Compass Charter Schools

Meeting of the Compass Board of Directors

Strategic Planning

Date and Time

Tuesday November 10, 2026 at 6:00 PM PST

Location

This meeting will be held virtually through Zoom.

Participants are able to view the meeting from a computer, tablet or smartphone.

Please click the link below to join the webinar:
https://compasscharters-org.zoom.us/j/81949864888

28210 Dorothy Dr., Suite 210, Agoura Hills, CA 91301
3722 West Blvd., Los Angeles, CA, 90016
Doubletree Pomona, 3101 W. Temple Ave., Pomona, CA 91768, Milan boardroom
2124 North Lincoln Avenue, Altadena, CA 91001
1035 Shamrock Rd, Campbell, CA 95008
6337 8th Avenue, Los Angeles, CA 90043

This meeting is available for public viewing as a webinar: https://compasscharters-org.zoom.us/j/81949864888

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805)

405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
	A. Call the Meeting to Order		Noël Unterburger	1 m
	B. Record Attendance		Tami Wrigley	2 m
II.	**Public Comment**			**6:03 PM**
	A. Public Comment	FYI	Noël Russell Unterburger	5 m

Special meetings of the Board of Directors are conducted in a civil, orderly, and respectful manner. In accordance with the Brown Act, public comment at a Special Board Meeting is limited to items listed on the posted agenda.
Individuals wishing to address the Board must complete a Speaker Request Card (https://forms.gle/wP1s15iB6xRSAEzP8) and submit it to Tami Wrigley prior to the start of the meeting. The Speaker Request Card must include the speaker's name, contact phone number or email address, and the agenda item on which they wish to speak.
All public comments should be directed to the Board through the Chair. Each speaker will be allotted up to two (2) minutes. Public comment for each agenda item will generally be limited to a total of 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 matters that are not included on the posted agenda. Following public comment on an agenda item, the Board may ask clarifying questions of staff or provide direction to staff as appropriate.
The Chair is responsible for conducting the meeting, maintaining order, establishing reasonable time limits for speakers, and ensuring that the meeting proceeds efficiently. The Chair may rule out of order comments that are not related to the agenda item under consideration and may remove any individual whose conduct disrupts the orderly conduct of the meeting. The Board may adjust the total time

		Purpose	Presenter	Time

allocated for public comment on an agenda item when necessary to ensure the timely conduct of Board business.

III. Board Business — 6:08 PM

A.	Board Workshop	Discuss	Debra LaCroix	30 m

Board Strength Deployment Inventory session led by Debra LaCroix, the Training and Development Manager at Compass Charter Schools.

B.	Board Workshop	Discuss	Devin Vodicka	90 m

Board Strategic Planning Session facilitated by the Learner-Centered Collaborative. The session will be led by Devin Vodicka, Ed.D.

IV. Closing Items — 8:08 PM

A.	Upcoming Meetings	FYI	Elizabeth Brenner	1 m

Tuesday, December 8, 2026
Board of Directors Meeting: 6:00 - 8:00 p.m.

B.	Adjourn Meeting	Vote	Noël Russell Unterburger	1 m

Coversheet

Board Workshop

Section:	III. Board Business
Item:	A. Board Workshop
Purpose:	Discuss
Submitted by:	
Related Material:	Board of Directors_Intro to the SDI.pptx.pdf

Compass Charter Schools

Board Of Directors Meeting

November 10, 2026

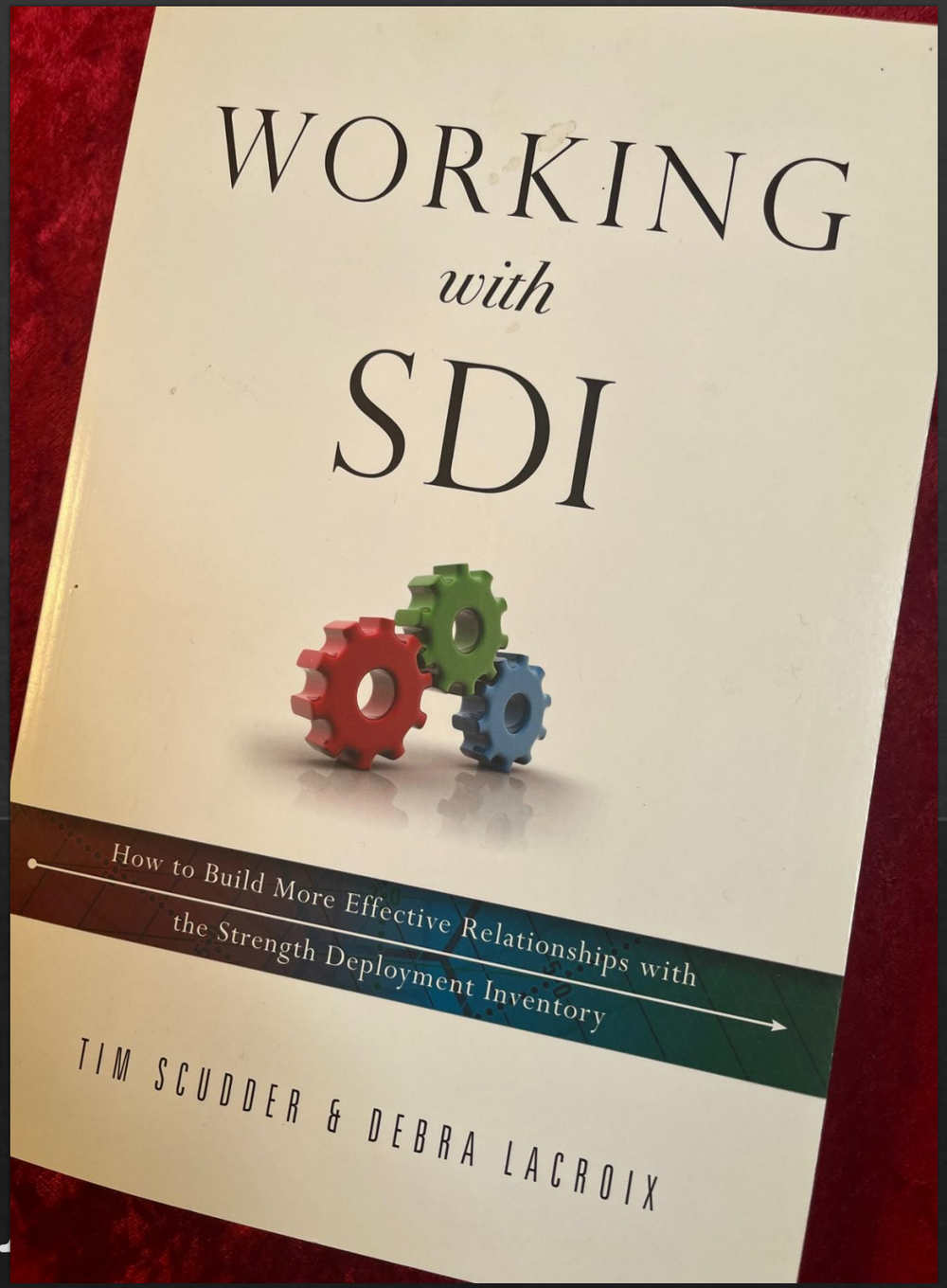
Intro to the SDI Board of Directors

November 10, 2026

Debra LaCroix

Training and Development Manager

(Global SDI Master)


WORKING
with
SDI
How to Build More Effective Relationships with
the Strength Deployment Inventory
TIM SCUDDER & DEBRA LACROIX

RQ Relationship Intelligence

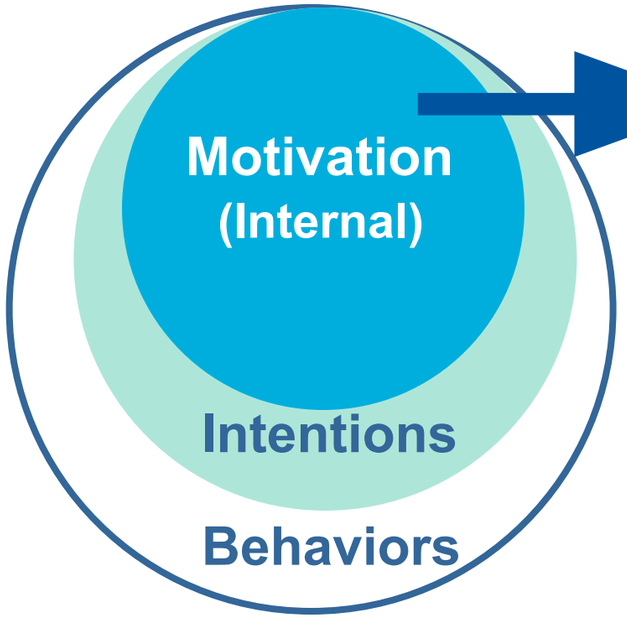
Relationship Intelligence (RQ)

Insight for adjusting your approach to make interactions more effective.



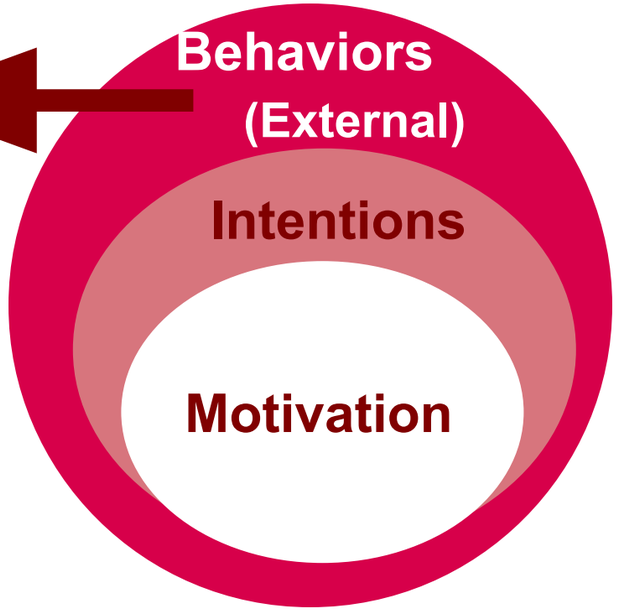
Motivation, Intention and Behavior

Your self-perception is based on…



what you are trying to do!

Their perception of you is based on…



what they are seeing you do!

SDI 2.0 and Three Core Motives

BLUE

RED

GREEN

Condition 1:
When Things Are Going Well

Condition 2:
When Things Are in Conflict

Condition 1: Going Well



Everyone is a blend of three motives:

PEOPLE

A drive to help others

PERFORMANCE

A drive to achieve desired results

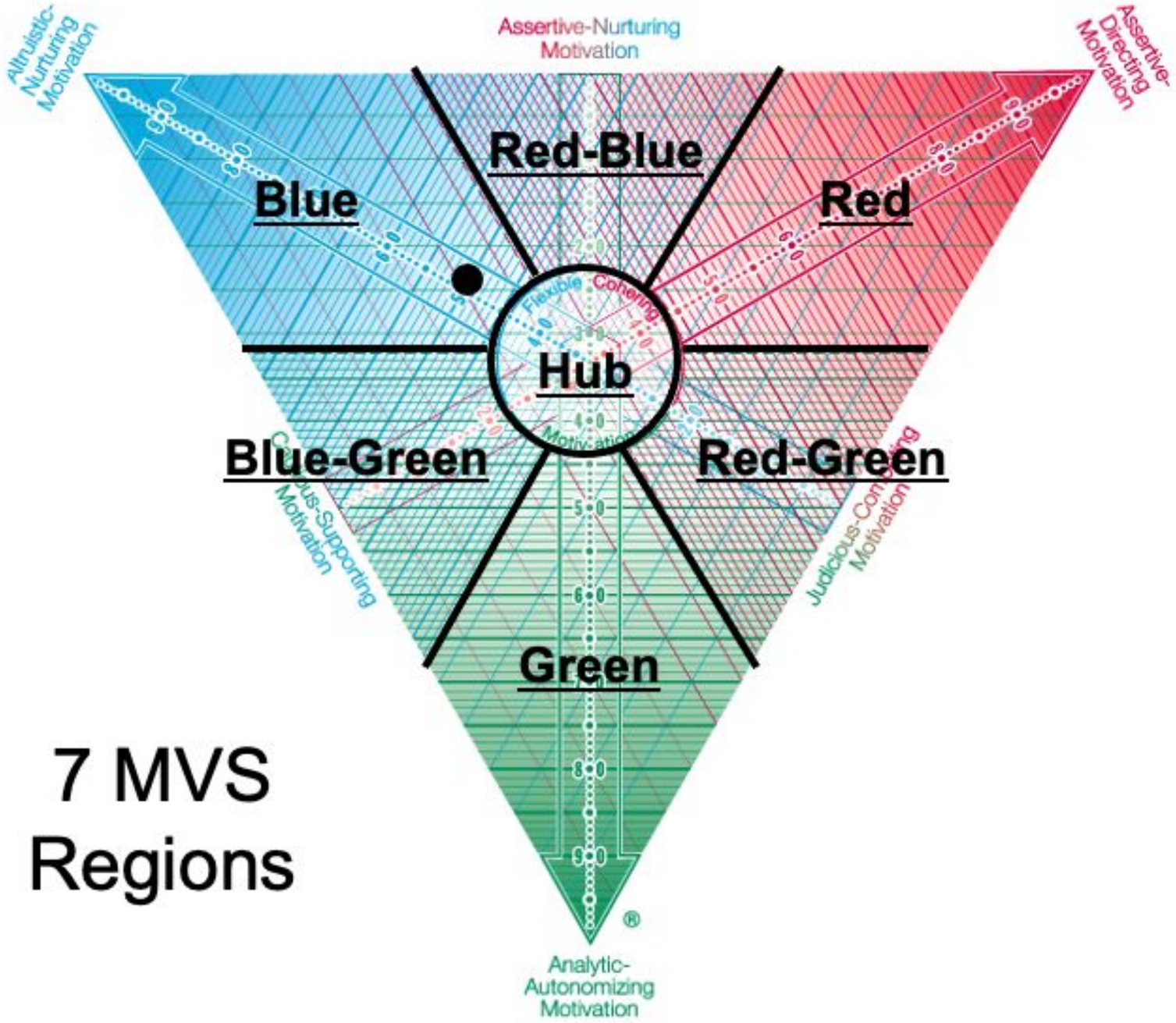
PROCESS

A drive to establish order

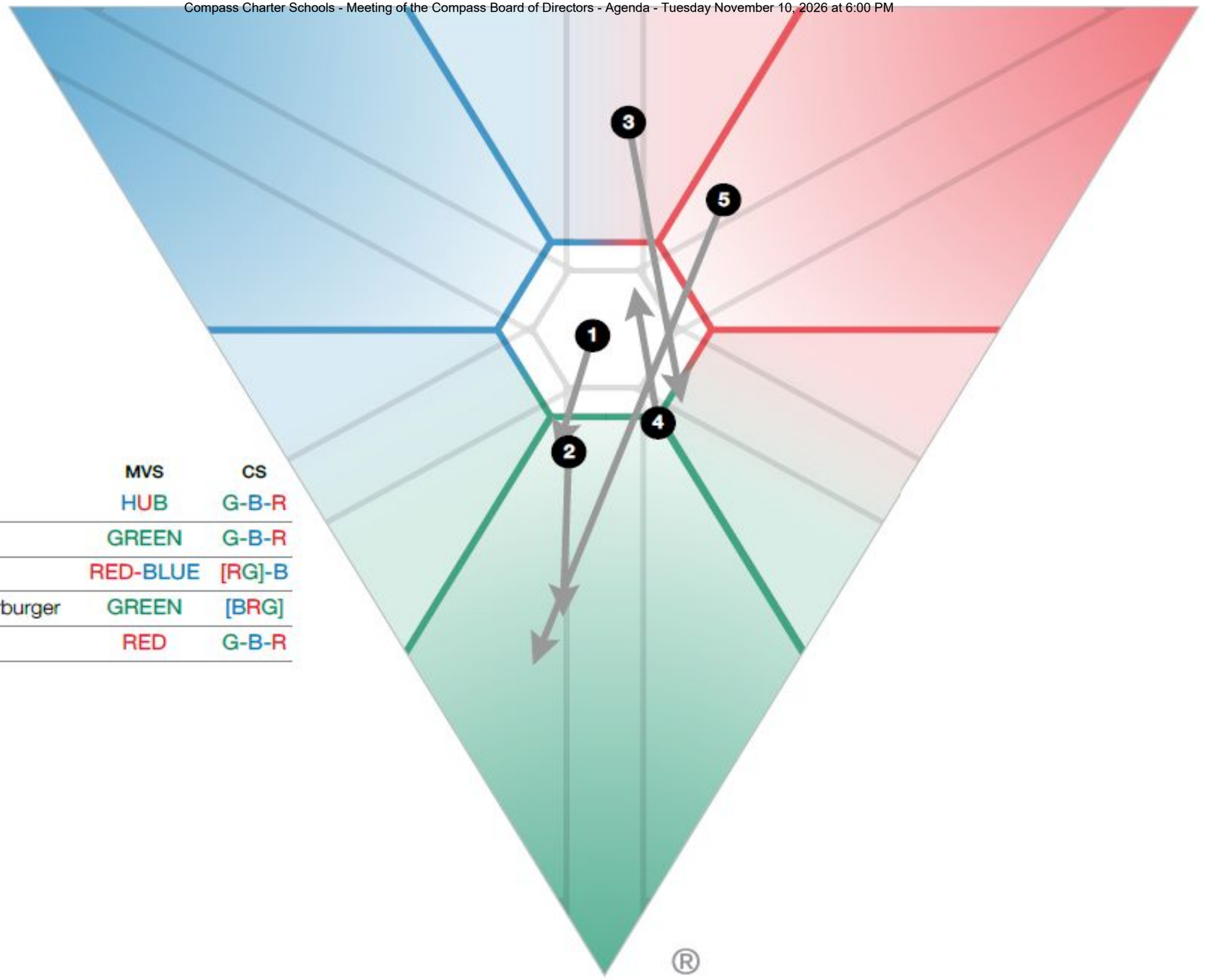
Motives Under Two Conditions

Motives in Two Conditions

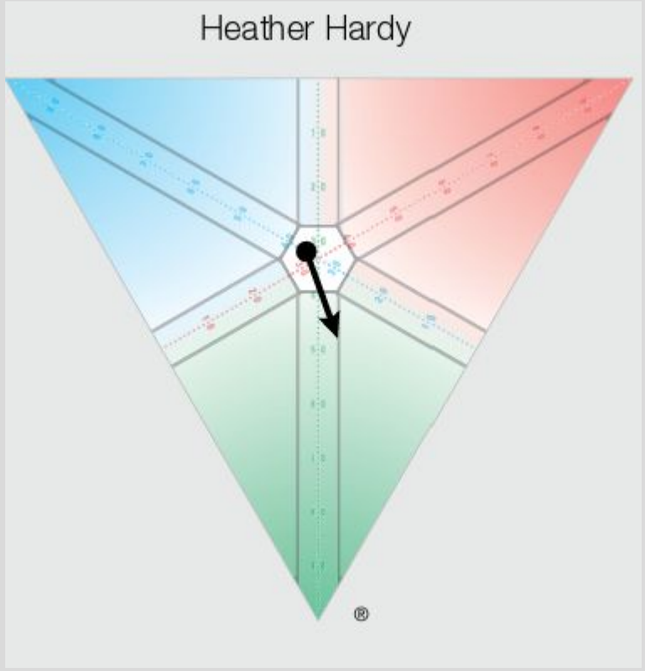
Condition 1: When Things Are Going Well	**Condition 2:** When There Is Conflict
PEOPLE	ACCOMMODATE
PERFORMANCE	ASSERT
PROCESS	ANALYZE
All three motives blend	Motives work in sequence

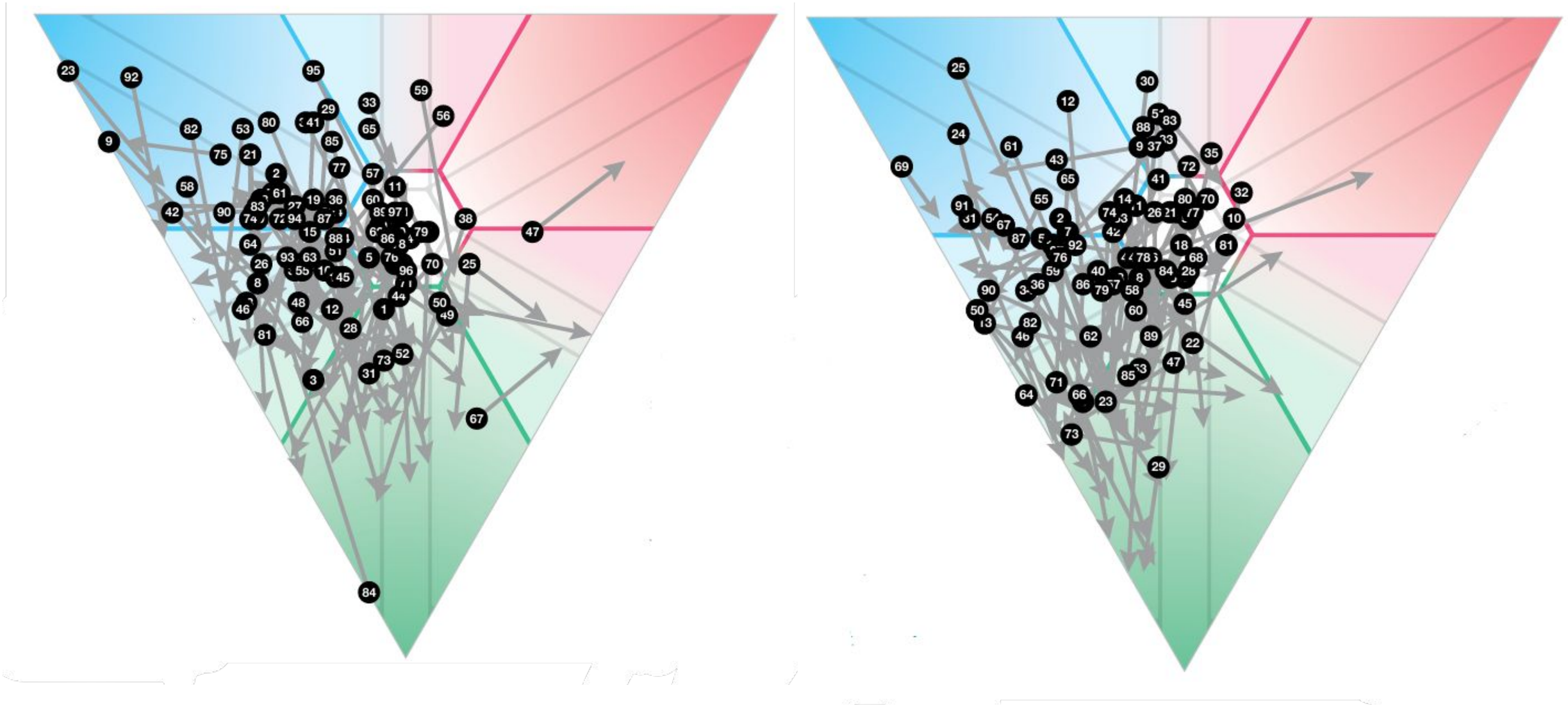


7 MVS Regions



	NAME	MVS	CS
1	Ambur Borth	HUB	G-B-R
2	Jeffery Flagg	GREEN	G-B-R
3	Liz Brenner	RED-BLUE	[RG]-B
4	Noel Russell Unterburger	GREEN	[BRG]
5	Tamara Harvey	RED	G-B-R


Heather Hardy



Team Strengths Portrait

November 10, 2026

SUPPORTIVE
You give encouragement and help to others.

HELPFUL
You give assistance to others who are in need.

INCLUSIVE
You bring people together in order to reach consensus.

METHODICAL
You are orderly in action, thought, and expression.

SELF-CONFIDENT
You believe in your own powers and strengths.

OPTION-ORIENTED
You look for and suggest different ways of doing things.

TOLERANT
You respect differences, even when you don't agree.

ANALYTICAL
You dissect and digest whatever is going on.

CARING
You concern yourself with the well-being of others.

PERSUASIVE
You urge, influence, and convince others.

CAUTIOUS
You are careful to make sure of what is going on.

SOCIABLE
You engage easily in group conversations and activities.

ADAPTABLE
You adjust readily to new or modified conditions.

LOYAL
You remain faithful to the commitments you make to others.

OPEN-TO-CHANGE
You consider different perspectives, ideas, and opinions.

FLEXIBLE
You act in whatever manner is appropriate at the moment.

DEVOTED
You are dedicated to some people, activities, or purposes.

PERSEVERING
You maintain the same course of action despite obstacles.

QUICK-TO-ACT
You get things started without delay.

FAIR
You act justly, equitably, and impartially.

AMBITIOUS
You are determined to succeed and to get ahead.

PRINCIPLED
You follow certain rules of right conduct.

RESERVED
You practice self-restraint in expressing thoughts and feelings.

FORCEFUL
You act with conviction, power, and drive.

MODEST
You play down what you are capable of doing.

TRUSTING
You place your faith in others.

RISK-TAKING
You take chances on losses in pursuit of high gains.

COMPETITIVE
You strive to win against others.

WORK PERSPECTIVE

The Team Strengths Portrait is a picture of your team. It shows the way the team prioritizes and uses their strengths when working together.

Most Likely To Use at Work

Least Likely To Use at Work

THE FOUR TYPES OF STRENGTHS

Strengths with a blue bar are about people	Strengths with a red bar are about performance
Strengths with a green bar are about process	Strengths with a grey bar are about perspective

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Team Overdone Strengths Portrait

November 10, 2026

Being so **HELPFUL** to others that you do things for them that they do not want or need.

Smothering

Being so **SUPPORTIVE** that you give up your own interests and wishes for others.

Self-Sacrificing

Being **SELF-CONFIDENT** to the point of being convinced you know best.

Arrogant

Being so **ANALYTICAL** that you get lost in concepts or details that don't matter.

Obsessed

Being so **MODEST** that you don't take credit for your efforts or promote your ability.

Self-Effacing

Being so **METHODICAL** that you are constrained and do not change your ways.

Rigid

Being so **ADAPTABLE** that you let the situation dictate what you do.

Compliant

Being so **PERSEVERING** that you justify your course of action despite others' views or preferences.

Stubborn

Being so **OPEN-TO-CHANGE** that your priorities and principles are not clear.

Inconsistent

Being so **SOCIABLE** that you disrupt or distract others.

Intrusive

Being so **INCLUSIVE** that it decreases the value of each person's participation.

Indiscriminate

Being so **PRINCIPLED** that you don't yield, even on minor issues.

Unbending

Being so **TOLERANT** that you come across as having no opinion or preference.

Indifferent

Being so **PERSUASIVE** that you disregard others' views and dispute their concerns.

Abrasive

Being so **QUICK-TO-ACT** that you overlook information that could be useful.

Rash

Being so **LOYAL** that you overlook or ignore problems with plans or people.

Blind

Being so **TRUSTING** that you readily believe in people or things that you should not.

Gullible

Being so **CAUTIOUS** that you start off with doubt, mistrust, and skepticism.

Suspicious

Being so **FORCEFUL** that you assert your will over others.

Domineering

Being so **OPTION-ORIENTED** that you do not have a clear aim or direction.

Indecisive

Being so **DEVOTED** that you do what others want without question or resistance.

Subservient

Being so **CARING** for others' well-being that you give or do anything they ask.

Submissive

Being so **FLEXIBLE** that other people cannot be sure about what you will do.

Unpredictable

Being so **COMPETITIVE** that you confront people in a combative or argumentative way.

Aggressive

Being **RISK-TAKING** to the point of ignoring the potential consequences.

Reckless

Being so **RESERVED** in expressing yourself that you do not engage with people or issues.

Distant

Being so **FAIR** and impartial that you don't consider the effect on others.

Cold

Being so **AMBITIOUS** with your goals that you don't have compassion for others.

Ruthless

Most Likely To Overdo at Work

Least Likely To Overdo at Work

WORK PERSPECTIVE

The Team Overdone Strengths Portrait is a picture of your team. It shows the way the team might be perceived when they overdo their strengths.

> You can accomplish just about anything
> if you can surrender
> the need to be “right”
> to the desire to be effective!
>
> -Debra LaCroix

Coversheet

Board Workshop

Section: III. Board Business
Item: B. Board Workshop
Purpose: Discuss
Submitted by:
Related Material:
Compass Board Workshop _ Effective Governance & the Blueprint — Nov. 10, 2026 (Draft).pdf



Compass Board Workshop

November 10, 2026

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CONNECT

When have you felt heard?

Think of a team or meeting where you could raise a hard question and still feel respected.

What did someone do that made it easier to speak up?

Think for 1 minute. Share one behavior in a round, or pass.

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GOALS

What we'll do together

Choose a goal to pay attention to. Today is for learning and feedback, not approval.

01 Build relationships

Name habits that build trust.

02 Understand governance

Clarify roles, compliance and discourse.

03 Shape the blueprint

Give feedback on the working draft.

04 Preview the scorecard

See how the board can monitor progress.

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LOOKING BACK • JULY 20

What we started in July

We got to know how we work together and began to define what effective governance looks like at Compass.

Built relationships
We shared how we communicate, receive feedback and work at our best.

Board practice
We reviewed the four pillars and worked through real-world board scenarios.

Set a direction
We wrote five-year headlines for Compass and imagined what it would take to get there.



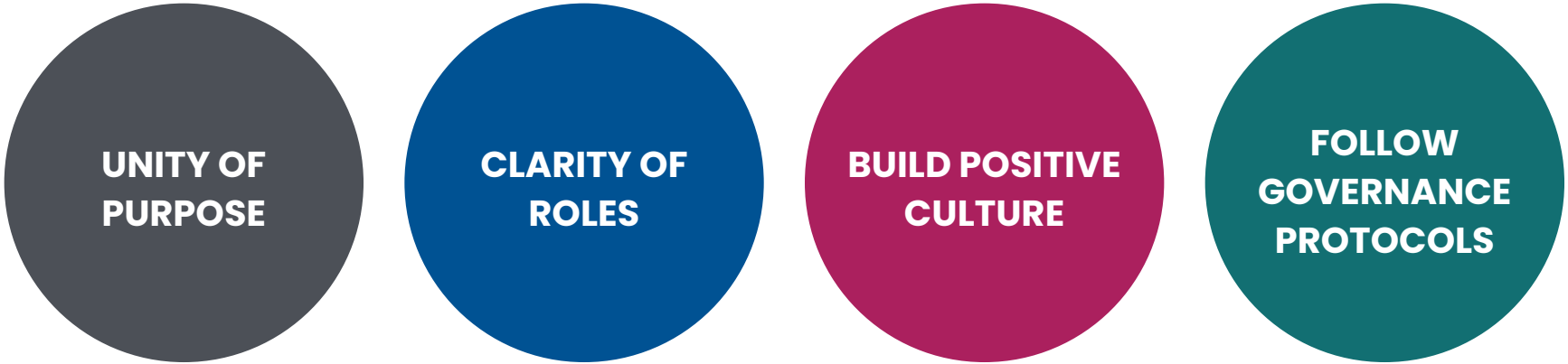
Compass values: Achievement, Respect, Teamwork, Integrity and Communication
Revisit the July workshop

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EFFECTIVE GOVERNANCE

4 Pillars of a Successful Board

We used this framework in July. Which pillar is a strength, and which needs attention?



Source: CSBA

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EFFECTIVE GOVERNANCE

Different roles, shared purpose



The board governs

Sets direction and policy, acts as a body, and monitors progress.

The superintendent leads

Recommends, implements, and reports progress and risks.

Source: CSBA

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COMPLIANCE & TRUST

Compliance is the floor

Public confidence depends on meeting our obligations and showing how we make decisions.

Complete Form 700

If required for your role, confirm your deadline and filing process with the designated filing officer.

Protect the public process

Follow open-meeting requirements. Ask for guidance early if a potential conflict arises.

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The Four Elements of Trust

Consistency

Messages for different audiences have the same meaning.

Compassion

There is a semblance of protection and that one person will not do harm to the other person

Communication

Well-timed sharing of both positive and negative information is linked with developing trust.

Competency

Execution of an individual's role responsibilities

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Source:
The Four Elements of Trust, Devin Vodicka

“No surprises” goes both ways

Early information helps. New questions and respectful dissent are welcome in public.

Leadership → board

Share materials and material updates early through the proper process.

Board → leadership

Raise factual questions early through the agreed staff channel.

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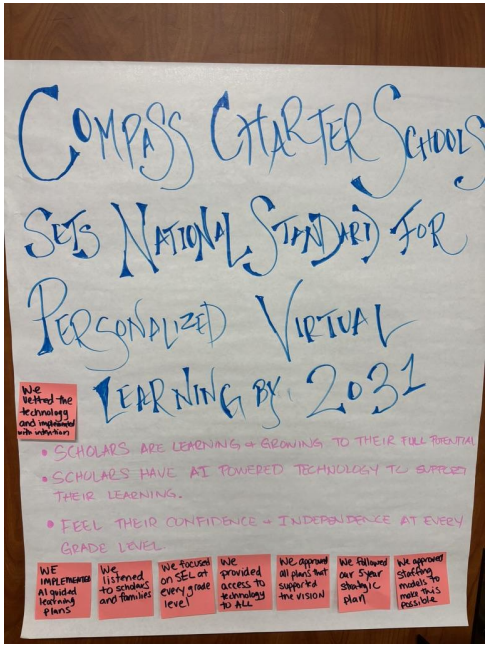
Devin's Board Governance Infrastructure Checklist

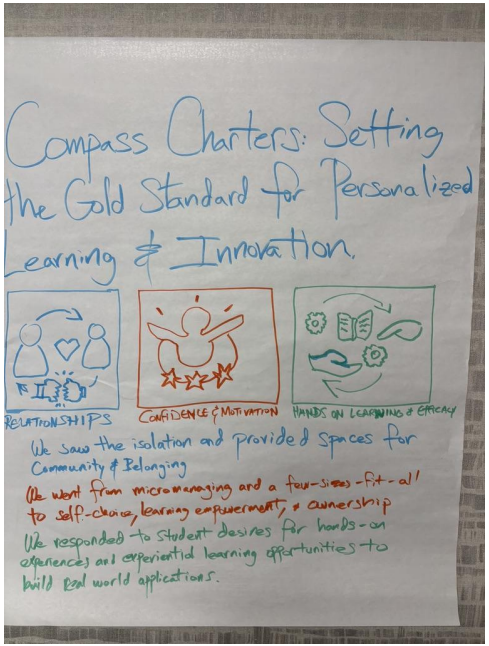
- ❑ Framework for the Future
  - ❑ Vision
  - ❑ Mission
  - ❑ Values
  - ❑ Goals
  - ❑ Strategic Plan
- ❑ Governance Calendar
- ❑ Governance Handbook
- ❑ Board Self-Evaluation
- ❑ Executive Evaluation

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What did we imagine for Compass?

In July we asked: In five years, what will the headlines say about Compass?





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BLUEPRINT • DANNY SCUDERI

What's taking shape at Compass

The framework refresh connects what we want for scholars with what Compass will do next.

Scholar Profile

What should Compass scholars know and be able to do? Staff teams, families and leaders helped inform the work.

Early Big Moves

What shifts would make that profile real? One draft idea: make learning visible through capstones, portfolios and presentations.

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Scholar Profile
Incorporating Community Feedback

Who We Heard From

Community Feedback Form			
123 Total Responses	**64** Staff	**32** Scholars	**27** Learning Coaches

13 all-staff teams
CA Portrait of a Learner Alignment/Gaps

Parent Advisory Council & All Management
Scholar Profile Review & Feedback

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The Big Takeaway: Evolution, Not Revolution

Outcome	Keep As Is	Update
Effective Collaborator	91%	9%
Innovator	89%	11%
Confident Learner	85%	15%
Community Leader	86%	14%

Our job today: sharpen what is working and fill in the gaps people named.

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Feedback Themes by Outcome

All Outcomes: • I statements • Scholar-friendly language • 4 bullet points or fewer	**No Home Yet** • Character, empathy, well-being • Emotional intelligence • Self-reflection • Responsible tech use, critical of output
Effective Collaborator • Being inclusive and lifting others up • Encouraging others • Accept feedback • Being open to other ideas	**Innovator** • Curiosity • Evaluate data/information • Think critically (from Confident Learner)
Confident Learner • Confidence includes asking for help • Name academic growth/goals • Owning your own learning/mistakes • Persistence • Move “think critically..evaluate data” to Innovator or new outcome	**Community Leader** • Consider a new name (Engaged Citizen, Community Contributor, Community Member) • Advocating for self and others, civic participation • Cultural awareness?

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Revisions at a Glance

1. **Easier to read.** Descriptions are shorter and written in scholar-friendly language.
2. **Same structure throughout.** Each outcome has a short description and four “I” statements.
3. **Each idea has one home.** Critical thinking and evaluating information moved from Confident Learner to Innovator. Persistence and resilience now live only in Confident Learner. Accountability now lives only in Effective Collaborator.
4. **Gaps the community named are now filled.** These include empathy, advocacy, asking for help, giving and receiving feedback, curiosity, and responsible use of technology, including AI.

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Community Leader/Global Changemaker

Original:

I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.

- I describe my role and demonstrate respect
- I participate in opportunities to impact the community
- I evaluate decisions and actions
- I demonstrate safe, legal, ethical behavior

New:

I am part of my local and global communities, and I take responsibility for making a positive difference in both.

- I treat others with respect and empathy, and I value different cultures, perspectives, and experiences.
- I look for ways to serve and make a positive impact in my community and the world.
- I make safe, ethical, and responsible choices and think about how they affect others.
- I speak up for myself and others and take action to create positive change.

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Effective Collaborator

Original:

I participate in collaborative forums, to build understanding of concepts and to complete authentic tasks; communicating effectively (using active listening, striving to understand others, and seeking to be understood), thereby creating a safe environment in which everyone feels valued and inspired to achieve a common goal.

- I contribute in such a way to support a common goal and hold myself and others accountable
- I exchange ideas and generate questions and ideas to solve problems
- I share responsibility

New:

I work with classmates, teachers, my Learning Coach, and my community toward shared goals. I communicate clearly and help create a space where everyone feels valued.

- I listen to understand and stay open to ideas and views that differ from my own.
- I share ideas and ask questions to help the group solve problems.
- I include and encourage others so everyone can contribute.
- I give and receive feedback, do my part, and help hold the group accountable.

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Confident Learner

Original:

I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and action.

- I set personal learning goals
- I am confident and independent enough to make my own choices based on sense of self and desired goals
- I use a growth mindset to embrace new learning, take risks and leverage mistakes to grow

New:

I own my learning. I know my strengths and purpose, in and out of school, and I keep growing through challenges and mistakes.

- I set academic and personal goals and reflect on my progress.
- I know my strengths, speak up for what I need, and ask for help when I need it.
- I take risks and see mistakes as chances to learn.
- I keep going when learning gets hard, and I try new strategies.

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Innovator

Original:

I seek to create something new and better in service of achieving my goals; synthesizing information and exploring multiple perspectives to find creative and realistic solutions.

- I think critically to solve problems
- I responsibly take risks to move theory to action
- I use creativity to create something new and better

New:

I am curious and creative. I explore ideas, information, and perspectives to find new and better solutions.

- I ask meaningful questions and explore new ideas.
- I think critically, check facts, and use evidence to solve real-world problems.
- I use emerging technology, including AI, thoughtfully: I check its accuracy, give credit, and keep my own voice.
- I turn ideas into action by trying new approaches and improving my work through feedback.

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Big Moves

Bringing the Scholar Profile to Life

Where do we want Compass to be in 5 years, and what are the high-leverage moves we need to get there?

Compass Leadership
August 10

Guiding Coalition
November 3

Next Steps
Revisions in February

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Early Big Moves Ideation

1. **Personalize learning with technology, and teach scholars to use it well, including AI.**
2. **Launch CTE and work-based learning pathways.**
3. **Make learning real and visible.** This combines project-based, real-world learning with capstones, portfolios, and presentations.
4. **Build durable skills into everyday routines**, such as executive functioning and self-direction. AVID is one possible way to do this.
5. **Equip and partner with Learning Coaches and families.** This includes Learning Coach education and a resource hub for families.
6. **Create connection and community in a virtual school**, through in-person gatherings, clubs, and community projects.

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Reflection

I am excited about...



I need more examples, support with...



My next step is...



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Scorecard

From Priorities to Measuring Progress

Scorecard

Works alongside the LCAP & connects state-required metrics to the priorities Compass has chosen for itself.

What it is:

A **short set of measures** that shows how Compass is progressing on its Big Moves. Cabinet designs it together, and it gives the Board, staff, and families regular status updates that are easy to understand.

How it comes together:

- **Outcomes:** What do we want to be true for scholars?
- **Success metrics:** How will we know we're making progress?
- **Data sources:** What data shows it, what tools do we need to collect it, and who owns each data set?
- **Scorecard:** A custom dashboard that reports our progress to stakeholders.

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Creating the Scorecard

Where we are now:

- 3 clear Big Moves
  - Technology & AI
  - CTE Pathways
  - Durable Skills
- Cabinet to begin ideating data sources to track progress for 3 Big Moves (November - January)

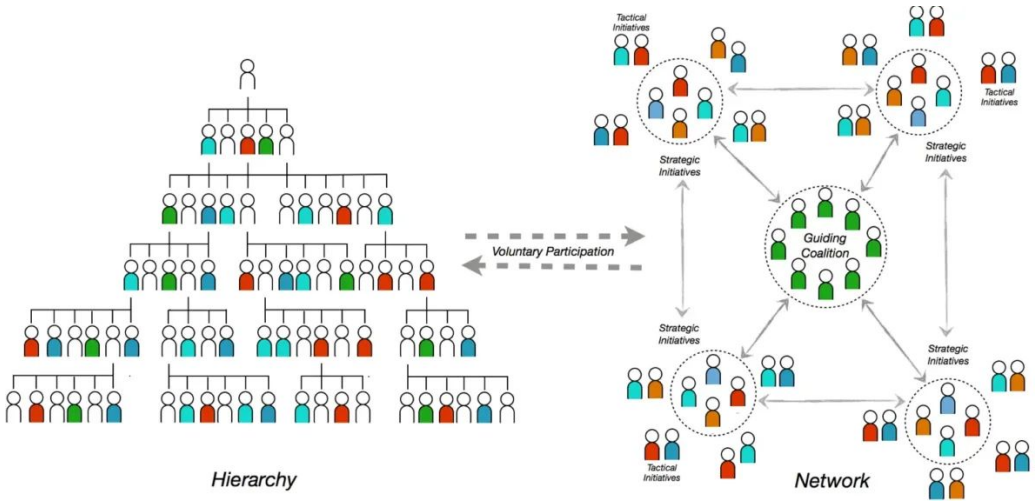
Where we are headed:

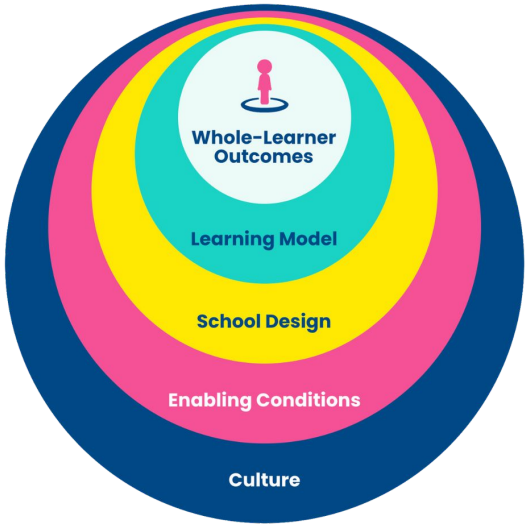
- **February:** Guiding Coalition to finalize last 2 Big Moves
- **Feb-April:** Cabinet to identify data sources, success metrics for all 5 Big Moves
- **Apr.-May:** LCC to create Dashboard to track progress on each Big Move

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Implementation→ Efficacy→Impact

Evolving to Learner-Centered Systems





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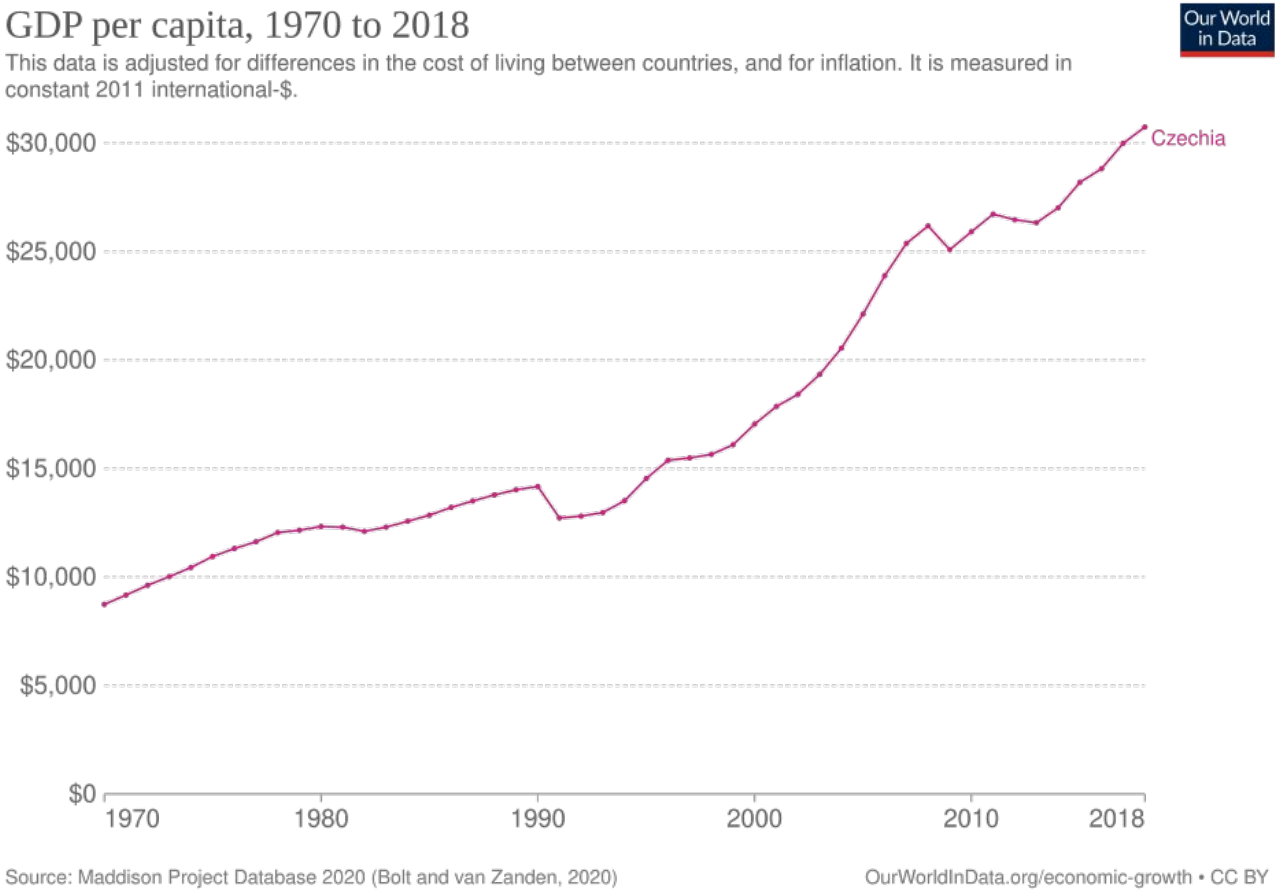
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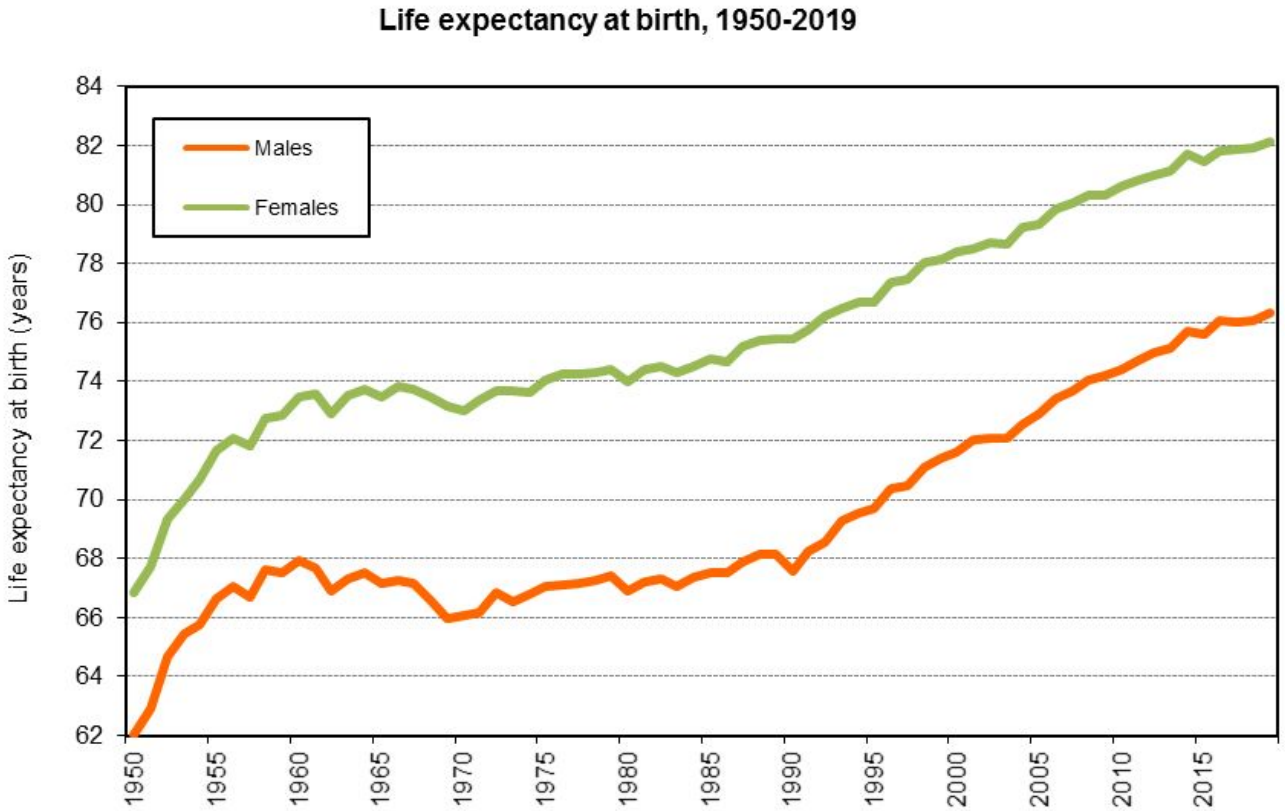
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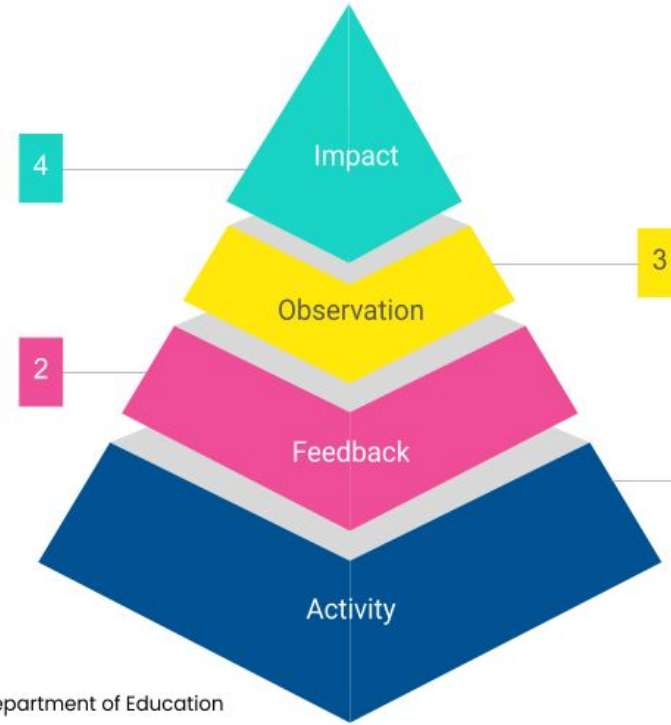


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How you measure change matters

Impact Metrics
- Quantitative & Qualitative assessments from validated measures

Feedback Metrics
- Surveys
- Focus Groups



Observation Metrics
- Observation checklists
- Photos
- Videos

Activity Metrics
- Enrollment
- Participation
- Attendance

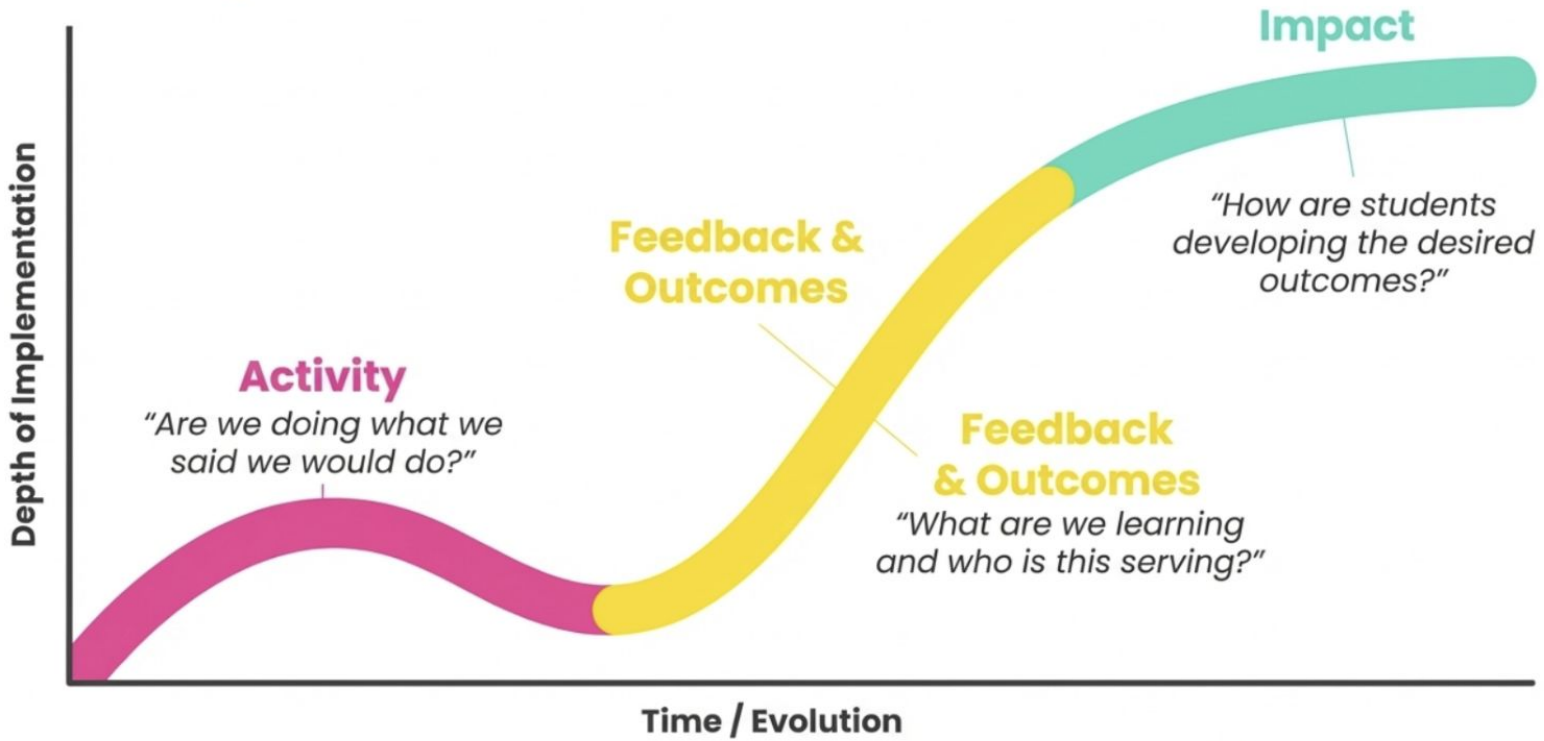
Adapted from the Hawaii State Department of Education

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Evolving Our Questions



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“The future’s not ours to see, but ours to create.”

Doris Day

I used to think...

Now I think...

Closing



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