the 2016-17 Student Accountability Report Cards (SARCs) for Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego.

The Academic Affairs Committee voted unanimously to recommend approval to the full Board of Directors of the 2016-17 SARCs at its January meeting.

Mr. Lewis also walked the committee through the California School Dashboard and the 2017 Data Release for all three charters.

Mr. Lewis led the committee in a review of the proposed 2018-19 academic calendar, with the first day of classes on Tuesday, September 4 and last day on Friday, June 14.

The Academic Affairs Committee voted unanimously to recommend approval to the full Board of Directors of the 2018-19 Academic Calendar at its January meeting.

The next Academic Affairs Committee meeting is scheduled for Tuesday, February 20th starting at 3 pm.

Respectfully Submitted,

Mr. Matthew Brown
Board Member &
Academic Affairs
Committee Chair

Cover Sheet

External Relations Committee Report

Section: IV. REPORTS
Item: C. External Relations Committee Report
Purpose: FYI
Key Result: Enrollment
Submitted by: John Vargas

RECOMMENDATION:
N/A - For Discussion Only

Cover Sheet

Finance Committee Report

Section: IV. REPORTS
Item: D. Finance Committee Report
Purpose: FYI
Key Result: Cash On Hand
Submitted by: Kathy Granger
Related Material: A Finance Committee Report - January.pdf
B Charter Vision Board Report.pdf
C CCS - Communication with those charged with governance.pdf

RECOMMENDATION:
N/A - For Discussion Only



Finance Committee Report
January 29, 2018

The Finance Committee met on Tuesday, January 23, 2018 at 3 pm. Members of the committee consist of Mr. Joe Cummings and Dr. Kathy Granger (Committee Chair). Mr. J.J. Lewis, President & CEO, serves as an ex-officio member, and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our Personnel Committee Meeting Packet):

2016-17 Audit

Our 2016-17 Audit has been revised, and resubmitted to the State. The revisions were due to a late invoice and changes to our ending fund balances in order to meet SB740 Funding Determinations. We still have a clean audit for the 2016-17 year. *See enclosed letter from Christy White Associates.*

2018-19 Funding Update

We are finalizing our SB740 Funding Determinations, for our three charter schools and preparing to send them to the Charter Schools Division of the California Department of Education. Based on the audited financials, we expect to receive 100% funding for all three schools.

Individual Giving

We have updated our Individual Giving section of our website to accept donations as part of an Annual Fund. We have partnered with JustGiving to accept one-time and monthly recurring gifts, and Stock Donator to accept gifts of stock.

Mr. Lewis and Mr. Scott Warner, School Business from CSMC, walked the committee through the Balance Sheet and Year to Date Actual to Budget Detail.

Mr. Lewis led the committee in a review of the proposed 2017-18 amended operating budget. Revenue is now based on an P-1 numbers, resulting in change from \$9,669,655 to \$9,025,716, a decrease of \$643,949. As noted in the Academic Affairs Committee Report, P-1 ADA was at 123.13 (95.04%) for CCS of Fresno, 409.51 (91.47%) for CCS of LA, and 367.99 (95.78%) for CCS of San Diego, while the original projections were based on 97% ADA. Expense projections have also slightly decreased, from \$11,776,211 to \$11,775,323. We are now projecting a \$2.7 million deficit, with an overall ending fund balance of \$5 million.

The Finance Committee voted unanimously to recommend approval the 2017-18 Amended Operating Budget to the full Board of Directors.

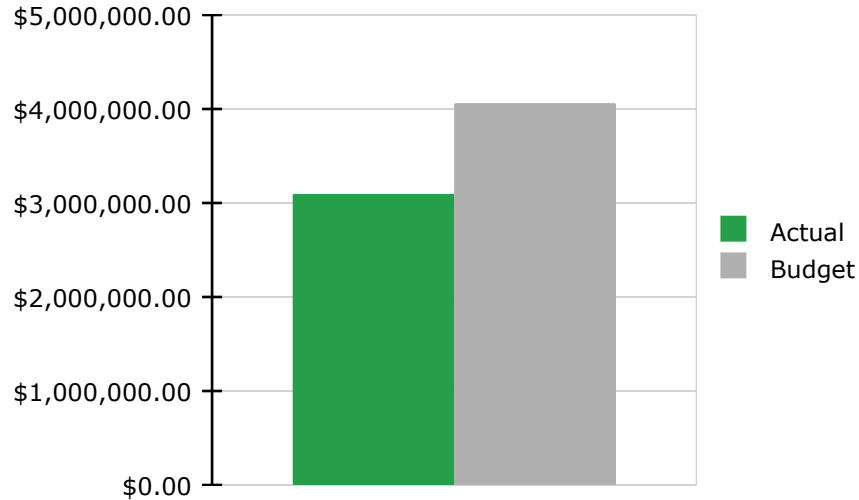
The next Finance Committee meeting is scheduled for Tuesday, February 20 starting at 2 pm.

Respectfully Submitted,

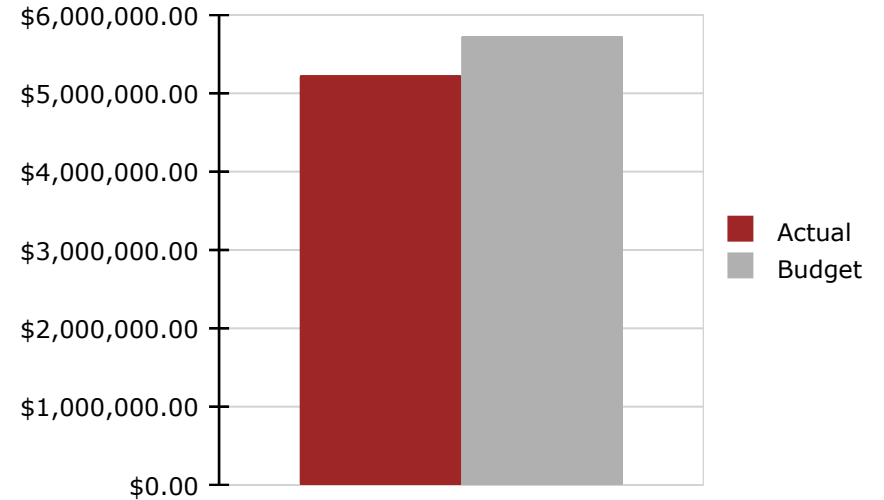
Dr. Kathy Granger
Board Treasurer &
Finance Committee Chair

Book Balance: \$3,717,914

Revenue To Date



Expense To Date



Revenue Summary

Actual	\$3,095,490
Budget	\$4,059,614
Actual to Budget	76 %

Expense Summary

Actual	\$5,230,995
Budget	\$5,731,241
Actual to Budget	91 %

Compass Charter Schools

July 2017 - December 2017

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - December				2017 - 2018	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$2,499,381	\$3,036,797	(\$537,416)	-17.7 %	\$8,098,368	\$5,296,645
Federal Revenue	-	\$44,250	(\$44,250)	-100.0 %	\$110,625	\$110,625
Other State Revenue	\$47,195	\$175,786	(\$128,591)	-73.2 %	\$351,572	\$258,826
Local Revenue	\$548,914	\$802,781	(\$253,867)	-31.6 %	\$1,767,604	\$1,143,651
Total Revenue	\$3,095,490	\$4,059,614	(\$964,124)	-23.7 %	\$10,328,169	\$6,809,747
Certificated Salaries	\$1,956,444	\$2,006,666	\$50,222	2.5 %	\$4,414,200	\$2,457,756
Classified Salaries	\$629,396	\$618,077	(\$11,319)	-1.8 %	\$1,229,528	\$600,132
Employee Benefits	\$794,485	\$685,728	(\$108,757)	-15.9 %	\$1,389,635	\$574,857
Total Personnel Expenses	\$3,380,325	\$3,310,470	(\$69,854)	-2.1 %	\$7,033,363	\$3,632,745
Books and Supplies	\$751,806	\$1,032,566	\$280,759	27.2 %	\$2,543,580	\$1,729,121
Services & Other Operating Expenses	\$1,098,864	\$1,388,205	\$289,340	20.8 %	\$2,802,774	\$1,520,624
Capital Outlay	-	-	-	0.0 %	-	-
Other Outgo	-	-	-	0.0 %	-	(\$203,852)
Total Operational Expenses	\$1,850,671	\$2,420,770	\$570,100	23.6 %	\$5,346,354	\$3,045,893
Total Expenses	\$5,230,995	\$5,731,241	\$500,245	8.7 %	\$12,379,717	\$6,678,638
Net Income	(\$2,135,505)	(\$1,671,626)	(\$463,879)	-27.8 %	(\$2,051,548)	\$131,109

Compass Charter Schools

July 2017 - December 2017

Balance Sheet Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	6.9
-----------------	-----

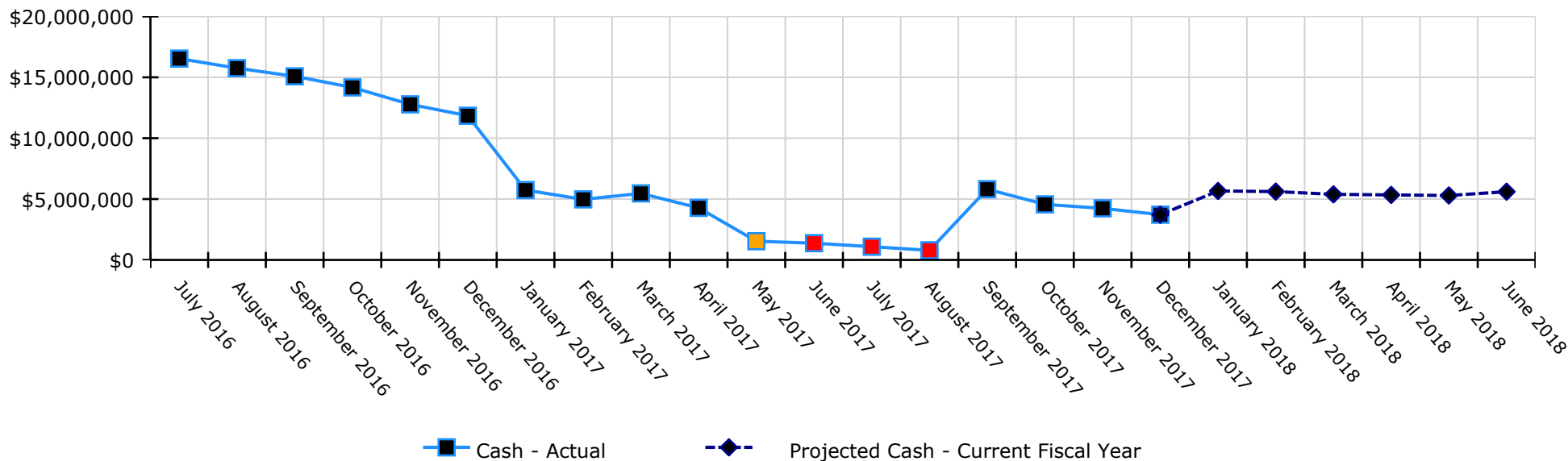
Assets	
Current Assets	
Cash	\$3,717,914
Investments	\$2,502,086
Accounts Receivables	\$305,671
Prepaid Expenses	\$137,162
Other Current Assets	\$3,830
<i>Total Current Assets</i>	<i>\$6,666,663</i>
Fixed Assets	
<i>Total Fixed Assets</i>	<i>\$0</i>
Other Assets	
Security Deposits	\$5,000
<i>Total Other Assets</i>	<i>\$5,000</i>
Total Assets	\$6,671,663

Compass Charter Schools

July 2017 - December 2017

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$645,432
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$219,803
Deposits held on behalf of other employees	\$106,573
<i>Total Current Liabilities</i>	<i>\$971,808</i>
Long Term Liabilities	
Loans Payable	\$25,000
<i>Total Long Term Liabilities</i>	<i>\$25,000</i>
Total Liabilities	
	\$28,202,870
Net Assets	
Unrestricted Net Assets	\$7,810,361
Profit/Loss YTD	(\$2,135,505)
<i>Total Net Assets</i>	<i>\$5,674,856</i>
Total Liabilities and Net Assets	
	\$6,671,663

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
July 2016	\$16,536,650.01	Actual
August 2016	\$15,752,153.96	Actual
September 2016	\$15,083,438.04	Actual
October 2016	\$14,170,032.91	Actual
November 2016	\$12,778,485.26	Actual
December 2016	\$11,845,207.18	Actual
January 2017	\$5,739,677.28	Actual
February 2017	\$4,974,874.77	Actual
March 2017	\$5,464,627.28	Actual
April 2017	\$4,277,296.99	Actual
May 2017	\$1,537,724.91	Actual
June 2017	\$1,376,306.57	Actual

	Cash Amount	Actual or Projected
July 2017	\$1,086,939.88	Actual
August 2017	\$790,093.07	Actual
September 2017	\$5,810,753.71	Actual
October 2017	\$4,563,284.43	Actual
November 2017	\$4,236,894.57	Actual
December 2017	\$3,717,913.52	Actual
January 2018	\$5,663,476.00	Projected
February 2018	\$5,616,165.00	Projected
March 2018	\$5,388,342.00	Projected
April 2018	\$5,341,032.00	Projected
May 2018	\$5,293,721.00	Projected
June 2018	\$5,605,900.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	6.86	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	382.58 %	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	7.71	> 4 months
Debt Ratio	(Total Liabilities) / (Total Assets)	14.94 %	< 30.00%
Asset Ratio	(Current Assets) / (Total Assets)	99.93 %	> 80.00%
Cash on Hand	(Cash)	\$3,717,913.52	>= \$0.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	133.61	> 45
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	30.03 %	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	-0.23	> 1.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	-0.41	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 12/31/2017

Compass Charter Schools

July 2017 - December 2017

Cash	\$3,717,913.52
Securities	\$2,502,086.39
AR	\$305,671.00
Current Assets	\$6,666,663.38
Total Assets	\$6,671,663.38
Current Liabilities	\$971,807.70
Total Liabilities	\$996,807.70
Last Closed Revenue	\$661,065.49
Last Closed Expenses	\$857,253.17
Budgeted Annual Expenses	\$12,379,717.00
Average Expenses past 12 months	\$845,956.54
Average monthly payroll expenses	\$563,387.46
YTD Closed Revenue	\$3,095,490.47
YTD Closed Expenses	\$5,230,995.29



January 19, 2018

To the Board of Directors of
Compass Charter Schools
Thousand Oaks, California

Christy White, CPA

Michael D. Ash, CPA

John Whitehouse, CPA

Heather Daud Rubio

We have audited the financial statements of Compass Charter Schools (the Organization) for the year ended June 30, 2017. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as, certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Compass Charter Schools are described in Note 1 to the financial statements. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the Organization's financial statements was:

CalSTRS On-Behalf Payments: Management's estimate of the STRS on-behalf contributions (Note 8) is based on guidance provided by the State of California and the California Department of Education. We evaluated the key factors and assumptions used to develop the STRS on-behalf amounts in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit. A reissued audit report was deemed necessary due to the timing of relevant and material information. These difficulties are further noted in this letter within "other findings or issues."

SAN DIEGO
LOS ANGELES
SAN FRANCISCO/BAY AREA

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State Board of Accountancy*

Significant Audit Findings (continued)

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, there were no misstatements detected as a result of audit procedures. Management did however become aware of a material misstatement after the close of the audit. The misstatement has been corrected and resulted in reissued financial statements.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter originally dated November 17, 2017. An updated letter of management representations was obtained, dated January 5, 2018, as a result of the reissued financial report.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants other than the normal consultations in working with CSMC, the Organization's back-office provider.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We did encounter an issue that did not appear to rise to the level of an audit finding; however, we have had discussions with management and have made certain recommendations regarding the following:

Inadequate Closing Process: During the conclusion of the audit, information regarding an accounts payable item incurred in October 2016 for \$289,600 was discovered and brought to our attention. As a result of this material financial transaction, the client has made certain adjustments and prompted the need for a reissued audit report. Additionally, various other accounting adjustments were recorded to change the recognition of internal transfers and allocations. The Organization should have an adequate process in place to ensure that the financial records are complete and final prior to submitting closed records for audit. The process for closing the financial records appeared inadequate for the fiscal year ended June 30, 2017; however, we feel that these issues are limited to this particular fiscal year. We recommend that the Organization work closely with the back-office provider to ensure all financial records are complete and finalized within a reasonable time period following fiscal year end.

Other Matters

We were engaged to report on various items of supplementary information (statements by charter, average daily attendance schedules, and schedule of instructional time), which accompany the financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of the Board of Directors and management of the Organization and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

A handwritten signature in cursive script that reads "Christy White Associates".

Christy White Associates

Cover Sheet

Personnel Committee Report

Section: IV. REPORTS
Item: E. Personnel Committee Report
Purpose: FYI
Key Result: Teacher Satisfaction
Submitted by: Joe Cummings
Related Material: Personnel Committee Report - January.pdf

RECOMMENDATION:
N/A - For Discussion Only



Personnel Committee Report
January 29, 2018

The Personnel Committee met on Wednesday, December 20, 2017 at 3 pm. Members of the committee consist of Mr. Joe Cummings (Committee Chair) and Mr. John Vargas. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member, and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our Personnel Committee Meeting Packet):

CalSTRS Audit

We have been selected to participate in an audit of CalSTRS by their external auditor, CROWE. Lisa Fishman, Director of Operations, participated in a webinar on the process on December 5th. Our information is due to CROWE by December 31 and our goal is to submit before closing for Winter Break.

Public Records Request

We received a Public Records Request from a law firm in October, asking for records of every teacher employed. The types of records include employment contracts, lists of teacher's names and title, detail on each teacher's years of service, and a few other documents. We worked with our legal counsel to respond and comply with the request, and produced the requested items on November 20.

We also received a Public Records Request from Transparent California in November, asking for records of every employee. The types of information requested include employee name, position, total regular pay, and total retirement and health cost, for the 2016-17 year. We are working with our legal counsel to respond and comply with the request.

Mr. Lewis reviewed the results of the 2017 All-Staff Morale Survey, which was conducted by the Staff Advisory Committee. Results have been shared with the Staff Advisory Committee, who are looking at short and long term solutions to the feedback in the survey, as well as department heads who are looking at short and long term department-specific solutions. This is the first time we have conducted a morale survey, and plan on conducting a second survey in late spring.

The next Personnel Committee meeting is scheduled for Monday, February 21st at 3 pm.

Respectfully Submitted,

Mr. Joe Cummings
Board Member &
Personnel Committee Chair

Cover Sheet

Parent Advisory Council Report

Section: IV. REPORTS
Item: F. Parent Advisory Council Report
Purpose: FYI
Key Result: Parental Satisfaction
Submitted by: Lisa Robotham
Related Material: Parent Advisory Council Report - January.pdf

RECOMMENDATION:
N/A - For Discussion Only



Parent Advisory Council Report
January 29, 2018

The Parent Advisory Council met on Friday, January 18 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Mrs. Therese Nordstrom Christopher, Ms. Sarah Cotes, Ms. Galit Gordon, Ms. Samantha Herrod, Ms. Tiffany Vilchis-Parks, Ms. Esmeralda Rivera, Ms. Lisa Robotham (chair), Ms. Leah Smith, and Mrs. Joy Elizabeth Sterling-Effie.

Krrsten Novak and Shannon Brown from the StrongMind Learner-Centered Design Research Team joined the Parent Advisory Council meeting. They assisted the PAC in crafting our parent survey on academic, communication, and engagement, which will be sent to parents using SurveyMonkey this week.

Compass shared with the PAC that they will be hosting Parent Town Halls with the CEO the first week of February. Mr. Lewis will share information on re-enrollment and enrollment for the 2018-19 year, which opens on March 1st. They are expanding their partnerships for second semester, for our scholars and families. They will be offering Adventure to Fitness for online elementary and options program families, along with ThinkingStorm for online middle and high school scholars.

Compass shared with the PAC that they have joined The Energy Bus as its first online school in the exclusive program. The Energy Bus for Schools Leadership Journey is a multi-year, positive school initiative based on the success principles from Jon Gordon's best-selling book, The Energy Bus. They are helping schools transform negativity by focusing on the positive things happening in our schools on a daily basis.

Compass shared with the PAC that they will be offering Summer School this year, to start Monday, July 3rd. Details will be announced at the upcoming Parent Town Halls.

The next Parent Advisory Council meeting is scheduled for Friday, March 16th starting at 3 pm.

Respectfully Submitted,

Mrs. Lisa Robotham
Board Secretary &
Parent Advisory Council Chair

Cover Sheet

Scholar Advisory Council Report

Section: IV. REPORTS
Item: G. Scholar Advisory Council Report
Purpose: FYI
Submitted by: Vania Linares

Related Material:

A Scholar Leadership Council Report - January.pdf
B 2017 Scholar Leadership Council Survey - Online Program Scholars PowerPoint.pdf
C 2017 Scholar Leadership Council Survey - Options Program Scholars PowerPoint.pdf

RECOMMENDATION:

N/A - For Discussion Only



Scholar Leadership Council Report
January 29, 2018

The Scholar Leadership Council met on Wednesday, December 13, 2017, and Wednesday, January 10, 2018 at 3 pm. Members of the council consist of Ms. Elizabeth Christopher, Ms. Alexis Gordon, Ms. Vania Linares, Ms. Audrey Millaris, Ms. Elizabeth Perez, Mr. Zephaniah Senior, Mr. Avery Stansbury, and Ms. Maryam Zorba.

Our Council elected officers at our January meeting. I am honored to serve as the new Chair, and our Vice Chair is Maryam Zorba.

Compass shared with the SLC that they hosted the StrongMind Marketing Team to film scholars in Santa Monica, Santa Ana (Orange County Learning Center) and Ontario. They have two and a half days of footage and are creating materials for our 'We Are' Campaign, for Spring 2018 enrollment, 2018-19 enrollment and summer school enrollment.

Kristen Novak and Shannon Brown from the StrongMind Learner-Centered Design Research Team joined the December Scholar Leadership Council meeting. They assisted the SLC in crafting our scholar survey on communication and engagement, which was sent to scholars using SurveyMonkey over Winter Break.

The SLC reviewed the results of the SLC Scholar Survey at our January meeting. Please see attached PowerPoint presentations for the results. We will be discussing the results further, and providing recommendations for staff, at our February meeting.

Compass shared with the SLC that they are interested in becoming members in California Association of Student Leaders (CASL). CASL is a scholar-led, not-for-profit organization that provides a statewide network, which facilitates the development of ethical, responsible, and servant leaders. We have an opportunity to attend the 2018 CASL Do Good Better Conference, April 5-9, 2018.

Compass shared with the SLC that they joined The Energy Bus as its first online school in the exclusive program. The Energy Bus for Schools Leadership Journey is a multi-year, positive school initiative based on the success principles from Jon Gordon's best-selling book, The Energy Bus. They are helping schools transform negativity by focusing on the positive things happening in our schools daily.

The next Scholar Leadership Council meeting is scheduled for Wednesday, February 14th starting at 3pm.

Respectfully Submitted,

Ms. Vania Linares
Scholar Leadership
Council Chair



COMPASS

CHARTER SCHOOLS

2017 Scholar Leadership Council Survey *Online Program Scholars*

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

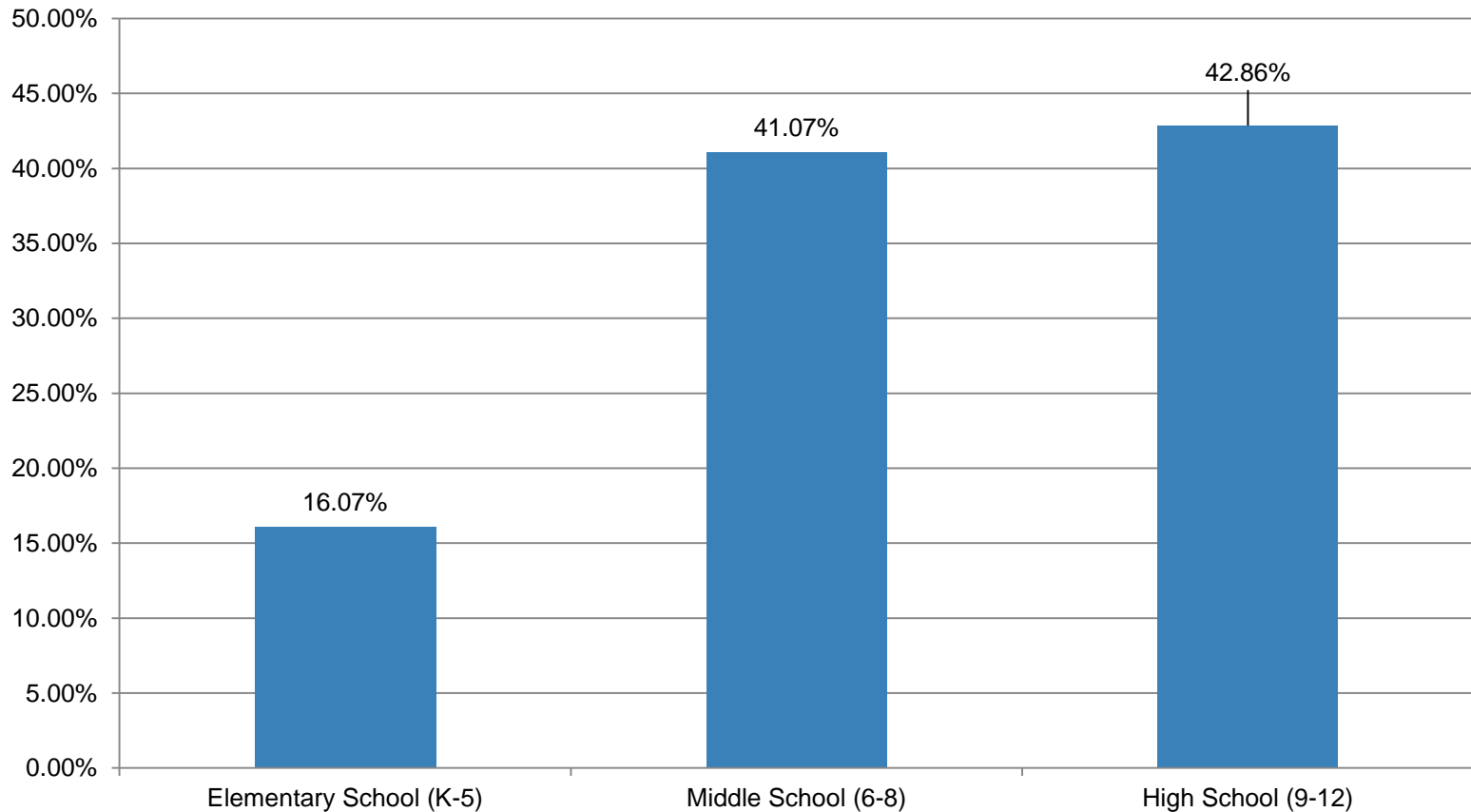
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

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.

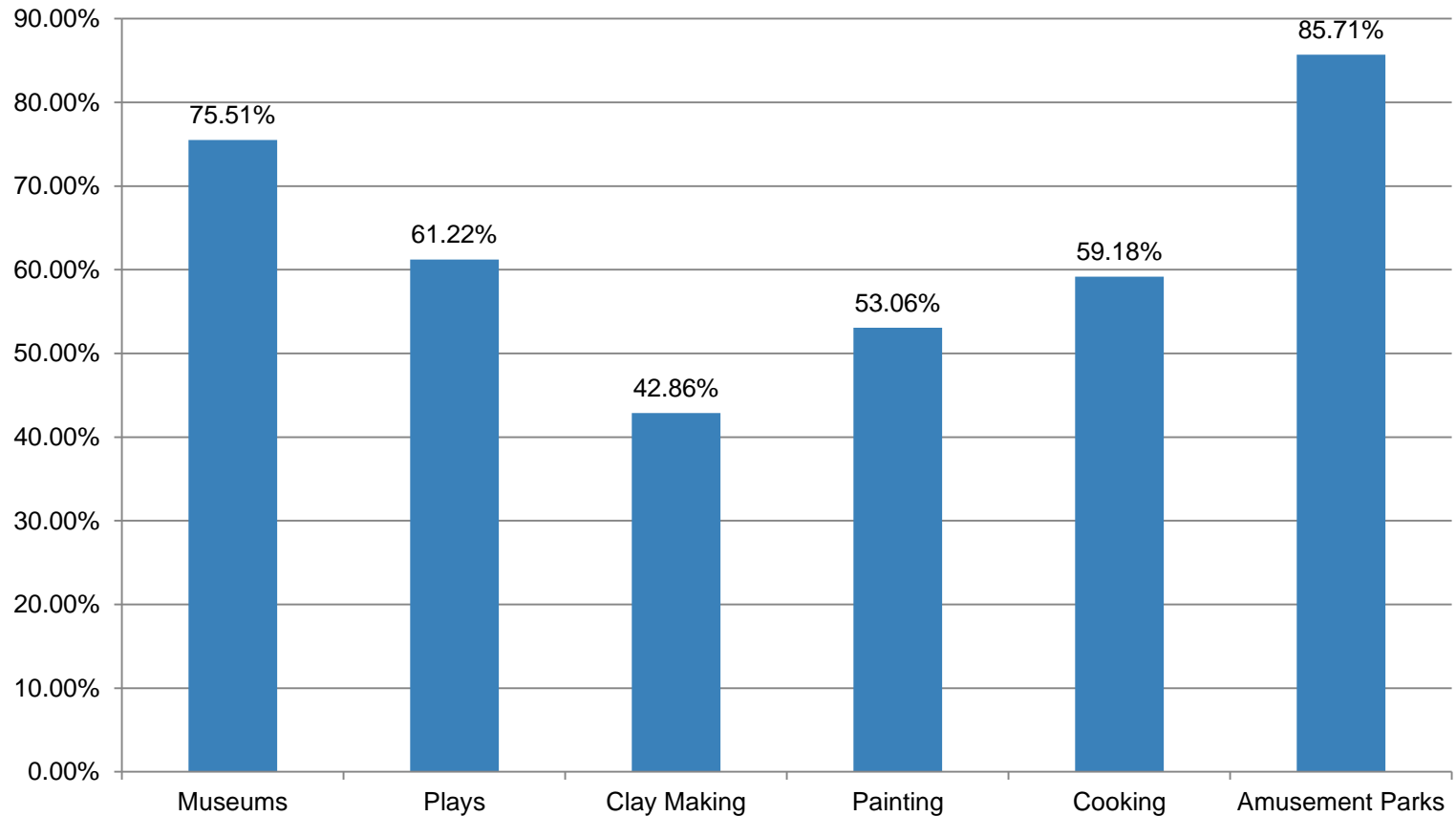


Online Participation Profile



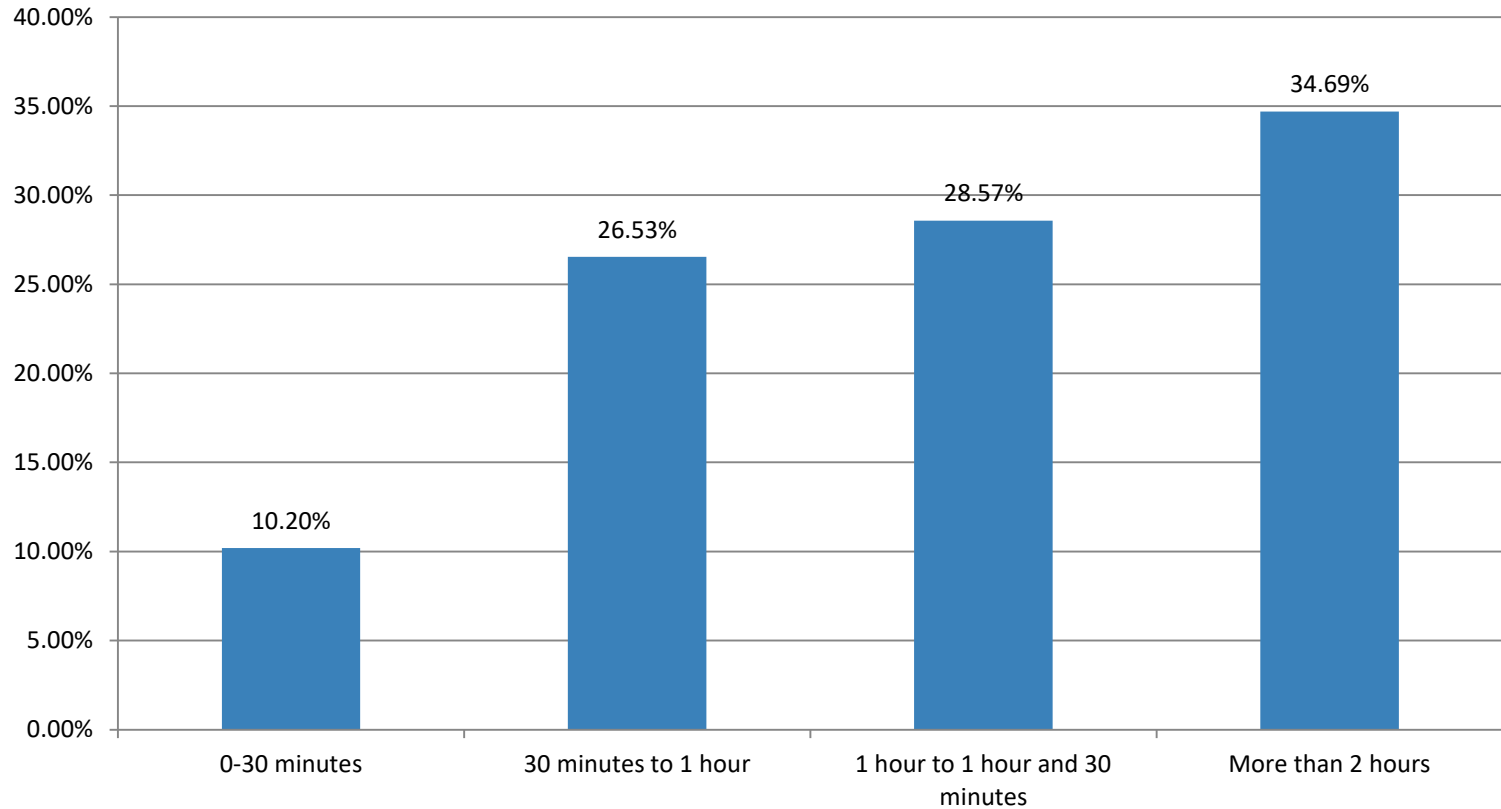


Top Selected Field Trips





How much time are families willing to spend on travel to attend a field trip?





How likely are you and your chaperone to attend a field trip on a weekend?

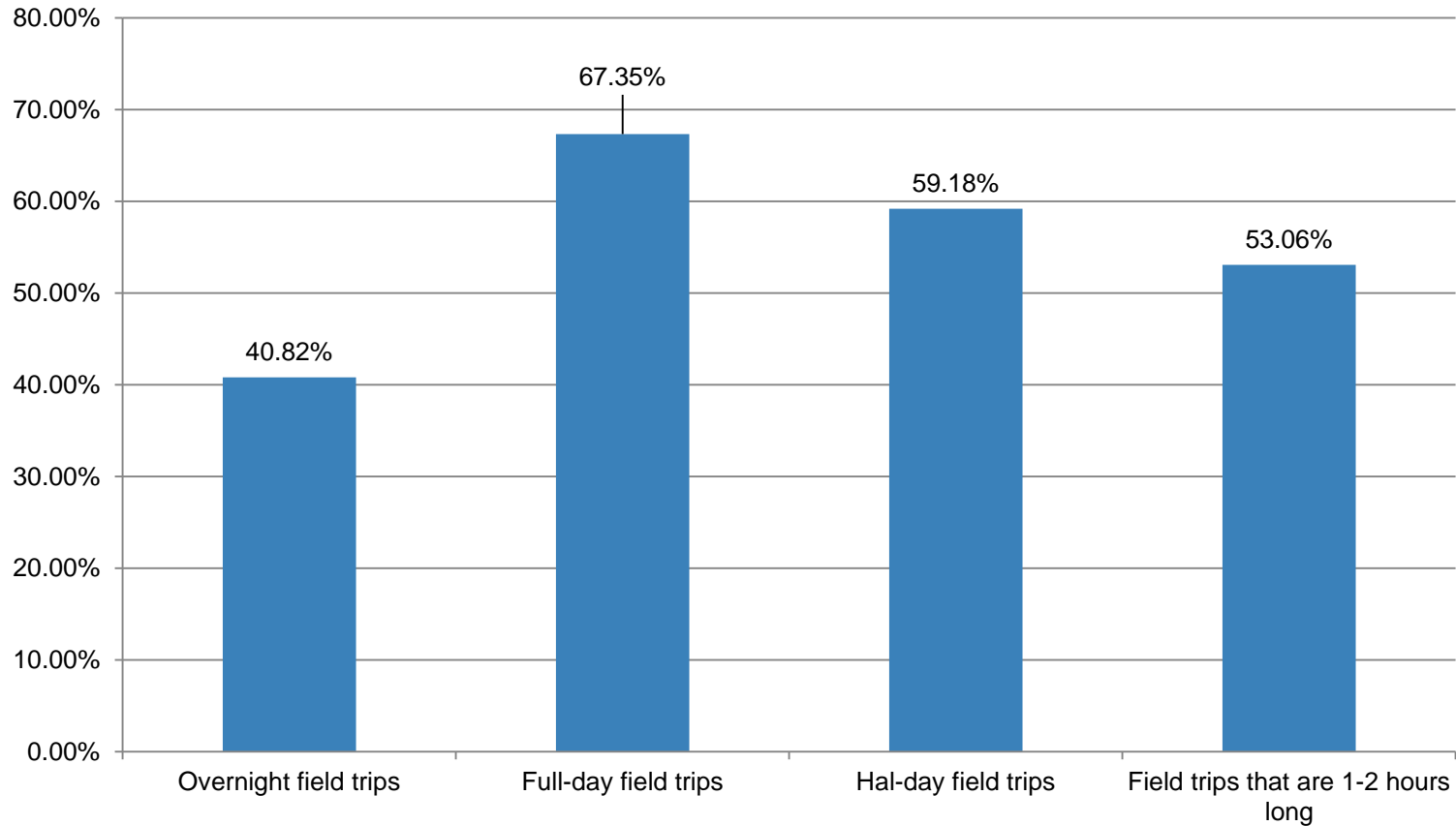
1 NOT AT ALL LIKELY	2	3	4	5 VERY LIKELY
12.24%	12.24%	26.53%	18.37%	30.61%

How likely are you and your chaperone to attend a field trip on a weekday?

1 NOT AT ALL LIKELY	2	3	4	5 VERY LIKELY
16.33%	14.29%	26.53%	26.53%	16.33%

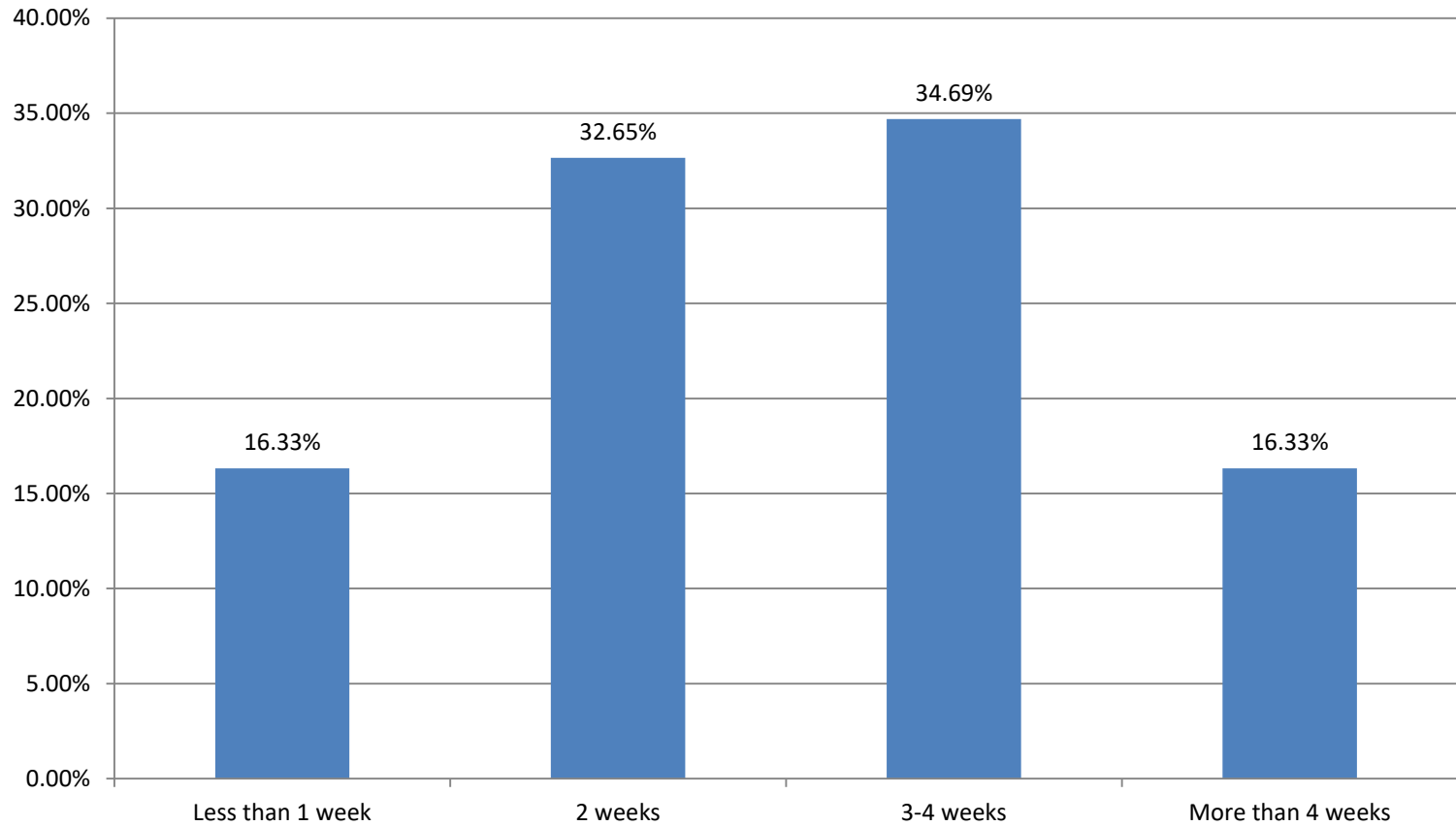


Length of field trips interested in attending



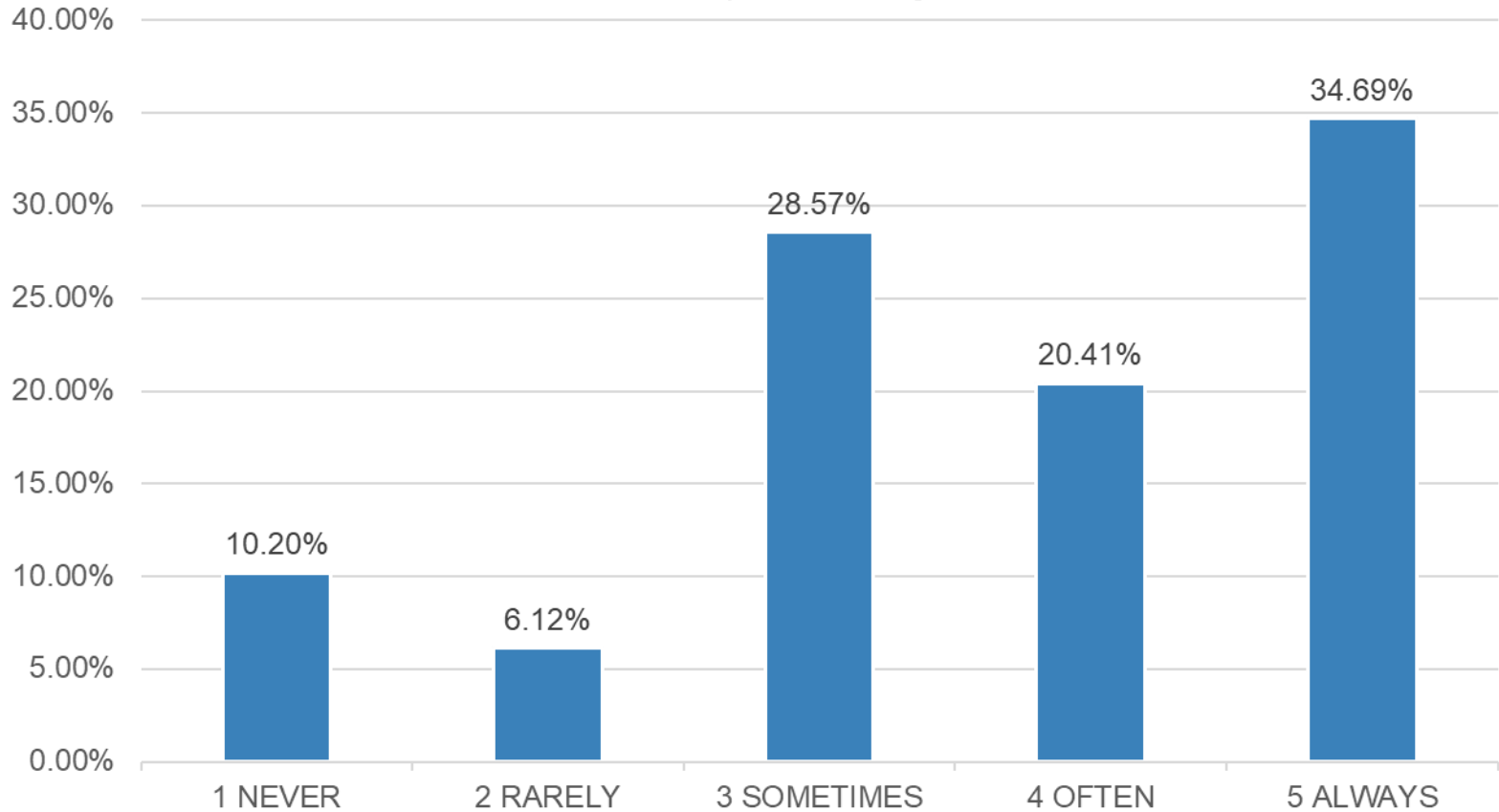


Field Trip Advance Notice



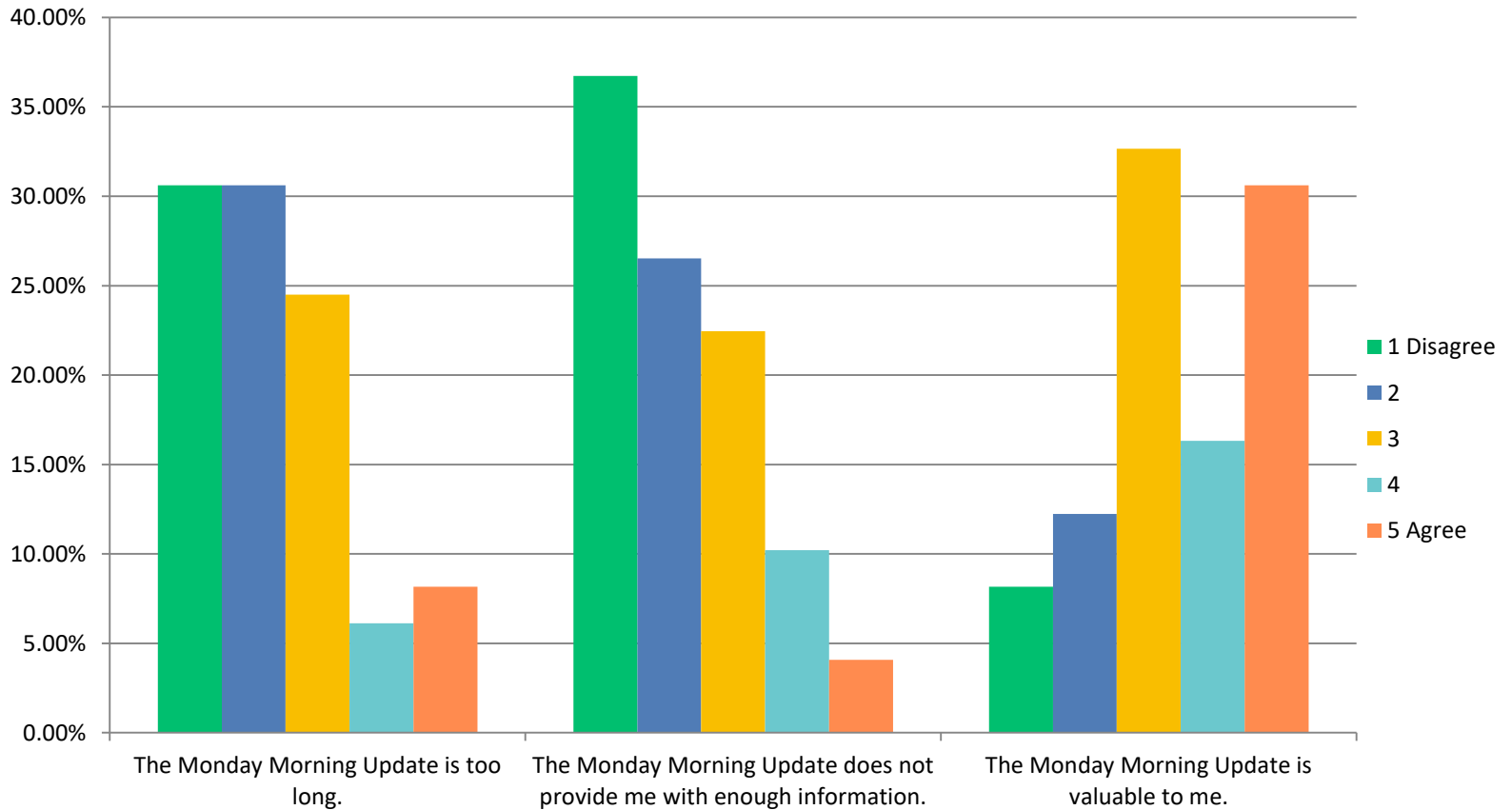


How often are Monday Morning Updates read?





Level of Agreement with the following statements





Monday Morning Update Additional Information

- Nothing - it's great the way it is.
- Help with job permits and college information
- I think I get all the information I need in a Monday morning update.
- A completely updated calendar of the next two months would be nice.
- Nothing nothing at all its just stupid and annoying now that when I login to this stupid school then thats what I see.
- I would like to know if certain teachers are out of office because sometimes I need to contact them but I didn't know that they are out of office ahead of time
- I would like to hear about field trip upcoming
- I think the monday morning update has got all I need.
- I am satisfied with it.
- n/a I feel like it's not super valuable, but since it could be on any given Monday, I always read it. Just in case.
- senior information on how to be able to graduate on time , extra courses we can do etc. being able to attend gradnite if your're behind and how to fix it to attend etc.

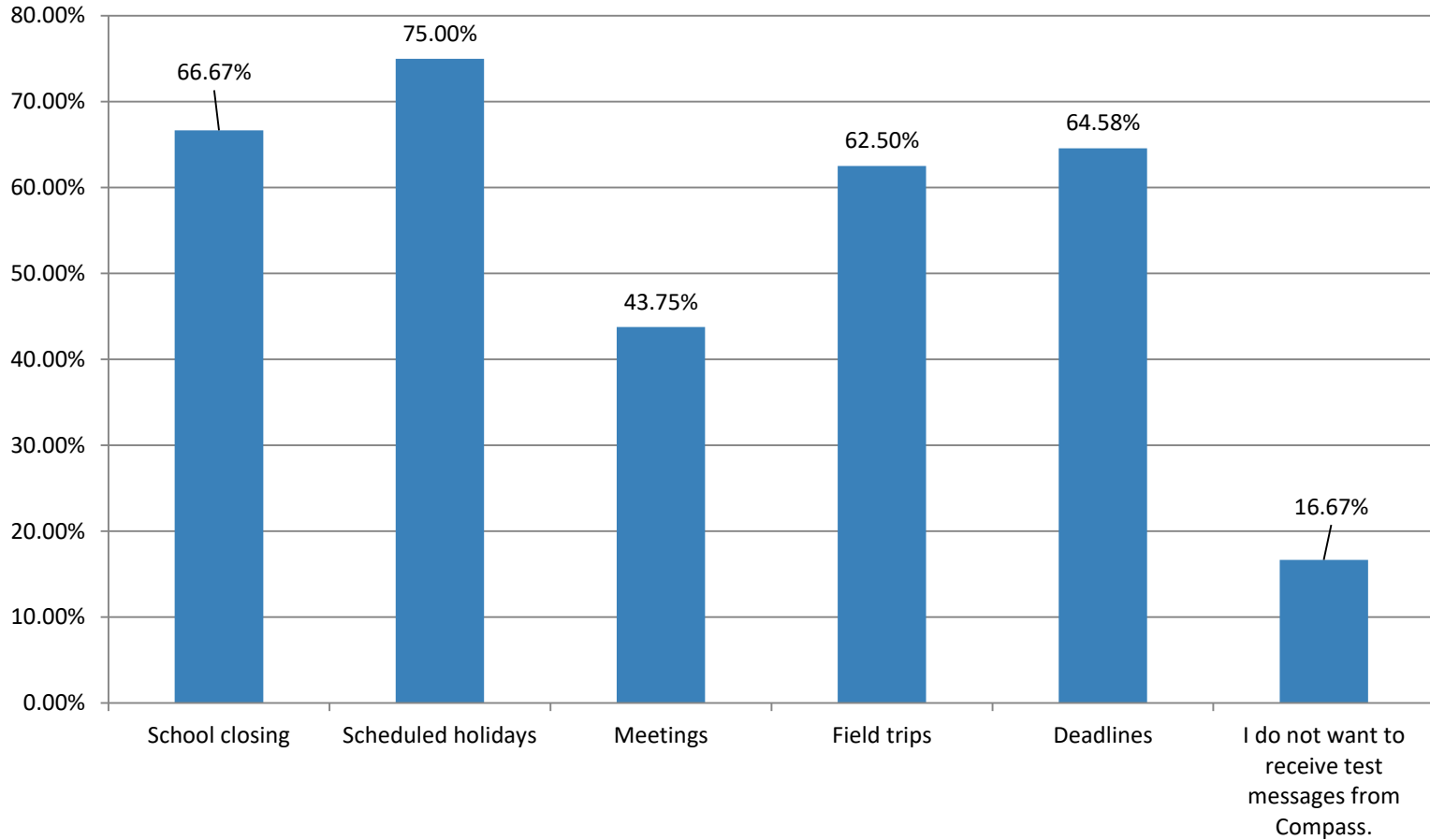


Monday Morning Update Additional Information

- It covers enough
- Any filed trips coming soon, what times different clubs meet during the week and other important stuff like that with clubs :)
- I think it is already great!
- Clubs
- I would like you to include any information on how long, how much, and how many things you should bring on the field trip, or any other special event.
- I want to receive very specific dates for breaks and events that should be right on the first page. I also think that if there are students having trouble with school there should be a motivational quote and links to teachers that have a video to help you or something.

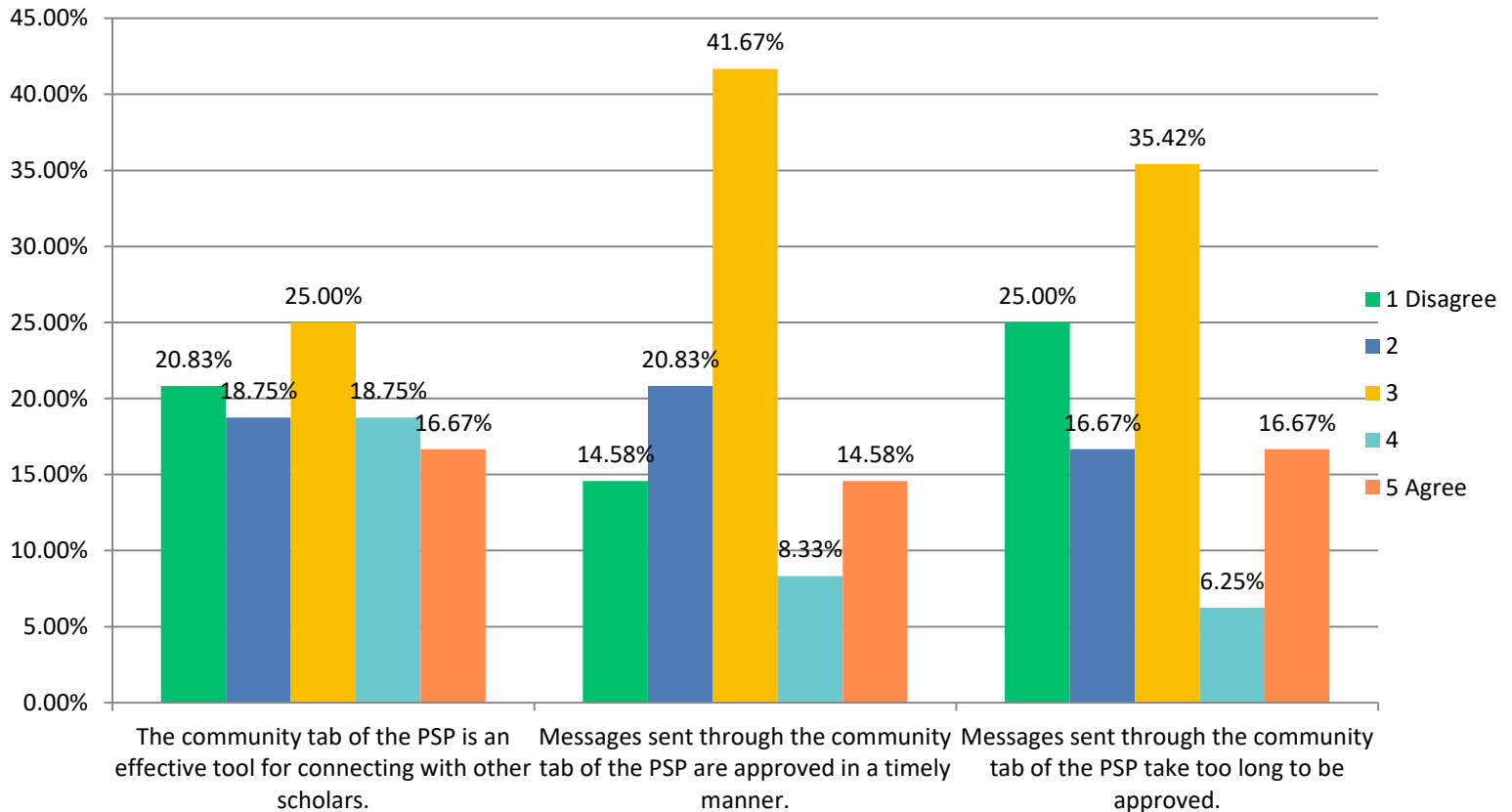


Preferred text message types from Compass



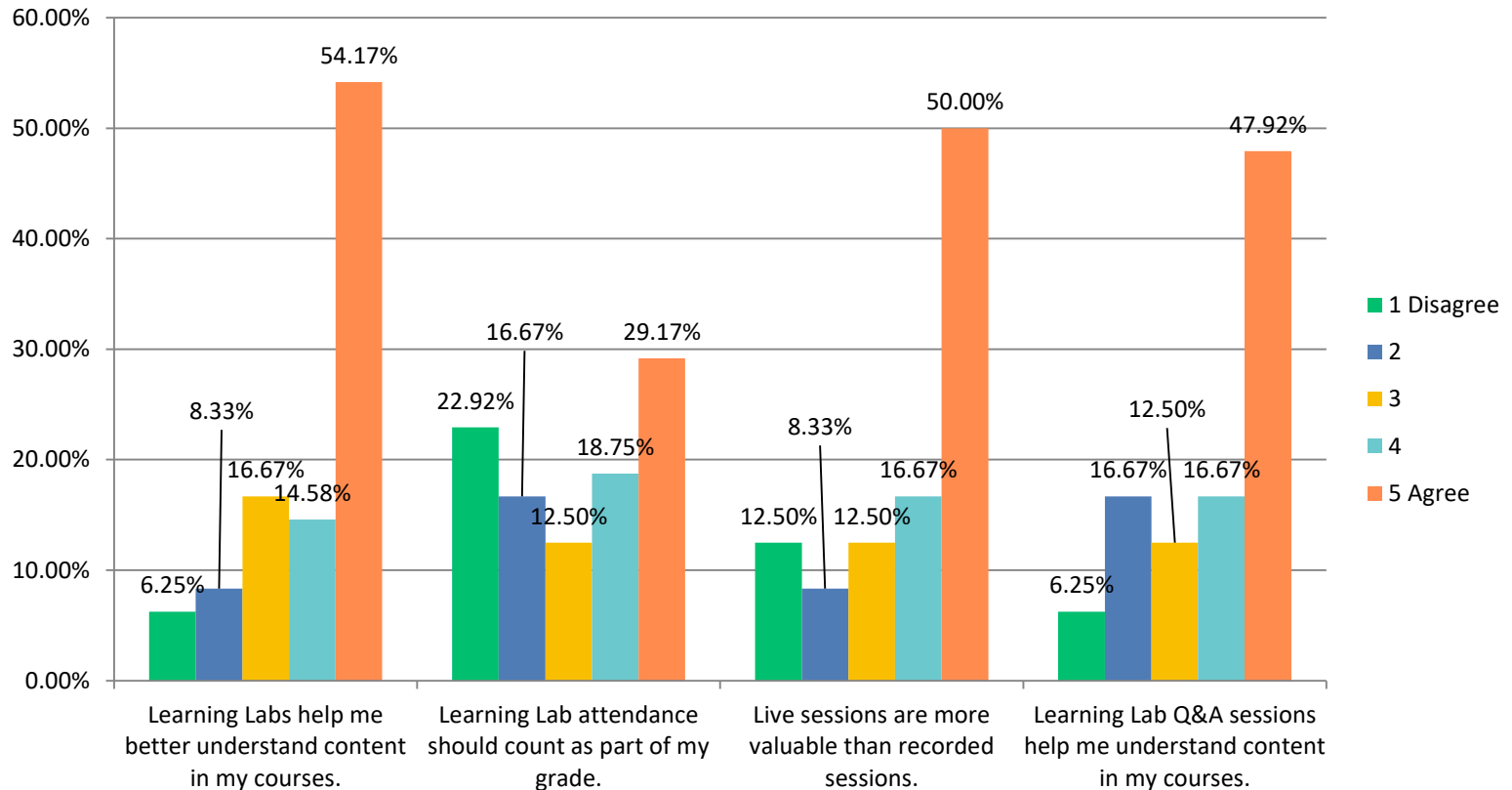


Level of agreement with the following statements



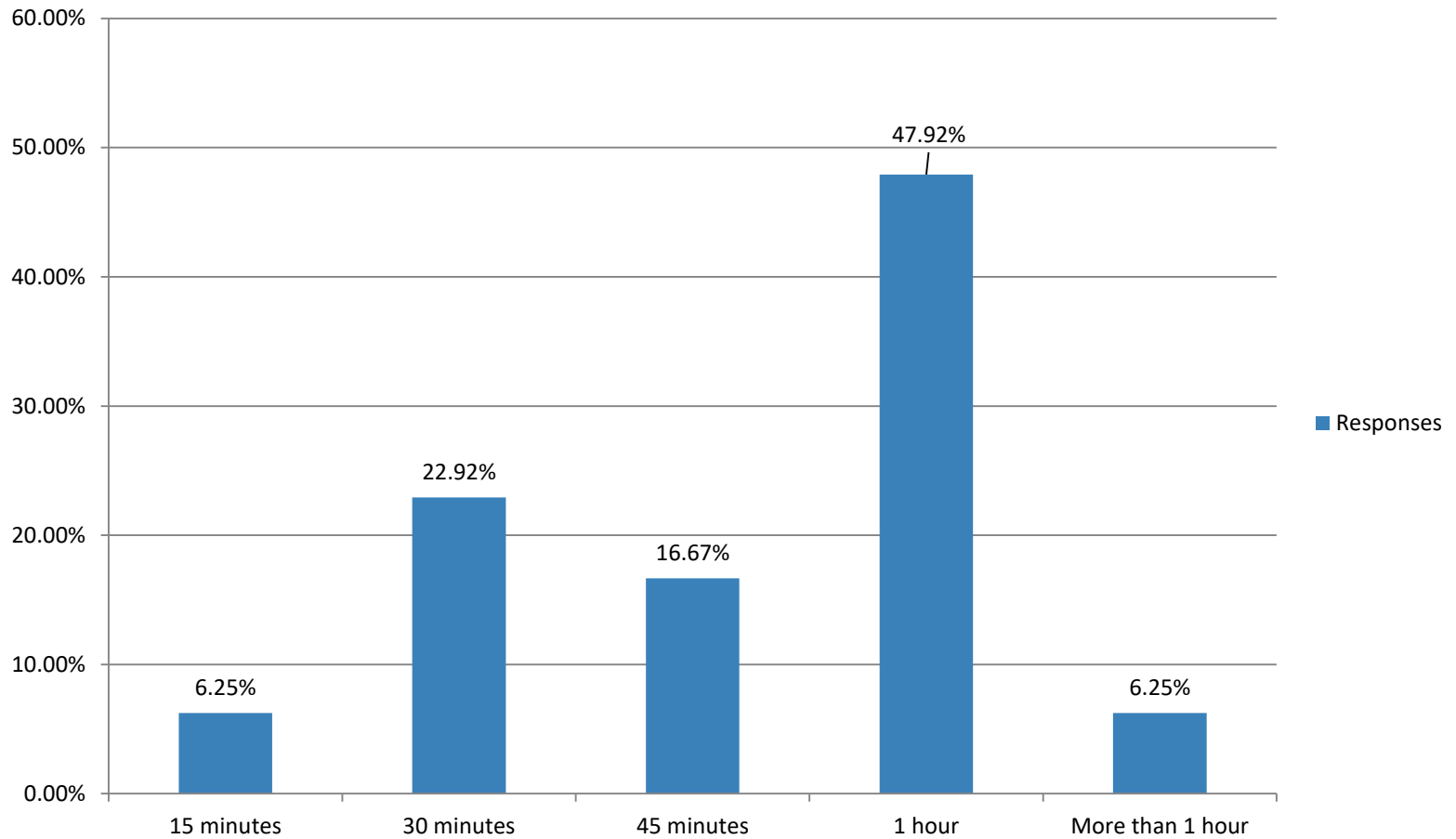


Select your level of agreement with the following statements.



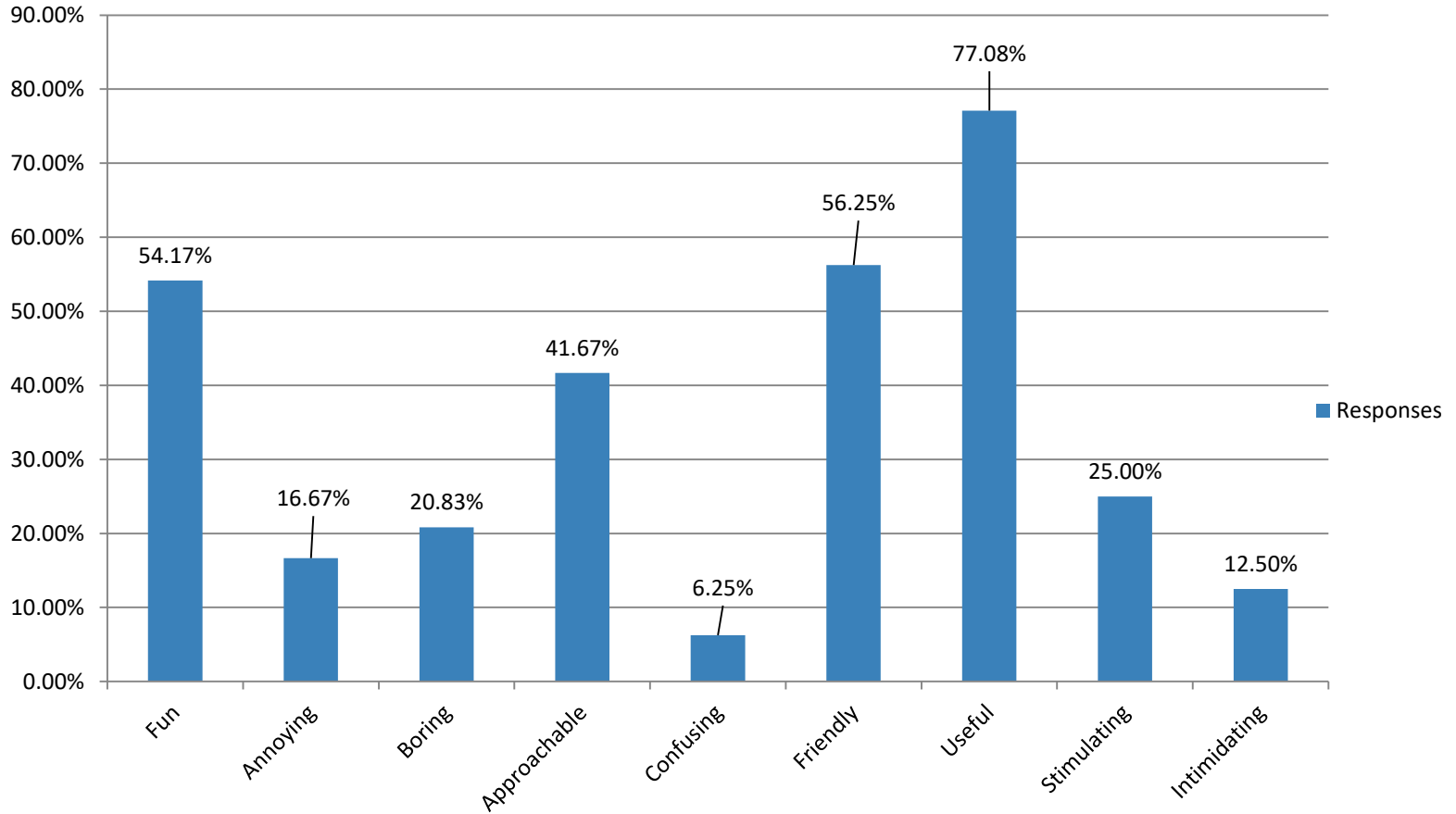


What is the appropriate length of time for a Learning Lab?





Choose three words to describe Learning Labs.





Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)





COMPASS

CHARTER SCHOOLS

2017 Scholar Leadership Council Survey *Options Program Scholars*

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

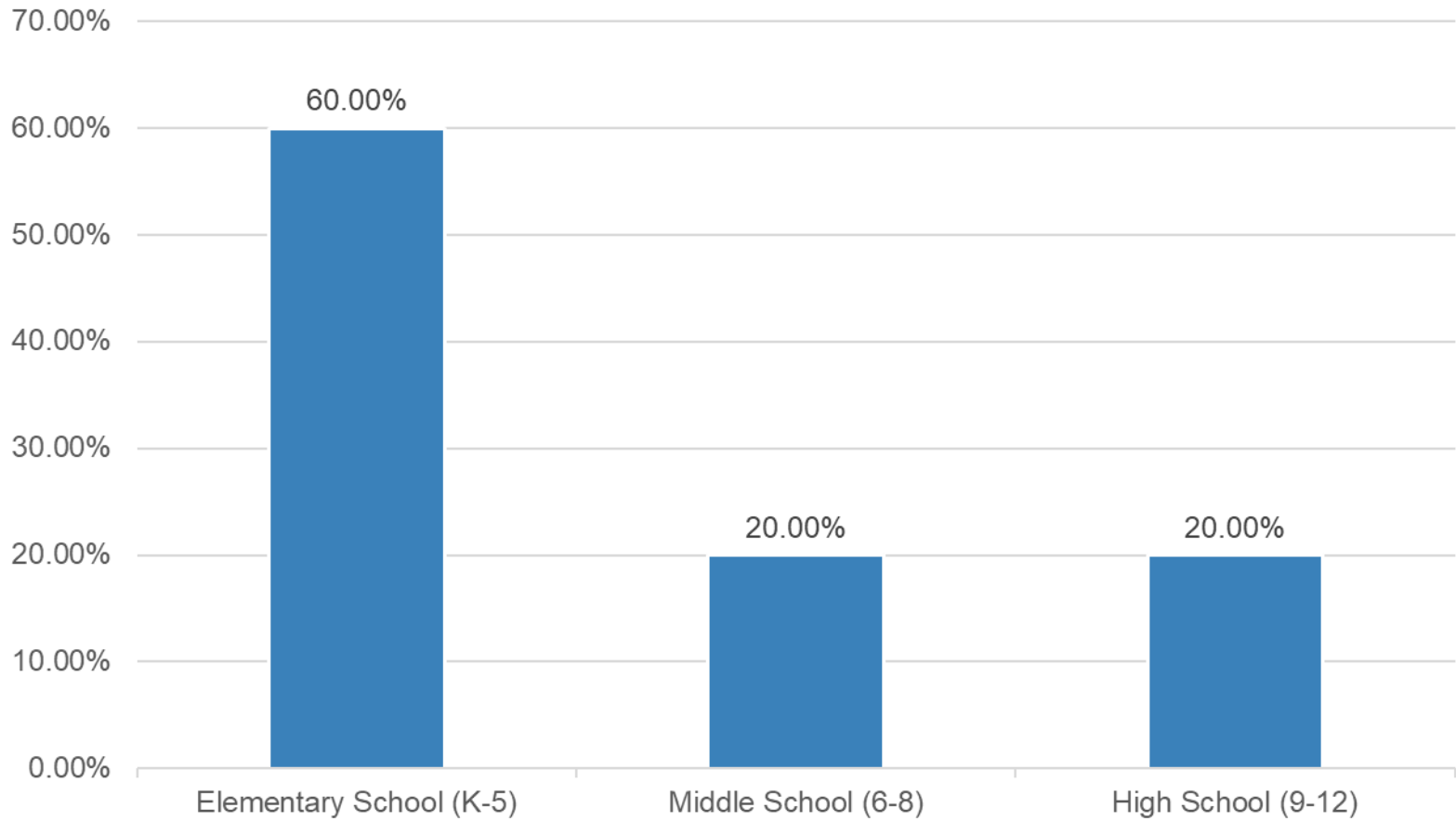
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

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.

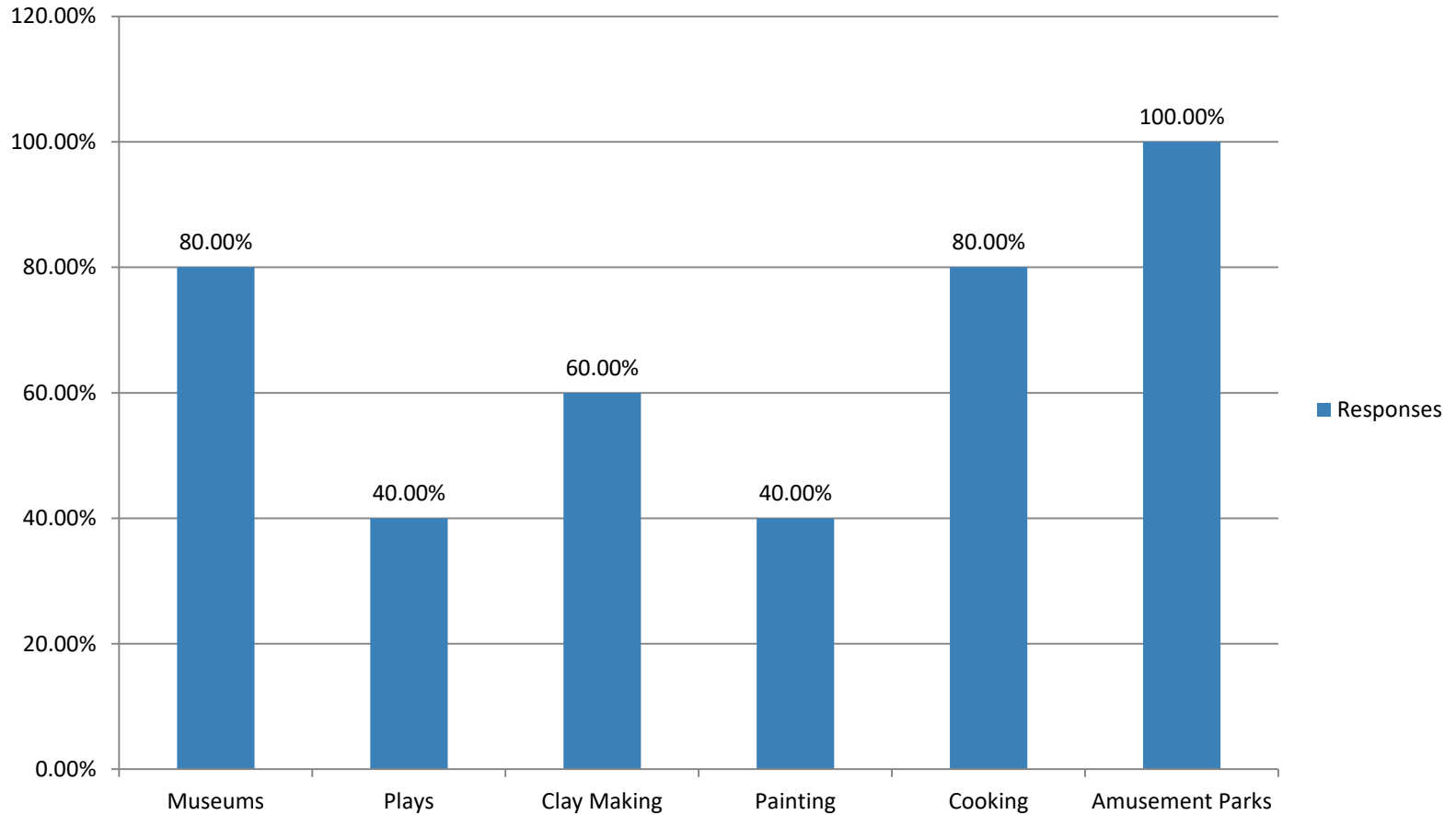


Home Study Participant Profile



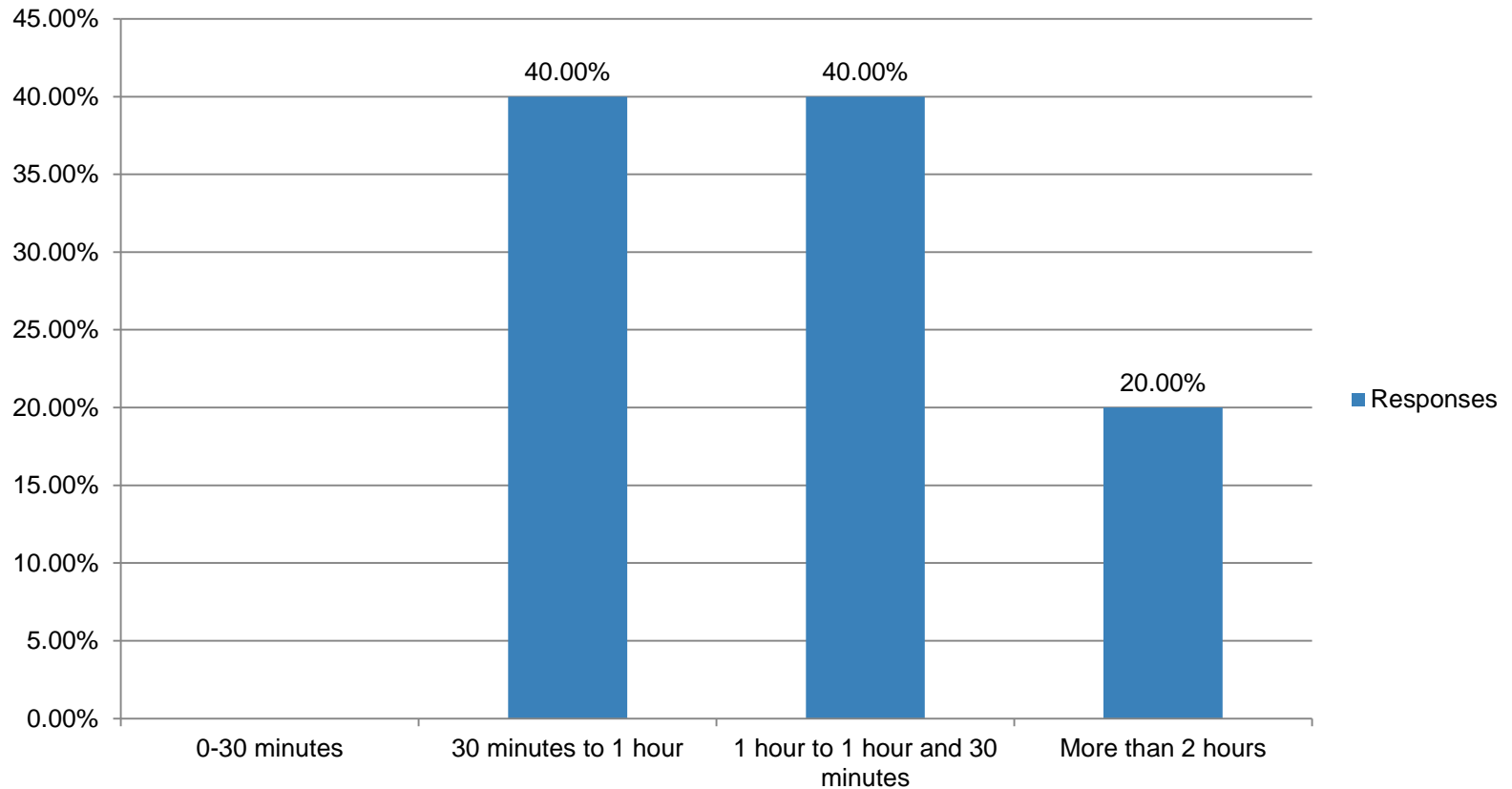


Top Selected Field Trips





How much time families willing to spend on travel to attend a field trip?





How likely are you and your chaperone to attend a field trip on a weekend?

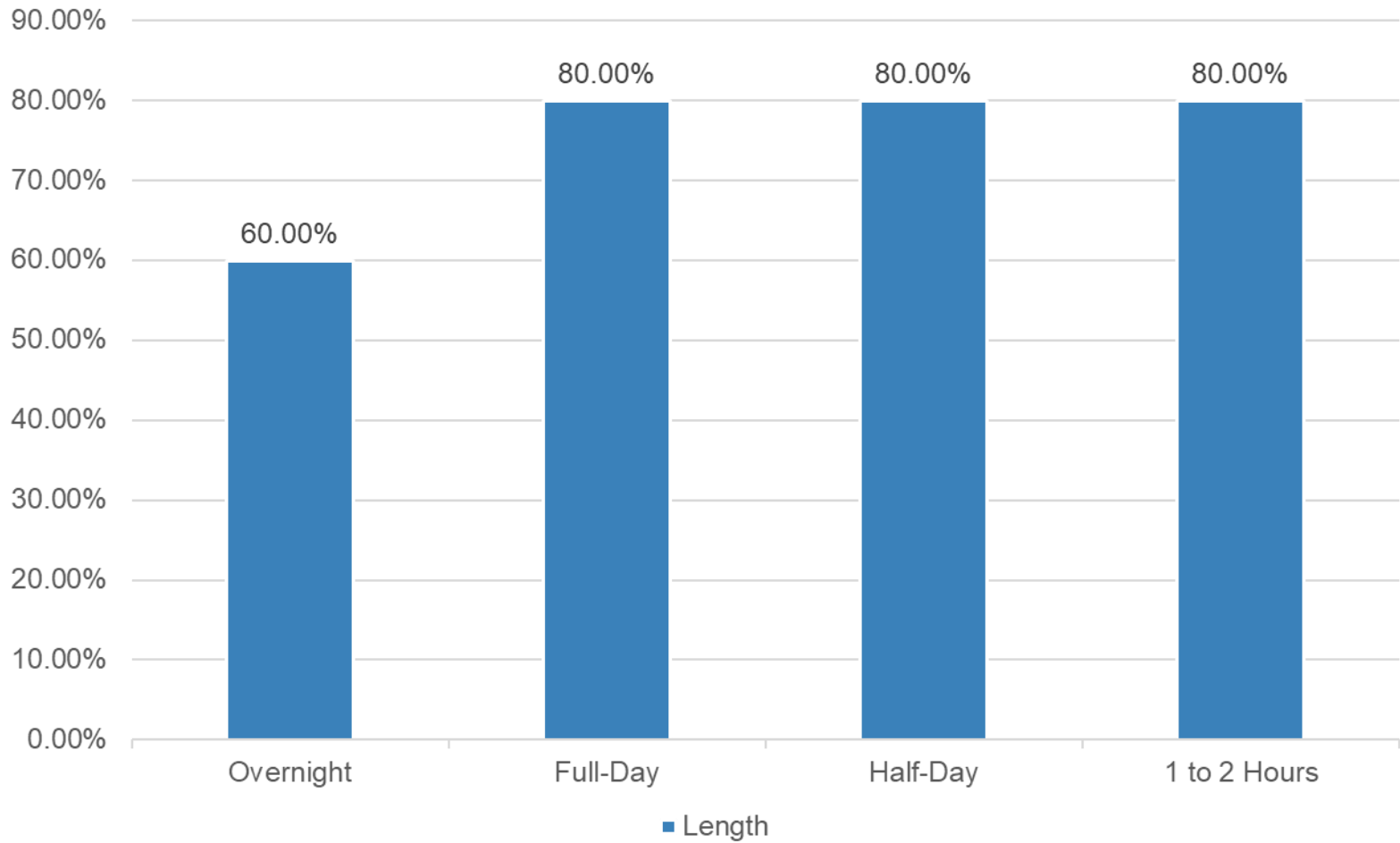
1 NOT AT ALL LIKELY	2	3	4	5 VERY LIKELY
0%	20.00%	0%	40.00%	40.00%

How likely are you and your chaperone to attend a field trip on a weekday?

1 NOT AT ALL LIKELY	2	3	4	5 VERY LIKELY
20.00%	0%	0%	40.00%	40.00%

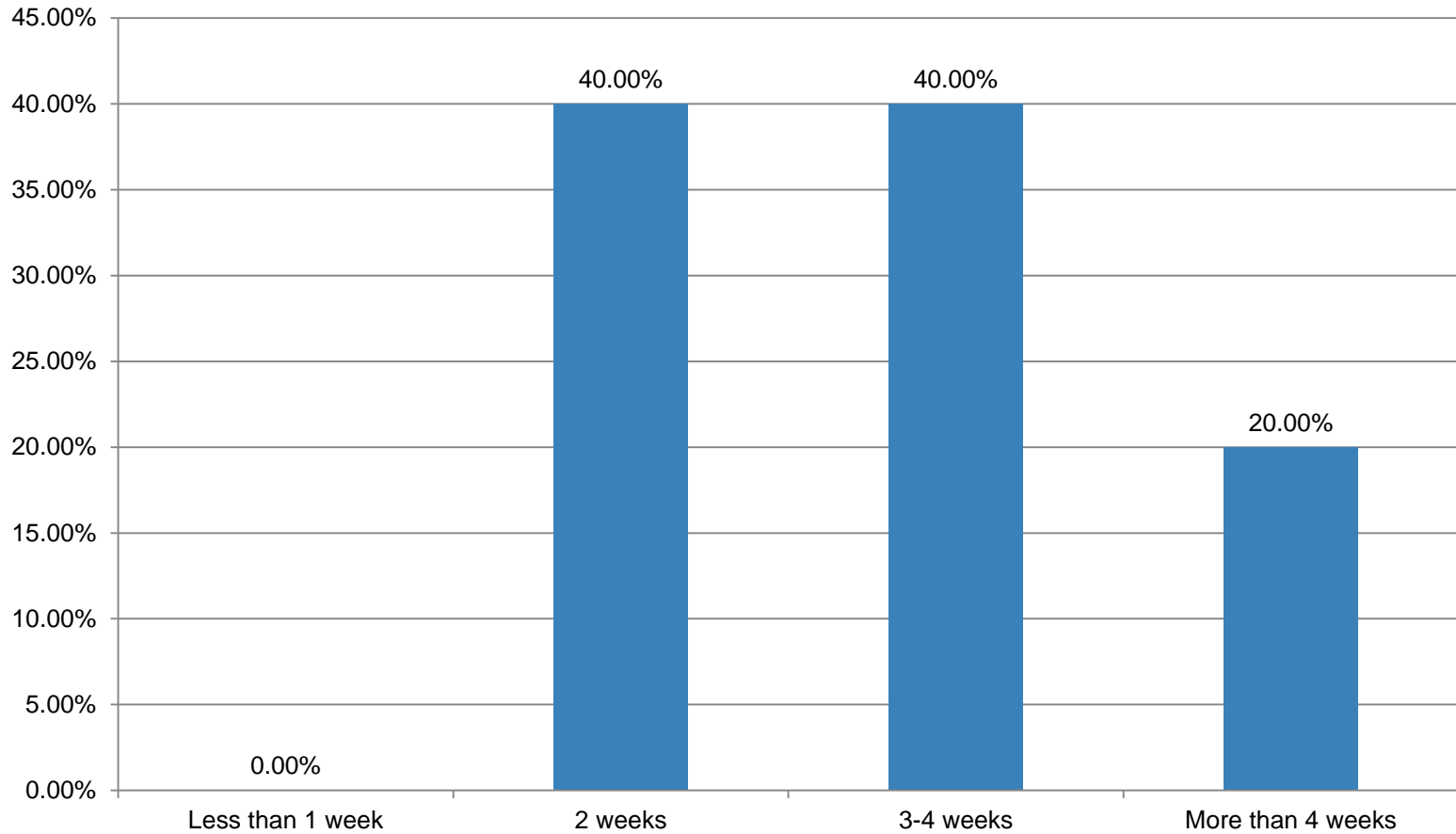


Length of field trips interested in attending



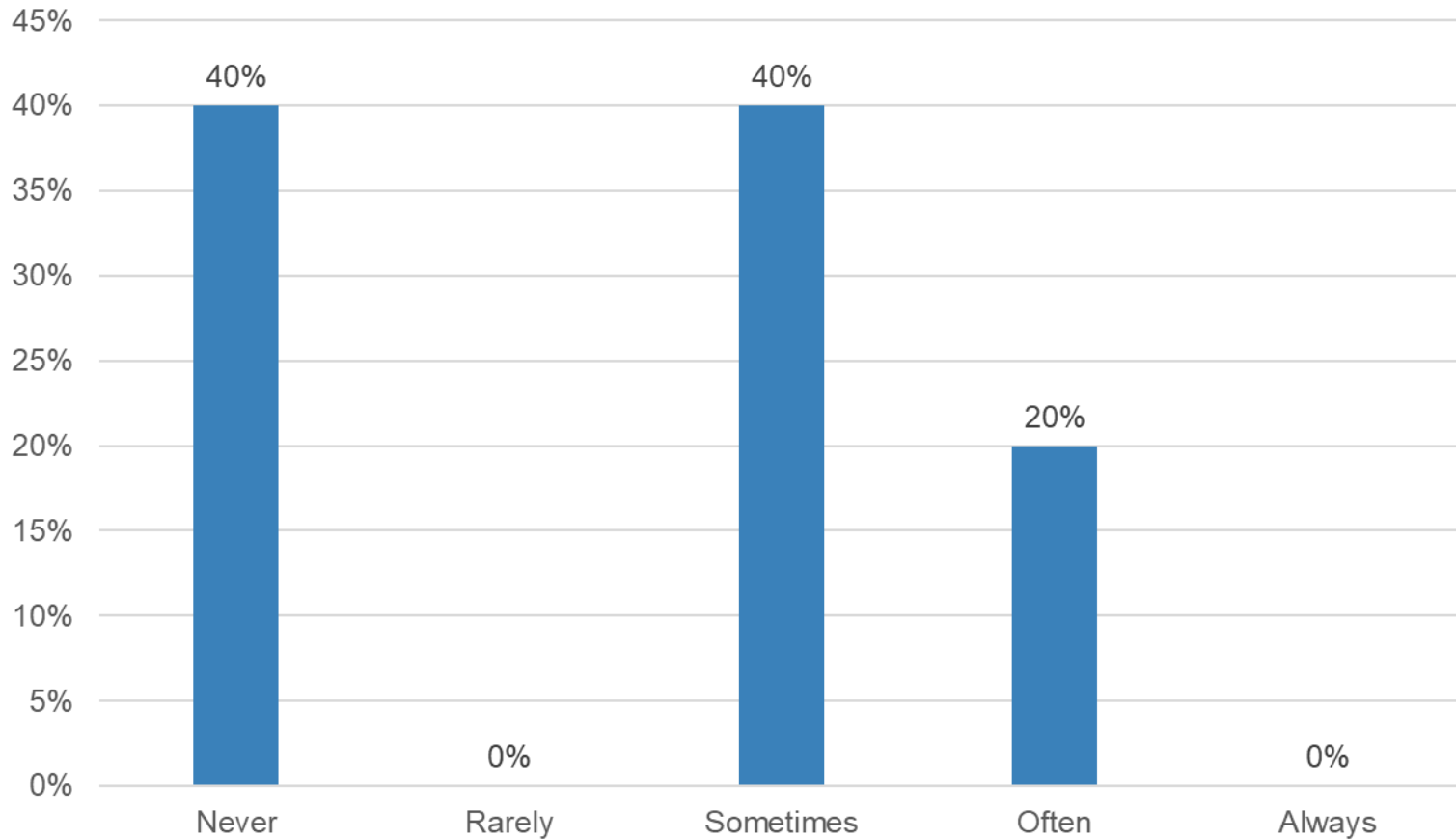


Field Trip Advance Notice



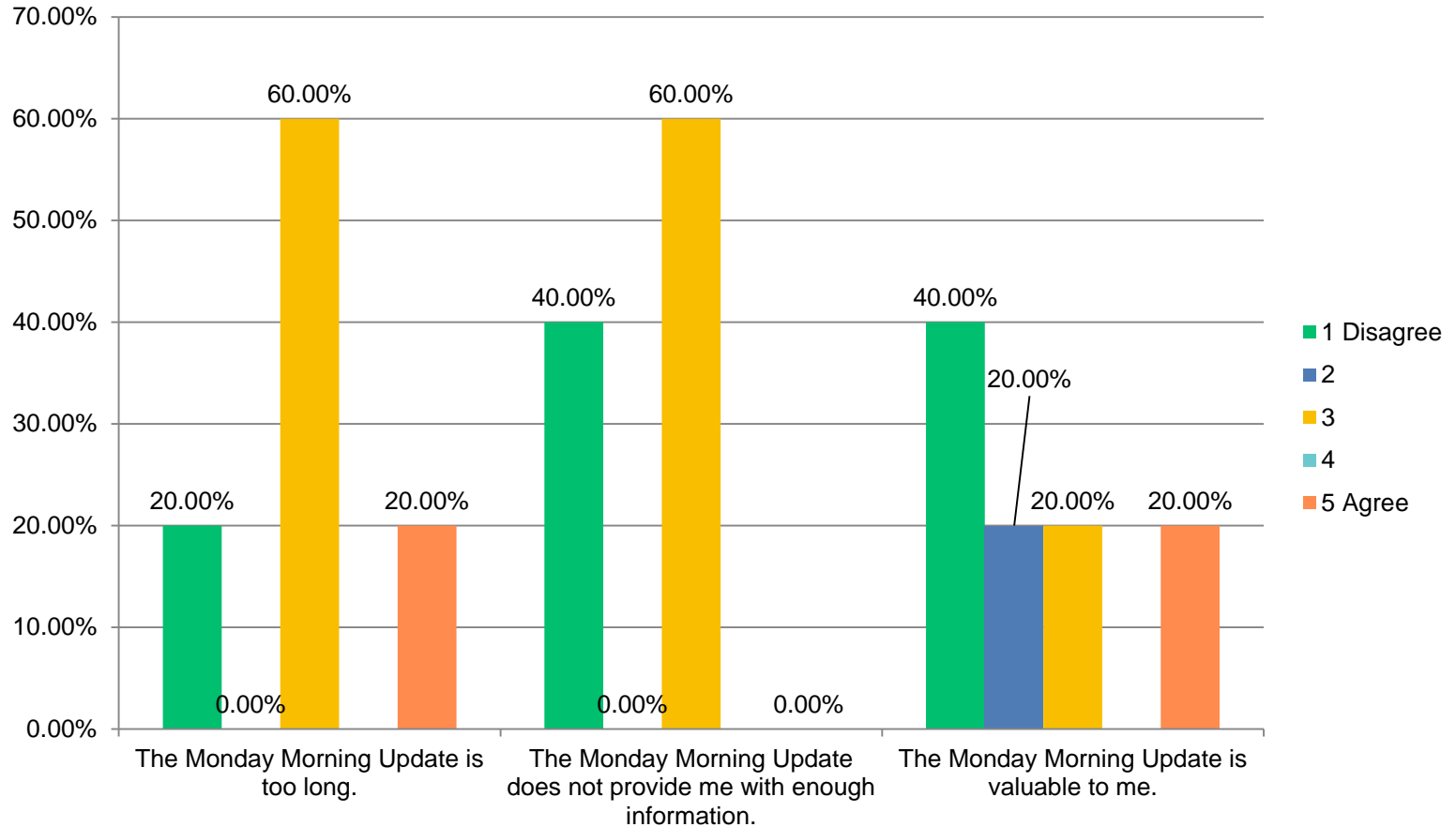


How often do you read the Monday Morning Update?





Level of agreement with the following statements



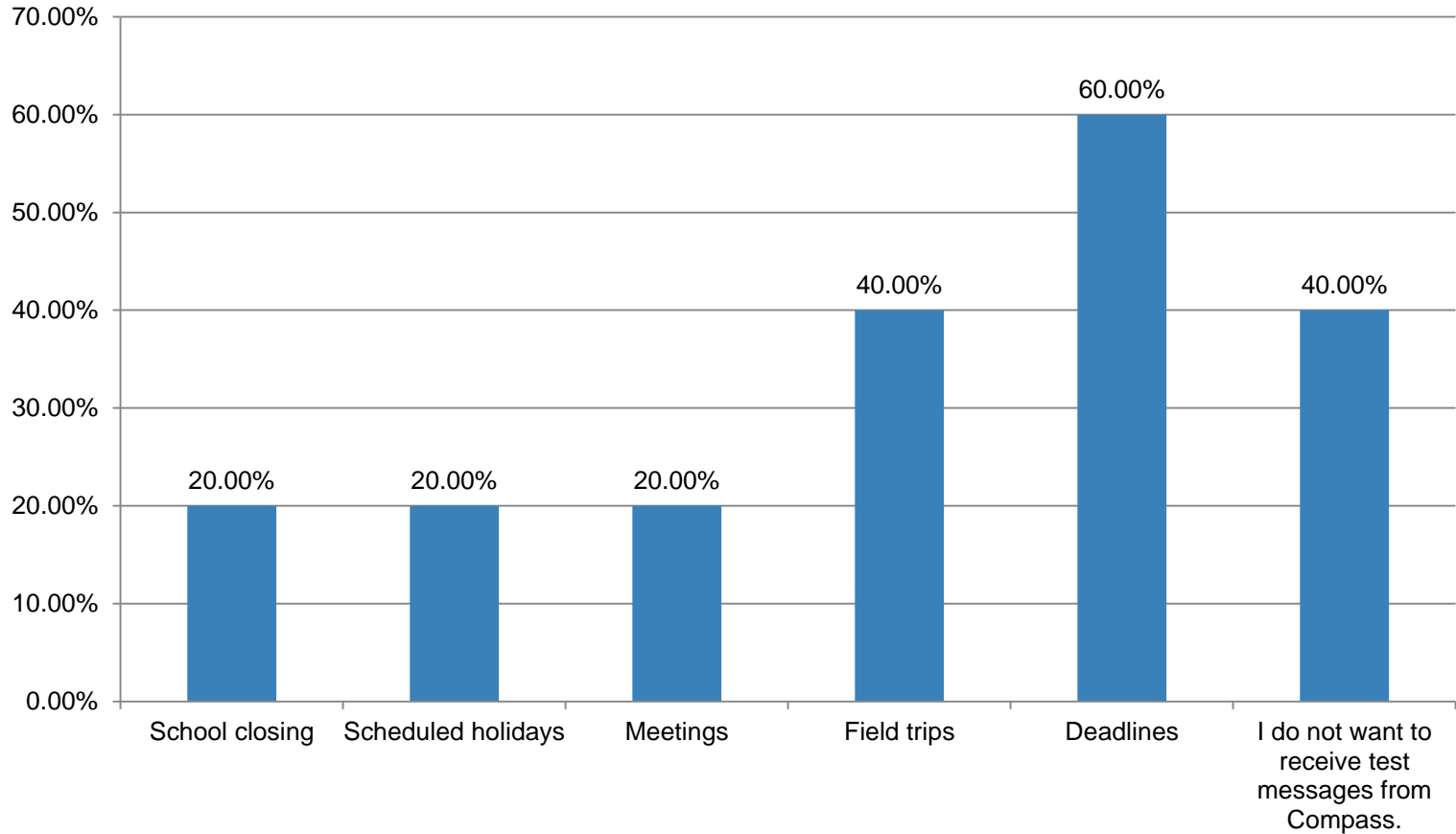


Monday Morning Update Additional Information

- Activity ideas for parents and children Upcoming field trip notices Club spotlight (star student's activity and experience in a particular school club) New vendors spotlight (keep this aspect, it's great!)
- I have no idea what that is.

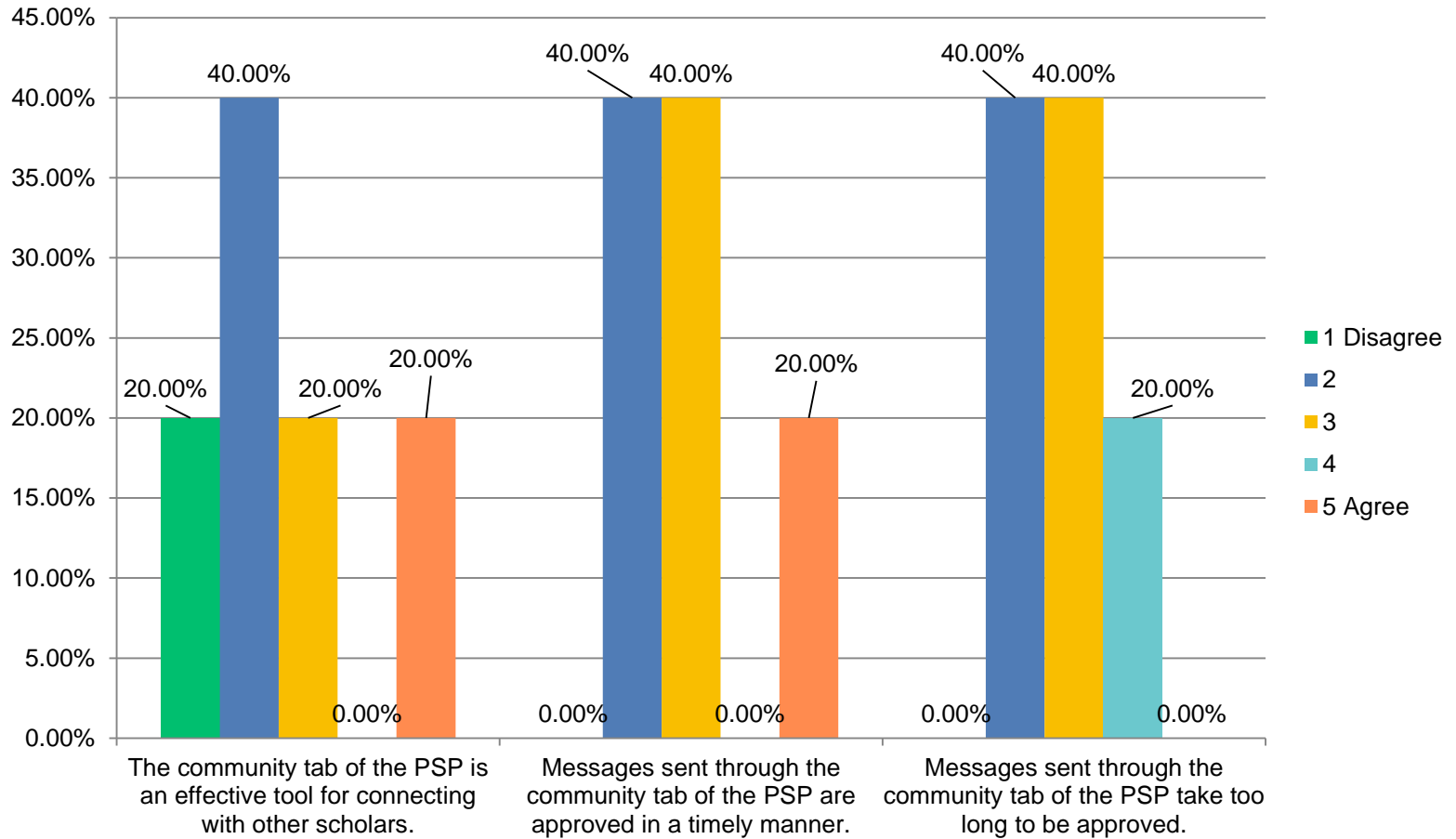


Preferred text message from Compass





Level of agreement with the following statements





Questions?



Contact:

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Cover Sheet

Review and Approval of the 2017-18 Amended Operating Budget

Section:	VII. NEW BUSINESS
Item:	A. Review and Approval of the 2017-18 Amended Operating Budget
Purpose:	Vote
Key Result:	Cash On Hand
Submitted by:	J.J. Lewis
Related Material:	CCS - Budget FDF 17-18 - 11618.pdf

BACKGROUND:

The FY18 Operating Budget was approved at the June 26, 2017 Annual Meeting, and amended at the September 25, 2017 Regular Meeting. This FY18 Amended Operating Budget has been created with the assistance of our back office provider, CSMC. We are projecting lower revenue from \$9,669,655 to \$9,025,716, a decrease of \$643,949, and lower expenses from \$11,776,211 to \$11,775,323. This will result in a higher deficit of \$2,749,606, and an overall ending fund balance of \$5 million. The primary cause of the lower revenue is lower enrollment and lower ADA. We will monitor and track our budget carefully and provide regular updates to the Finance Committee and Board of Directors throughout the year. This FY18 amended operating budget has been reviewed by the Finance Committee, and they have voted to recommend approval by the full Board of Directors.

RECOMMENDATION:

A motion to approve the 2017-18 amended operating budget.

Student Info

Compass Charter Schools**Student Input****2017-18 Home Office Budget**

	San Diego	Los Angeles	Fresno	Home Office	Total
Enrollment By Grade					
Kindergarten	40	27	8		75
Grade 1	26	31	4		61
Grade 2	40	30	13		83
Grade 3	38	36	6		80
Grade 4	34	35	13		82
Grade 5	42	35	12		89
Grade 6	27	40	11		78
Grade 7	33	35	8		76
Grade 8	37	33	10		80
Grade 9	19	21	12		52
Grade 10	22	39	7		68
Grade 11	24	38	10		72
Grade 12	33	79	10		122
Other Enrollment (Grade 12+, etc.)	-	-	-	-	-
Total Enrollment	415	479	124		1,018
	41%	47%	12%		

Daily Attendance Rate

Kindergarten	97.0%	97.0%	97.0%	97.0%	
Grade 1	97.0%	97.0%	97.0%	97.0%	
Grade 2	97.0%	97.0%	97.0%	97.0%	
Grade 3	97.0%	97.0%	97.0%	97.0%	
Grade 4	97.0%	97.0%	97.0%	97.0%	
Grade 5	97.0%	97.0%	97.0%	97.0%	
Grade 6	97.0%	97.0%	97.0%	97.0%	
Grade 7	97.0%	97.0%	97.0%	97.0%	
Grade 8	97.0%	97.0%	97.0%	97.0%	
Grade 9	97.0%	97.0%	97.0%	97.0%	
Grade 10	97.0%	97.0%	97.0%	97.0%	
Grade 11	97.0%	97.0%	97.0%	97.0%	
Grade 12	97.0%	97.0%	97.0%	97.0%	
Other Enrollment (Grade 12+, etc.)	97.0%	97.0%	97.0%	97.0%	
Average Daily Attendance Rate	97.0%	97.0%	97.0%	97.0%	

Student Info

Average Daily Attendance by Grade

Kindergarten	38.8	26.2	7.8		72.8
Grade 1	25.2	30.1	3.9		59.2
Grade 2	38.8	29.1	12.6		80.5
Grade 3	36.9	34.9	5.8		77.6
Grade 4	33.0	34.0	12.6		79.5
Grade 5	40.7	34.0	11.6		86.3
Grade 6	26.2	38.8	10.7		75.7
Grade 7	32.0	34.0	7.8		73.7
Grade 8	35.9	32.0	9.7		77.6
Grade 9	18.4	20.4	11.6		50.4
Grade 10	21.3	37.8	6.8		66.0
Grade 11	23.3	36.9	9.7		69.8
Grade 12	32.0	76.6	9.7		118.3
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	402.6	464.6	120.3		987.5

Average Daily Attendance by Grade Range

ADA Grades K-3	132.28	116.30	35.78		284.36
ADA Grades 4-6	92.14	99.86	36.06		228.06
ADA Grades 7-8	67.54	64.70	21.09		153.33
ADA Grades 9-12	76.03	128.65	31.20		235.88
Average Overall Daily Attendance	367.99	409.51	124.13		901.63

Unduplicated Pupil Percent	44.48%	56.77%	53.60%		51.62%
Unduplicated Pupil Count	184.59	271.93	66.46		522.98

Prior Year P2 ADA	-				
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Total PTR Neded	16	19	5		
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P2 16-17 Totals: ADA
 TK-3: 0
 4-6 0
 7-8 0
 9-12 0
 0

Revenue Input

Compass Charter Schools

Revenue

COLA

2.15%

2.35%

2.57%

2.57%

2.57%

2017-18 Home Office Budget

SACS	85% San Diego	100% Los Angeles	100% Fresno	Home Office	Total
State					
8011	LCFF for all grades; state aid portion	1,407,582	3,453,916	958,206	5,819,704
8012	LCFF for all grades; EPA portion	426,447	81,902	24,826	533,175
8096	In-Lieu of Property Taxes, all grades	774,184	173,685	75,253	1,023,122
8019	Prior Year Income/Adjustments (State Aid)	775	306	304	1,385
8520	State Child Nutrition program	-	-	-	-
8550	Mandated Cost Reimbursements	5,680	8,041	1,864	15,585
8560	Lottery - Restricted	16,560	18,428	5,586	40,573
8560	Lottery - Unrestricted	52,991	58,969	17,875	129,835
8550	One Time Block Grant	35,456	44,174	11,043	90,673
8591	SB 740 Rent re-imburement program	-	-	-	-
8792	SPEd	215,880	246,720	64,250	526,850
State Revenue		2,935,554	4,086,142	1,159,206	8,180,902
Federal					
8220	Federal Child Nutrition Programs	-	-	-	-
8181	Special Education - Federal Entitlement	40,000	55,875	14,750	110,625
8182	Special Education - Mental Health	-	-	-	-
8291	Title I	-	-	-	-
8292	Title II	-	-	-	-
8293	Title III	-	-	-	-
8294	Title IV	-	-	-	-
8295	Title V	-	-	-	-
8299	Prior Year Federal Revenue	-	-	-	-
Federal Revenue		40,000	55,875	14,750	110,625
Local					
8660	Interest	4,685	6,508	1,822	13,015
8682	Foundation Grants/Donations	-	-	-	2,266
8799	All Other Transfers In	-	-	-	-
8639	Student Lunch Revenue	-	-	-	-
8699	All Other Local Revenue	53,648	64,130	18,681	136,458
8685	School Site Fundraising Revenue	79	94	27	200
8650	Rental Income	228,207	284,802	69,241	582,250
Local Revenue		\$ 286,618	\$ 355,533	\$ 89,771	\$ 2,266
Total Revenue		3,262,172	\$ 4,497,550	\$ 1,263,727	\$ 2,266

36% 50% 14% 100%

Revenue Rates				
San Diego	Los Angeles	Fresno	Home Office	Total
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
2,475.08	424.13	606.24		
15.40	43.40			
45	45	45	45	45
144	144	144	144	144
143	143	143	143	143
75%	75%	75%	75%	75%
488.30	488.30	488.30	488.30	488.30
120.00	120.00	120.00	120.00	120.00
97.68	97.68	97.68	97.68	97.68
10.23	10.23	10.23	10.23	10.23
40.00	40.00	40.00	40.00	40.00

Compass Charter Schools
Expenses Summary
2017-18 Home Office Budget

COLA

SACS SACS OI Code Description	San Diego	Los Angeles	Fresno	Home Office	Total	Check
Certificated Salaries						
1100 Teachers' Salaries	1,167,191	1,609,204	452,156		3,228,551	-
1105 Teachers' Stipends	-	-	-		-	-
1120 Substitute Expense	-	-	-		-	-
1200 Certificated Pupil Support Salaries	198,637	273,860	76,950		549,446	-
1300 Certificated Supervisor and Administrator Salaries	89,715	123,690	34,755		248,160	-
1305 Certificated Supervisor and Administrator Bonuses	-	-	-		-	-
1900 Other Certificated Salaries	107,493	148,200	41,641		297,334	-
1000 Subtotal	1,563,035	2,154,954	605,502		4,323,491	-
Classified Salaries						
2100 Instructional Aide Salaries	-	-	-		-	-
2105 Instructional Aide Stipends	-	-	-		-	-
2200 Classified Support Salaries	169,656	233,905	65,723		469,284	-
2210 Classified Support Overtime	-	-	-		-	-
2300 Classified Supervisor and Administrator Salaries	168,138	231,811	65,135		465,084	-
2400 Clerical, Technical, and Office Staff Salaries	97,602	134,564	37,810		269,976	-
2410 Clerical, Technical, and Office Staff Overtime	-	-	-		-	-
2900 Other Classified Salaries	5,873	8,097	2,275		16,245	-
2000 Subtotal	441,269	608,377	170,943		1,220,589	-
Employee Benefits						
3101 State Teachers' Retirement System, certificated positions	225,546	310,960	87,374		623,880	-
3202 Public Employees' Retirement System, classified positions	-	-	-		-	-
3313 OASDI	27,359	37,719	10,598		75,676	-
3323 Medicare	29,062	40,068	11,258		80,389	-
3403 Health & Welfare Benefits	189,565	261,353	73,435		524,354	-
3503 State Unemployment Insurance	9,363	12,909	3,627		25,900	-
3603 Worker Compensation Insurance	17,237	23,765	6,677		47,679	-
3903 Other Benefits	-	-	-		-	-
3000 Subtotal	498,133	686,775	192,971		1,377,878	-
Total Personnel Expenses	2,502,437	3,450,105	969,415		6,921,958	-
Books and Supplies						
4100 Approved Textbooks and Core Curricula Materials	406,967	561,085	157,654		1,125,707	-
4200 Books and Other Reference Materials	336,577	464,038	130,386		931,000	-
4300 Materials and Supplies	10,846	14,953	4,201		30,000	-
4315 Classroom Materials and Supplies	3,977	5,483	1,541		11,000	-
4381 Materials for Plant Maint	-	-	-		-	-

Expenses Summary

4400	Noncapitalized Equipment	1,808	2,492	700		5,000	-
4430	Noncapitalized Student Equipment	5,423	7,476	2,101		15,000	-
4700	Food and Food Supplies	-	-	-		-	-
							-
							-
4000	Subtotal	765,597	1,055,527	296,583		2,117,707	-

Services and Other Operating Expenses

5200	Travel and Conferences	27,114	37,382	10,504		75,000	-
5210	Training and Development Expense	36,152	49,843	14,005		100,000	-
5300	Dues and Memberships	7,230	9,969	2,801		20,000	-
5400	Insurance	8,807	12,142	3,412		24,361	-
5500	Operation and Housekeeping Services/Supplies	2,892	3,987	1,120		8,000	-
5501	Utilities	2,169	2,991	840		6,000	-
5600	Space Rental/Leases Expense	292,572	403,368	113,339		809,279	-
5601	Building Maintenance	633	872	245		1,750	-
5602	Other Space Rental	14,461	19,937	5,602		40,000	-
5605	Equipment Rental/Leasing Expense	10,846	14,953	4,201		30,000	-
5610	Equipment Repair	362	498	140		1,000	-
5800	Professional/Consulting Services and Operating Expenses	18,076	24,921	7,002		50,000	-
5803	Banking and Payroll Fees	2,169	2,991	840		6,000	-
5805	Legal Fees	36,152	49,843	14,005		100,000	-
5806	Audit Services	12,472	17,196	4,832		34,500	-
5807	Legal Settlements				12,000	12,000	-
5809	Employee Tuition	3,977	5,483	1,541		11,000	-
5810	Educational Consultants	108,456	149,529	42,015		300,000	-
5811	Student Transportation/Field Trips/Activities	27,114	37,382	10,504		75,000	-
5815	Advertising/Recruiting	90,380	124,607	35,012		250,000	-
5820	Fundraising Expense	-	-	-		-	-
5873	Financial Services	107,902	148,764	41,800		298,466	-
5874	Personnel Services	542	748	210		1,500	-
5875	District Oversight Fees	26,082	111,285	10,583		147,950	-
5877	IT Services	23,499	32,398	9,103		65,000	-
5890	Interest Expense / Misc. Fees	5,423	7,476	2,101		15,000	-
5891	Loan Mangement and Interest Fee	-	-	-		-	-
5899	CMO Management Fee	-	-	-		-	-
5900	Communications	18,076	24,921	7,002		50,000	-
5999	Expenses Suspense	-	-	-		-	-
		-	-	-		-	-
5000	Subtotal	883,559	1,293,487	342,759	12,000	2,531,806	-

Capital Outlay

6900	Depreciation Expense	-	-	-		-	-
6000	Subtotal						

Other Outgoing

7999	Repayment of Revenue	-	-	-	203,852	203,852	-
7141	Special Education Encroachment	-	-	-		-	-
7438	Debt Service - Interest	-	-	-		-	-
7500	District Oversight Fee	-	-	-		-	-
7000	Subtotal				203,852	203,852	

Total Non-Personnel Expenses	1,649,156	2,349,014	639,343	215,852	4,853,365	-
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Total Expenses	4,151,593	5,799,119	1,608,758	215,852	11,775,323	-
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Instructional Related:	1,108,319.36	1,528,037.67	429,349.97		3,065,707.00
Facilities	261,515.44	360,550.81	101,308.03	-	723,374.28
	<u>1,369,834.80</u>	<u>1,888,588.48</u>	<u>530,658.00</u>	-	<u>3,789,081.28</u>