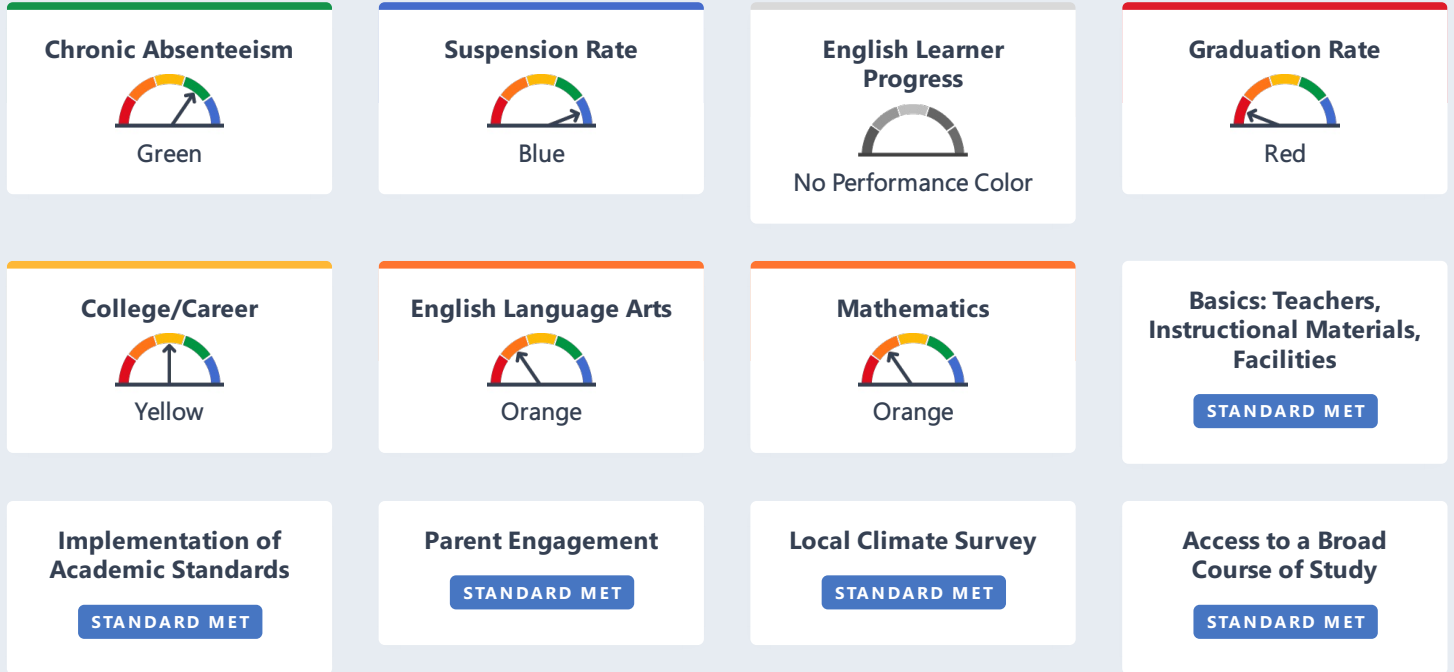


Compass Charter Schools of San Diego

Explore the performance of Compass Charter Schools of San Diego under California's Accountability System.

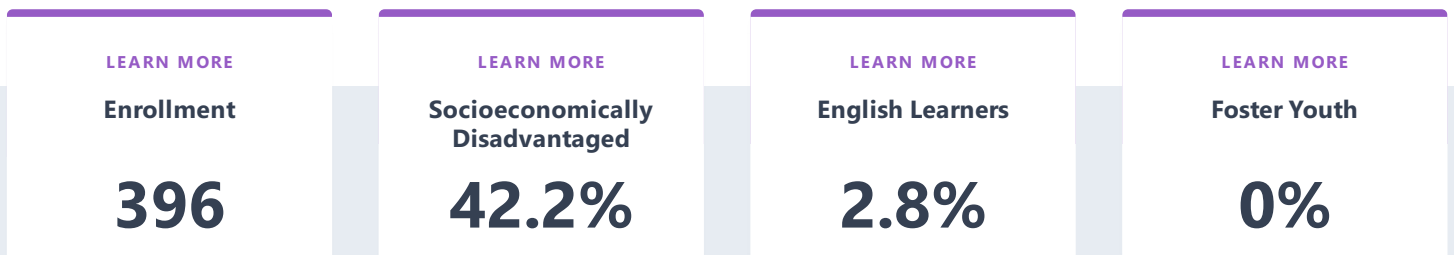


School Details

NAME Compass Charter Schools of San Diego	ADDRESS 850 Hampshire Road Suite P Thousand Oaks, CA 91361-2851	WEBSITE http://www.compasscha...	GRADES SERVED K-12
---	--	---	------------------------------

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

22.5 points below standard


Declined -15.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Orange

91.6 points below standard

Declined -32.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	0 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)


English Learner Progress

English Language Proficiency Assessments for California Results

Less than 11 students - data not displayed for privacy

[LEARN MORE](#)

College/Career



Yellow

11.1% prepared

Increased 8.4%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



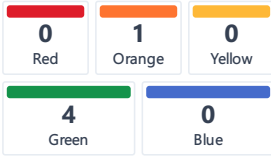
Green

4.9% chronically absent

Declined -1.3%

EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

Graduation Rate



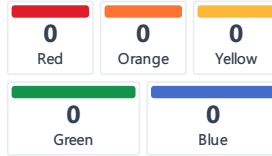
Red

33.3% graduated

Increased 9%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

COMPASS CHARTER SCHOOLS OF SAN DIEGO

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



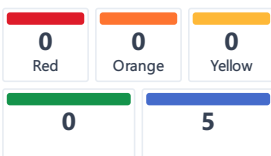
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Compass Charter Schools of San Diego

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

22.5 points below standard

Declined -15.8 Points

Number of Students: 128

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



Yellow

Hispanic

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

Explore Groups By Performance Level

Socioeconomically Disadvantaged



Orange

38.5 points below standard

Declined -12 Points

Number of Students: 55

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

No Data

N/A

Number of Students: 5

English Only

20 points below standard

Declined -17.5 Points

Number of Students: 122

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

91.6 points below standard

Declined -32.4 Points

Number of Students: 125

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

Explore Groups By Performance Level

Hispanic



Red

102.6 points below standard

Declined -14.6 Points

Number of Students: 42

Socioeconomically Disadvantaged



Red

104.3 points below standard

Declined -31.7 Points

Number of Students: 54

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

No Data

N/A

Number of Students: 5

English Only

88.8 points below standard

Declined -35.1 Points

Number of Students: 119

English Learner Progress

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Number of Students: 0

Less than 11 students - data not displayed for privacy

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Yellow

11.1% prepared

Increased 8.4%

Number of Students: 36

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

African American

Asian

English Learners

Filipino

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Explore Groups By Performance Level

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic

No Performance Color

9.1% prepared

N/A

Number of Students: 11

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged

No Performance Color

12% prepared

Increased 12%

Number of Students: 25

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to their local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

3 Initial Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

3 Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

3 Initial Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

Compass Charter Schools of San Diego

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

4.9% chronically absent

Declined -1.3%

Number of Students: 346

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

Students with Disabilities

Socioeconomically Disadvantaged

Two or More Races

White



Blue

No Students



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

Explore Groups By Performance Level

Hispanic



Orange

7.9% chronically absent

Increased 1.4%

Number of Students: 127

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



Red

33.3% graduated

Increased 9%

Number of Students: 36

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

Explore Groups By Performance Level

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

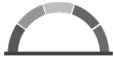


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



No Performance Color

27.3% graduated

N/A

Number of Students: 11

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



No Performance Color

36% graduated

Increased 17%

Number of Students: 25

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2017

2018

Graduation Rate

24.3%

33.3%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Compass Charter Schools utilizes the SIS track to the extent to which all scholars have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Administrators draft a master calendar and work with the Counseling and Special Education departments to ensure schedules are set to meet the individual scholar needs.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students have access to, and are enrolled in a broad course of study using locally selected measures. Our curriculum is aligned with the Common Core State Standards across the LEA and is equally offered to all student groups in accordance to grade level and academic capabilities.

3. Identification of any barriers preventing access to a broad course of study for all students.

Compass Administration utilizes the student information system to manage the distribution of an individualized program offering that reflect a broad course study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Compass will continue to observe the use of the student information system to track and manage broad course study offerings. In addition, we will make revisions and enhancements to systematic procedures as needed.

Compass Charter Schools of San Diego

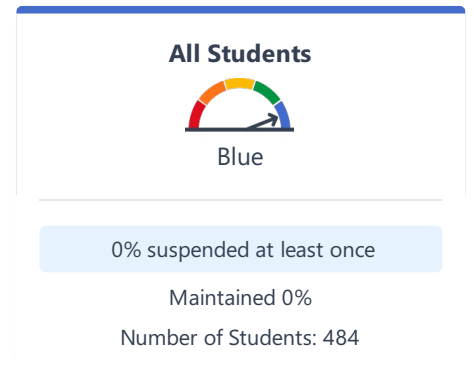
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

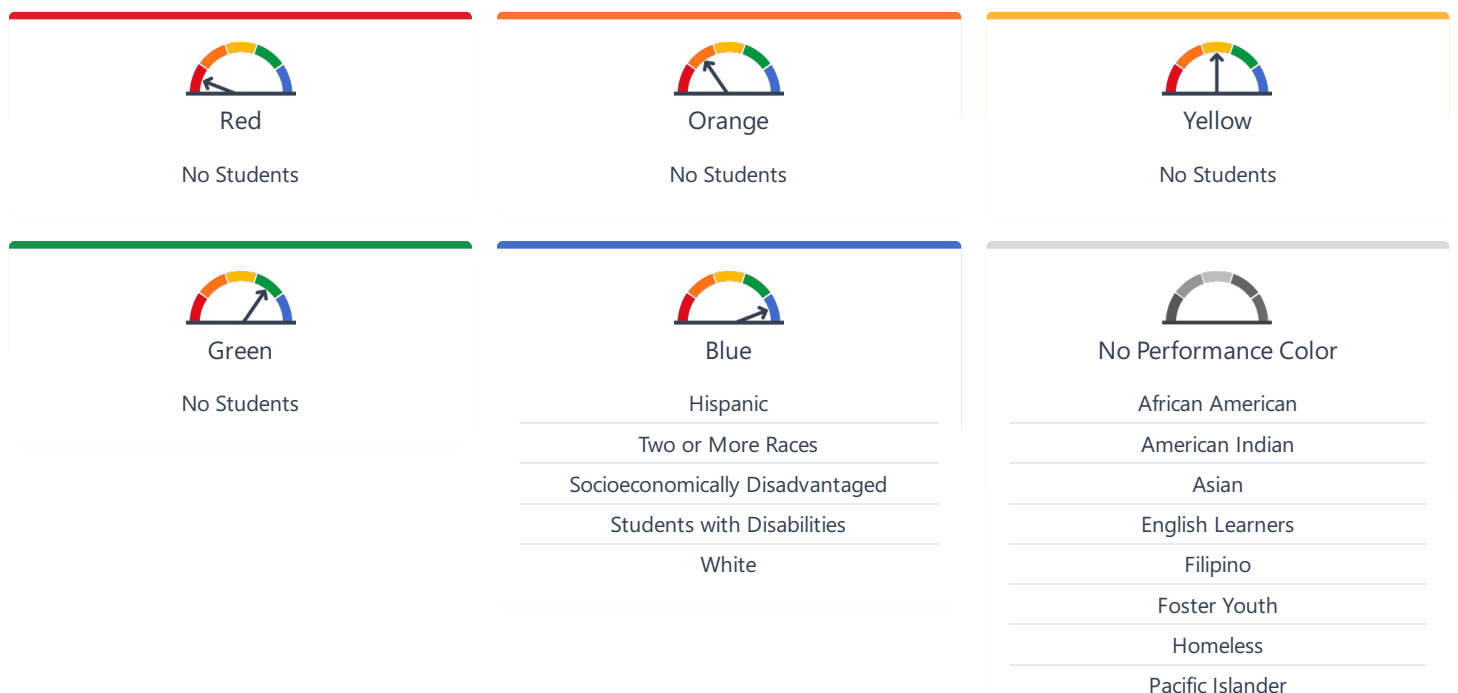
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



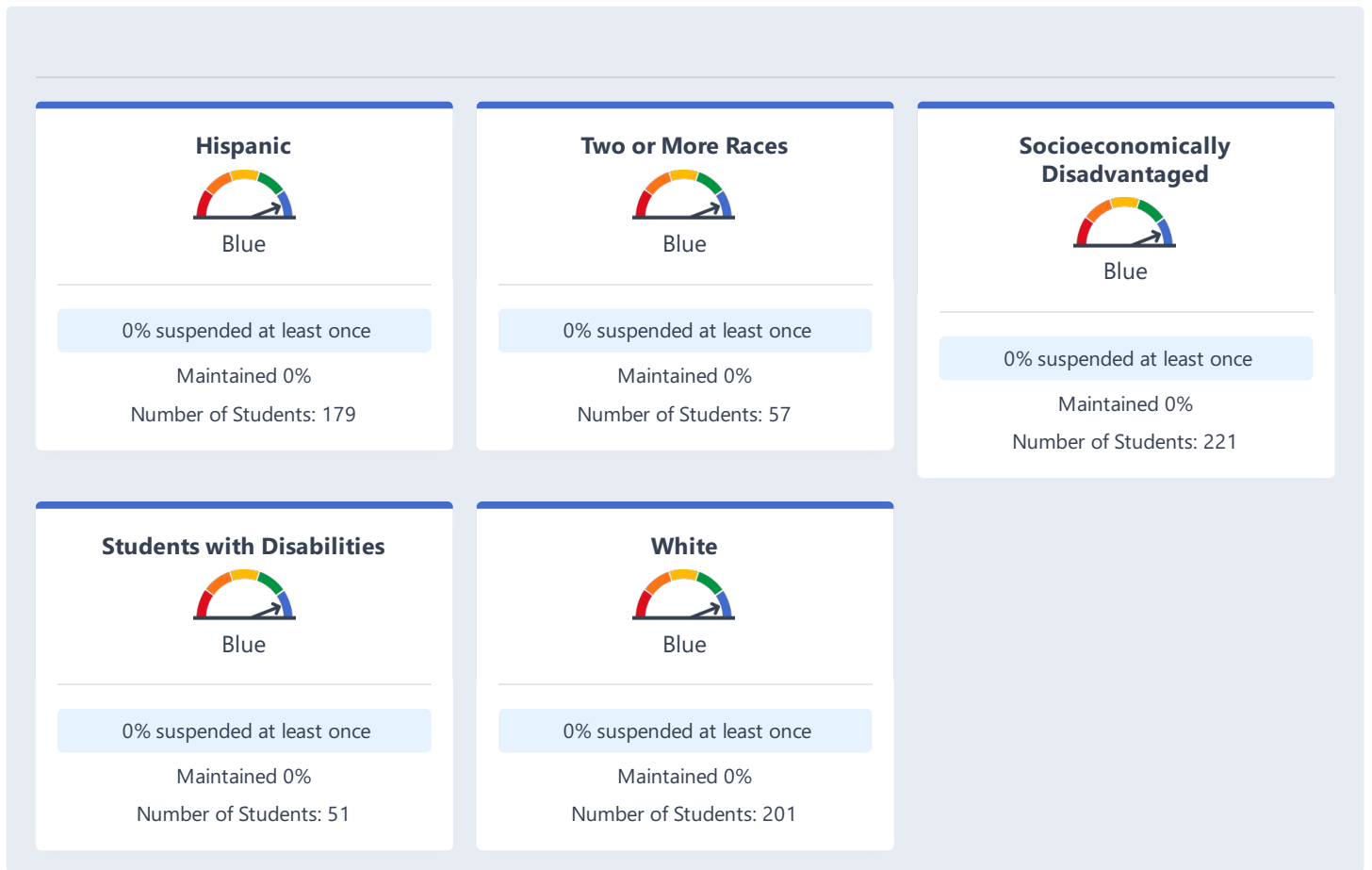
Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Explore Groups By Performance Level



Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	N/A	N/A	N/A

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners	0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	

STANDARD MET

Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Based on the changes implanted by the organization, and with input from our parents, we utilized using the 2017-18 year to create a baseline for which we can then improve.

Compass Charter Schools released two sets of surveys to parents. One created by the organization's administrators, which was distributed to all stakeholders for 2018-18 school year planning. The other was created by the Parent Advisory Council for all parents' school-wide.

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 that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

The Parent Advisory Council created their own survey based on gathered internal council questions. This survey also included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication. For example, over 70% of parents are satisfied with our list of approved vendors.

The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from social media, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars. These findings and measures reflect and findings relate to goals established for other LCFF priorities in the LCAP.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.








The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

This survey assesses in more depth issues of academic quality, respectful relationships, the relevance of virtual classroom lessons, scholar learning motivation and virtual classroom involvement. In comparison to previous years, there was 92% of families that agree that CCS is committed to the success of each scholar (an increase of 3.1% from the previous school year). Families were also asked if they agree that teachers are responsive to scholar needs, 88% agreed (an increase of 1.44% from the previous school year). There was also an increase in overall program satisfaction from families by .46%. As a response to the survey results the LEA implemented organization-wide updates for continuous improvement purposes. This includes bringing back the Parent Square communication platform to facilitate and streamline messaging. CCS has demonstrated continuous growth in areas that in previous years were of challenge.

Mountain Empire Unified

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

Chronic Absenteeism  Orange	Suspension Rate  Orange	English Learner Progress  No Performance Color	Graduation Rate  Green
College/Career  Green	English Language Arts  Orange	Mathematics  Yellow	

Sort By

School Name








Sort Order

Ascending








Filter Reports

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- College/Career
- English Language Arts
- Mathematics

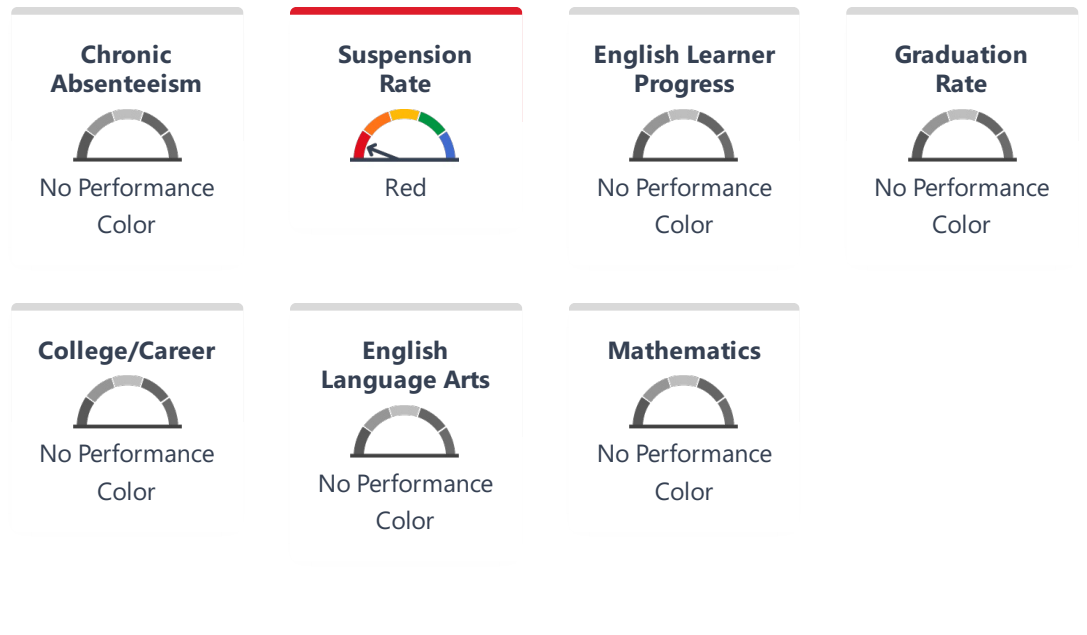
Camp Lockett Middle

Chronic Absenteeism  Red	Suspension Rate  Green	English Learner Progress  No Performance Color	Graduation Rate  No Performance Color
College/Career  No Performance Color	English Language Arts  Orange	Mathematics  Red	

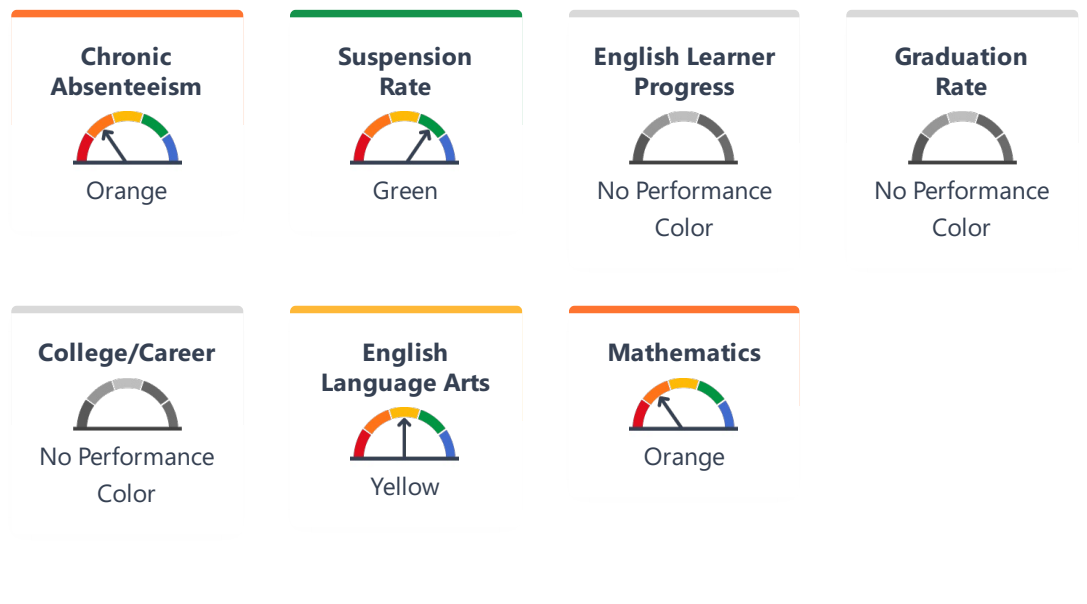
Campo Elementary

Chronic Absenteeism  Orange	Suspension Rate  Orange	English Learner Progress  No Performance Color	Graduation Rate  No Performance Color
College/Career  No Performance Color	English Language Arts  Yellow	Mathematics  Yellow	

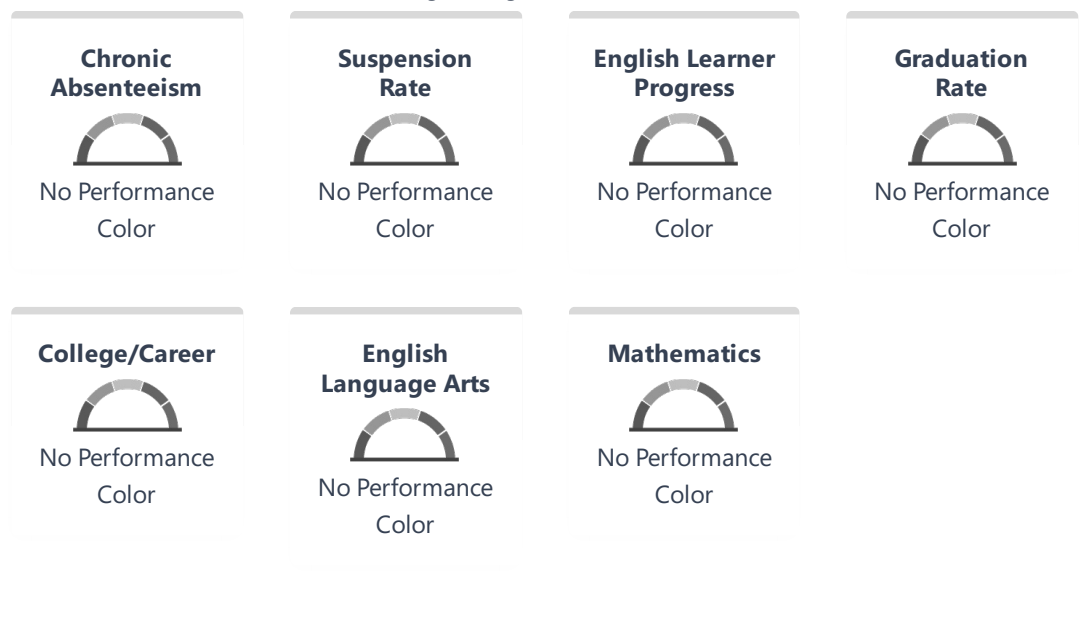
Campo High (Continuation)



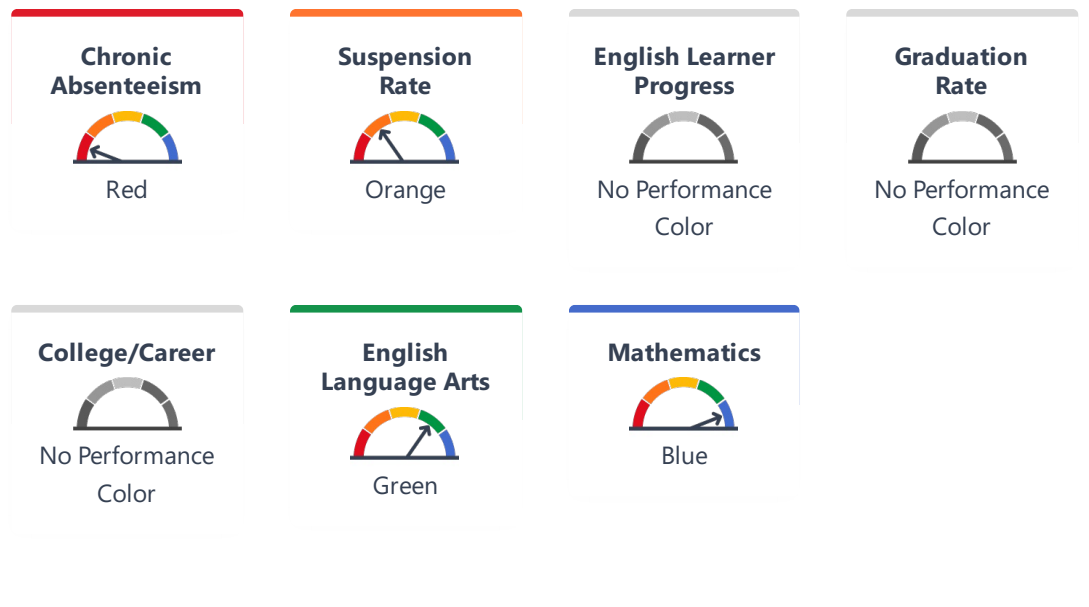
Clover Flat Elementary



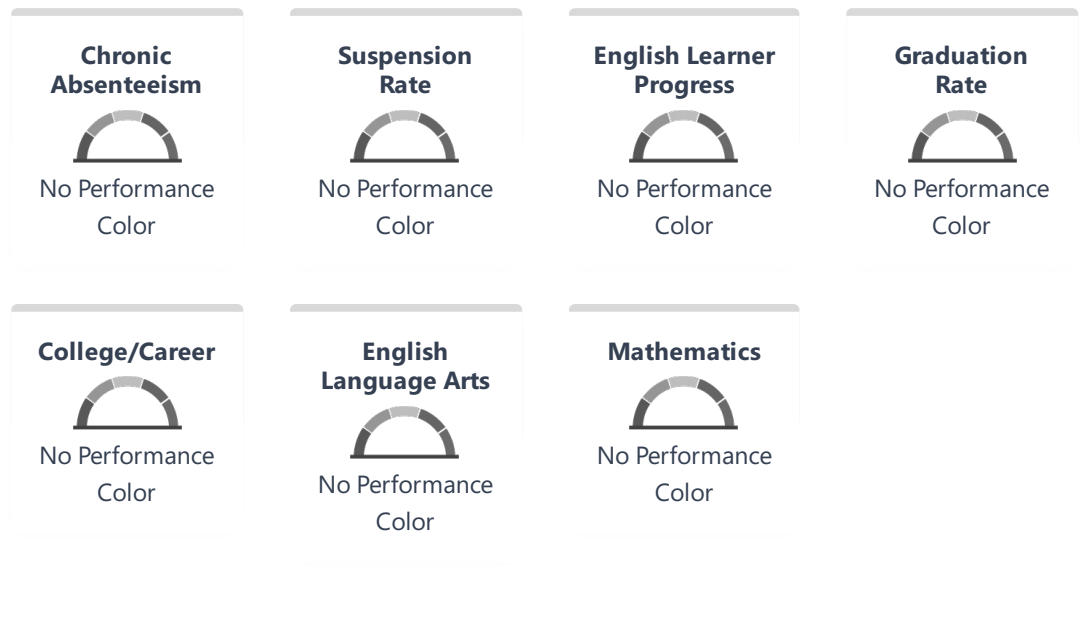
Cottonwood Community Day



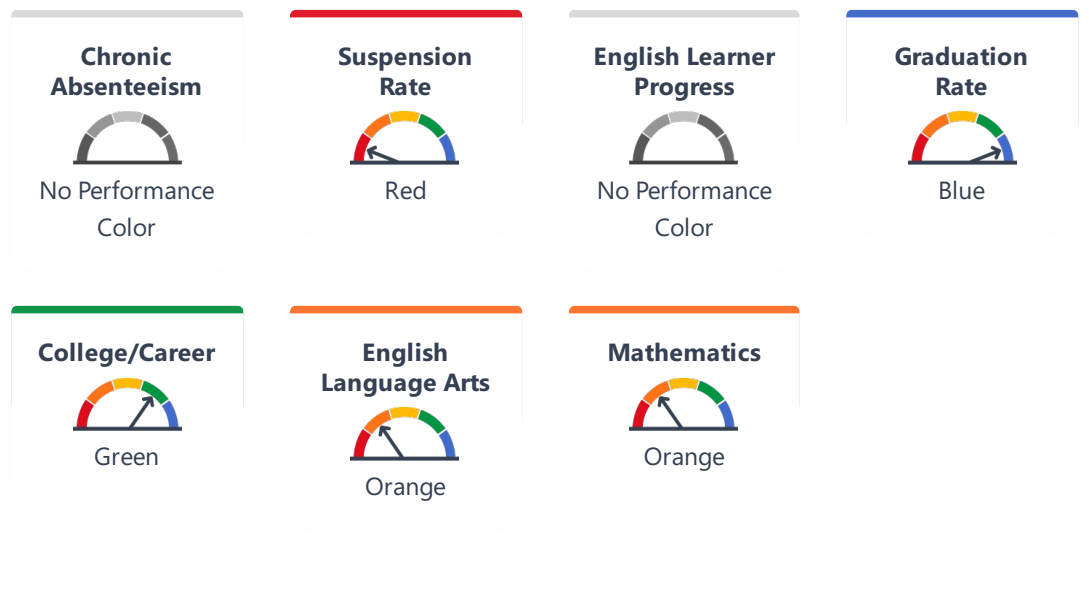
Descanso Elementary



Hillside Junior/Senior High



Mountain Empire High



Pine Valley Middle



Absenteeism



Yellow

Rate



Orange

Progress



No Performance
Color

Rate



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



Orange

Mathematics



Orange

Potrero Elementary

**Chronic
Absenteeism**



Yellow

**Suspension
Rate**



Green

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



Orange

Mathematics



Yellow