Compass Charter Schools of Los Angeles
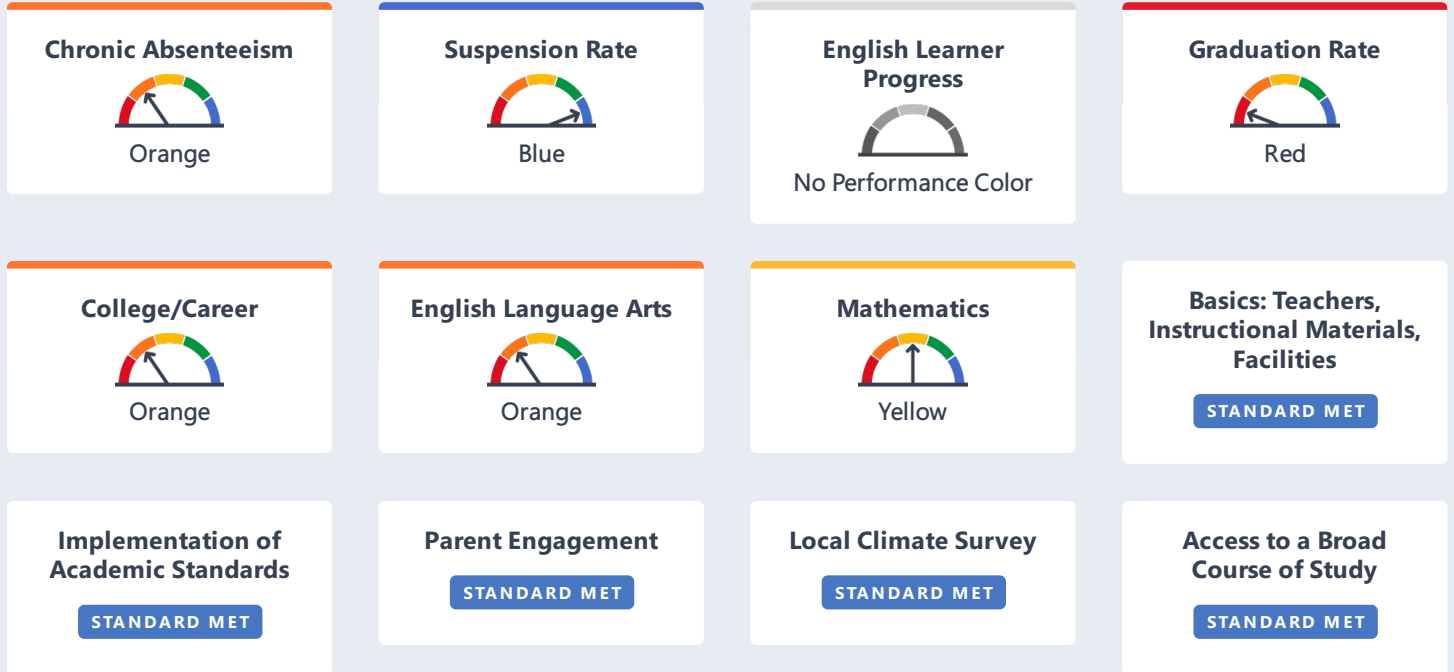
Explore the performance of Compass Charter Schools of Los Angeles under California's Accountability System.
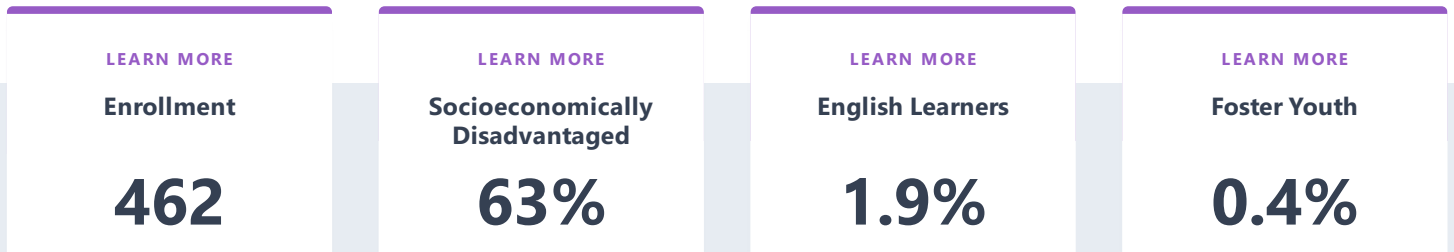
Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Orange	Blue	No Performance Color	Red

College/Career	English Language Arts	Mathematics	Basics: Teachers, Instructional Materials, Facilities
Orange	Orange	Yellow	STANDARD MET

Implementation of Academic Standards	Parent Engagement	Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD MET

School Details

NAME
Compass Charter Schools of Los Angeles

ADDRESS
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361-6004

WEBSITE
http://www.compasscha...

GRADES SERVED
K-12

Student Population

Explore information about this school's student population.

LEARN MORE	LEARN MORE	LEARN MORE	LEARN MORE
Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
462	63%	1.9%	0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Orange

35.5 points below standard

Declined -25.3 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	2	0

Green	Blue
0	0

Mathematics

Yellow

89.9 points below standard

Increased 4.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
1	1	0

Green	Blue
0	0

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
15.4%

Level 3 - Moderately Developed
53.8%

Level 2 - Somewhat Developed
30.8%

Level 1 - Beginning Stage
0%

College/Career

Orange

8.3% prepared

Increased 6.5%

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	1	0

Green	Blue
0	0

Local Indicators

Implementation of Academic Standards

STANDARD MET

Academic Engagement

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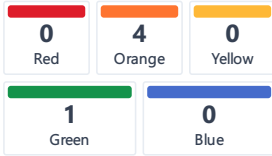
Chronic Absenteeism

Orange

9.7% chronically absent

Increased 1.3%

EQUITY REPORT
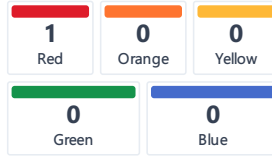
Number of Student Groups in Each Color

Red	Orange	Yellow
0	4	0

Green	Blue
1	0

Graduation Rate

Red

51.7% graduated

Increased 25.7%

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow
1	0	0

Green	Blue
0	0

Local Indicators

Access to a Broad Course of Study

STANDARD MET

COMPASS CHARTER SCHOOLS OF LOS ANGELES

Conditions & Climate

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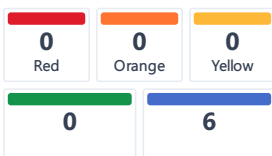
Suspension Rate

Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	0

Green	Blue
0	6

Green	Blue

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Compass Charter Schools of Los Angeles

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

35.5 points below standard

Declined -25.3 Points

Number of Students: 132

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red	Orange	Yellow
No Students	Hispanic	No Students
	Socioeconomically Disadvantaged	

Green	Blue	No Performance Color
No Students	No Students	African American
		American Indian
		Asian
		English Learners
		Foster Youth
		Homeless
		Two or More Races
		Students with Disabilities

Explore Groups By Performance Level

Hispanic

Orange

50.9 points below standard

Declined -52.4 Points

Number of Students: 49

Socioeconomically Disadvantaged

Orange

49.1 points below standard

Declined -12.4 Points

Number of Students: 80
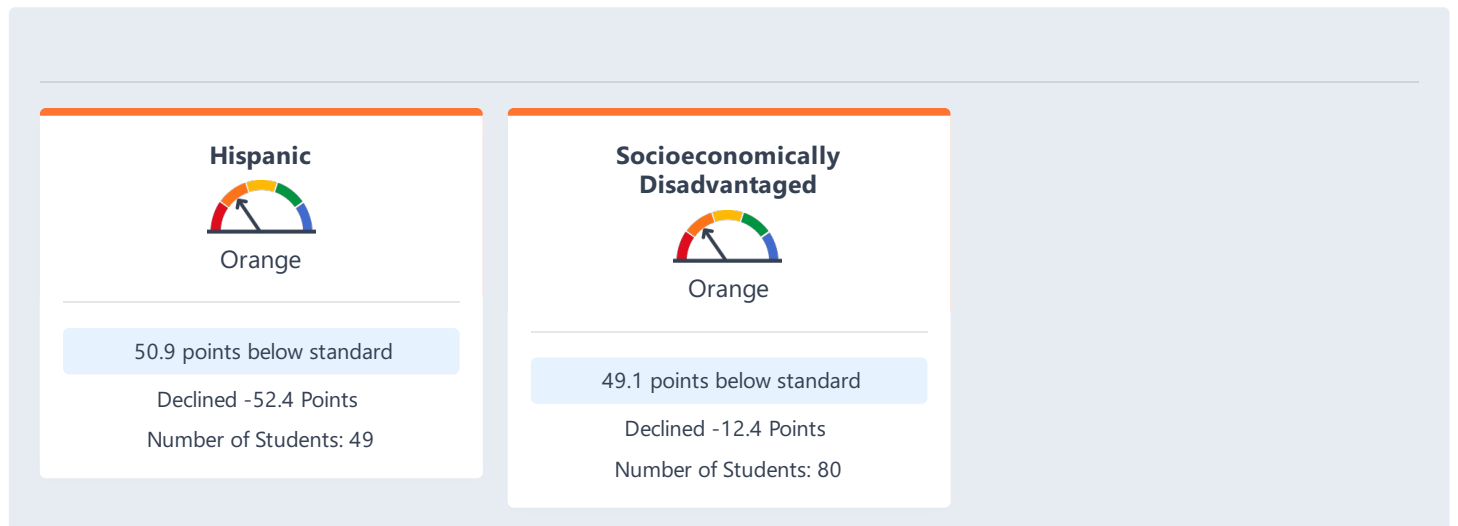
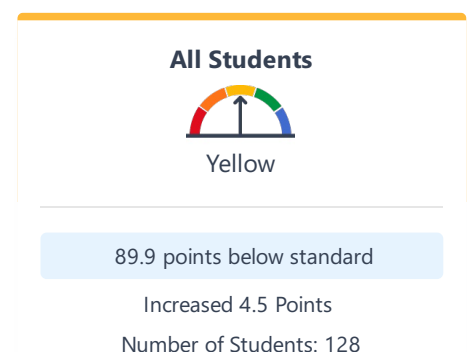## English Language Arts Data Comparisons: English Learners

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	Reclassified English Learners	English Only
No Data	No Data	34.6 points below standard
N/A	N/A	Declined -24.2 Points
Number of Students: 3	Number of Students: 5	Number of Students: 116

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

Yellow

89.9 points below standard

Increased 4.5 Points

Number of Students: 128

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red
Hispanic

Orange
Socioeconomically Disadvantaged

Yellow
No Students

Green
No Students

Blue
No Students

No Performance Color

African American

American Indian

Asian

English Learners

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

Explore Groups By Performance Level

Hispanic

Red

113.7 points below standard

Declined -30.6 Points

Number of Students: 46

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	Reclassified English Learners	English Only
No Data	No Data	90.5 points below standard
N/A	N/A	Maintained -1.5 Points
Number of Students: 3	Number of Students: 5	Number of Students: 112

English Learner Progress

English Learner Progress

English Language Proficiency Assessments for California Results
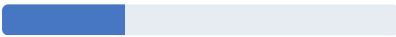
Number of Students: 13

Level 4 - Well Developed
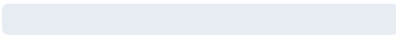**15.4%**
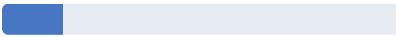
Level 3 - Moderately Developed
53.8%

Level 2 - Somewhat Developed
30.8%

Level 1 - Beginning Stage
0%

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

Orange

8.3% prepared

Increased 6.5%

Number of Students: 60

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

Red

No Students

Orange

Socioeconomically Disadvantaged

Yellow

No Students

Green	Blue	No Performance Color
No Students	No Students	African American
		English Learners
		Filipino
		Hispanic
		Homeless
		Two or More Races
		Students with Disabilities
		White

Explore Groups By Performance Level

Socioeconomically Disadvantaged

Orange

9.3% prepared

Increased 6.3%

Number of Students: 43

Local Indicators

STANDARD MET

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 its 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 Los Angeles

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

Orange

9.7% chronically absent

Increased 1.3%

Number of Students: 390

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

Hispanic

Socioeconomically Disadvantaged

Two or More Races

White

Yellow

No Students

Green

African American

Blue

No Students

No Performance Color

American Indian

Asian

Students with Disabilities

English Learners

Filipino

Foster Youth

Homeless

Explore Groups By Performance Level

Hispanic

Orange

10.7% chronically absent

Increased 3.8%

Number of Students: 149

Socioeconomically Disadvantaged

Orange

11.9% chronically absent

Increased 1.8%

Number of Students: 260

Two or More Races

Orange

15.4% chronically absent

Increased 7.5%

Number of Students: 39

White

Orange

6.5% chronically absent

Increased 0.9%

Number of Students: 123

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

51.7% graduated

Increased 25.7%

Number of Students: 60

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

Red

Socioeconomically Disadvantaged

Orange

No Students

Yellow

No Students

Green	Blue	No Performance Color
No Students	No Students	African American
		English Learners
		Filipino
		Hispanic
		Homeless
		Two or More Races
		Students with Disabilities
		White

Explore Groups By Performance Level

Socioeconomically Disadvantaged

Red

44.2% graduated

Increased 19.9%

Number of Students: 43

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	25.9%	51.7%

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 Los Angeles

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.

All Students

Blue

0% suspended at least once

Maintained 0%

Number of Students: 631

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red	Orange	Yellow
No Students	No Students	No Students

Green

No Students

Blue

African American

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

No Performance Color
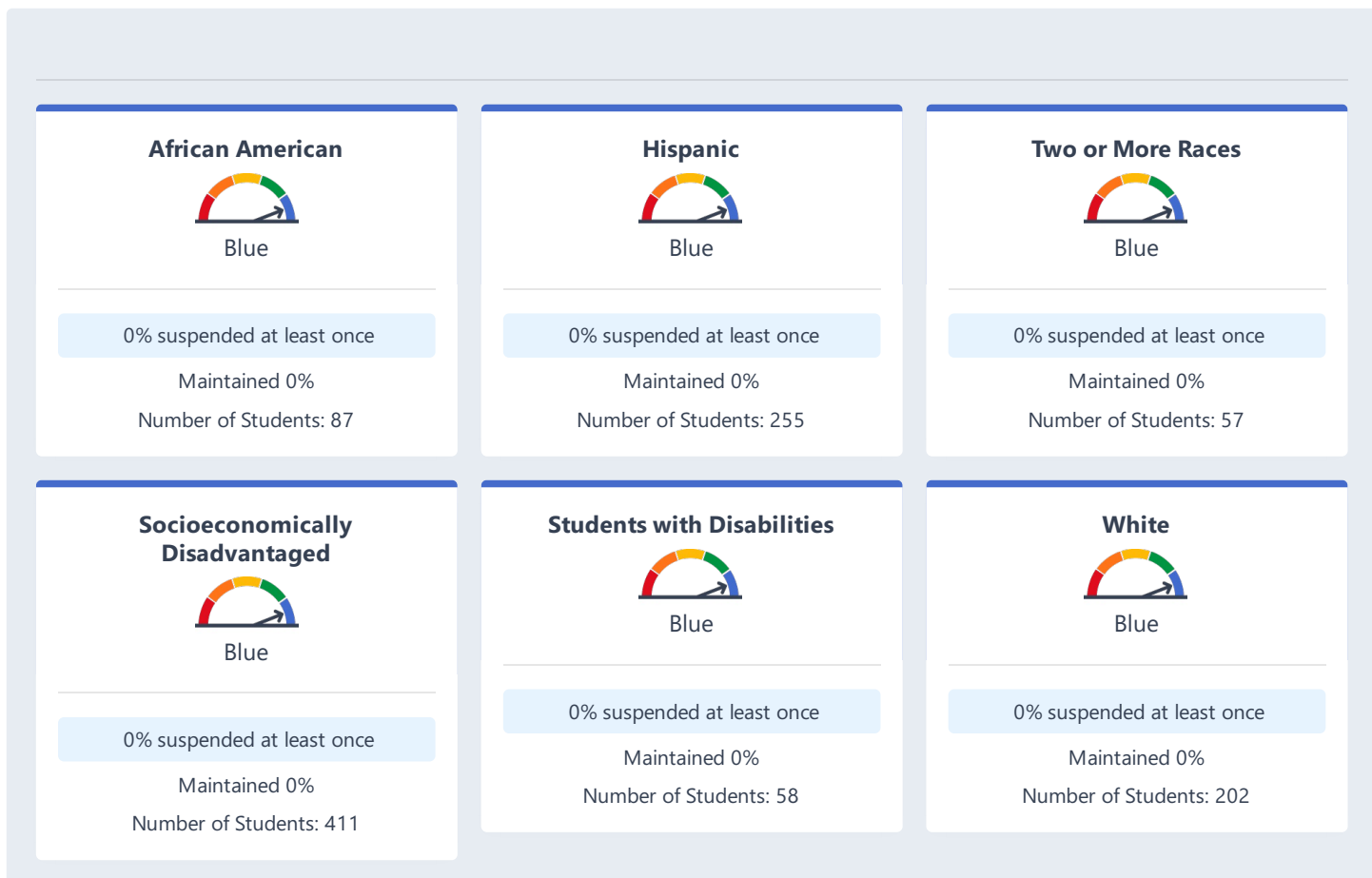
American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

Explore Groups By Performance Level

African American

Blue

0% suspended at least once

Maintained 0%

Number of Students: 87

Hispanic

Blue

0% suspended at least once

Maintained 0%

Number of Students: 255

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 57

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Maintained 0%

Number of Students: 411

Students with Disabilities

Blue

0% suspended at least once

Maintained 0%

Number of Students: 58

White

Blue

0% suspended at least once

Maintained 0%

Number of Students: 202

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018
Suspension Rate	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 boardat 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.
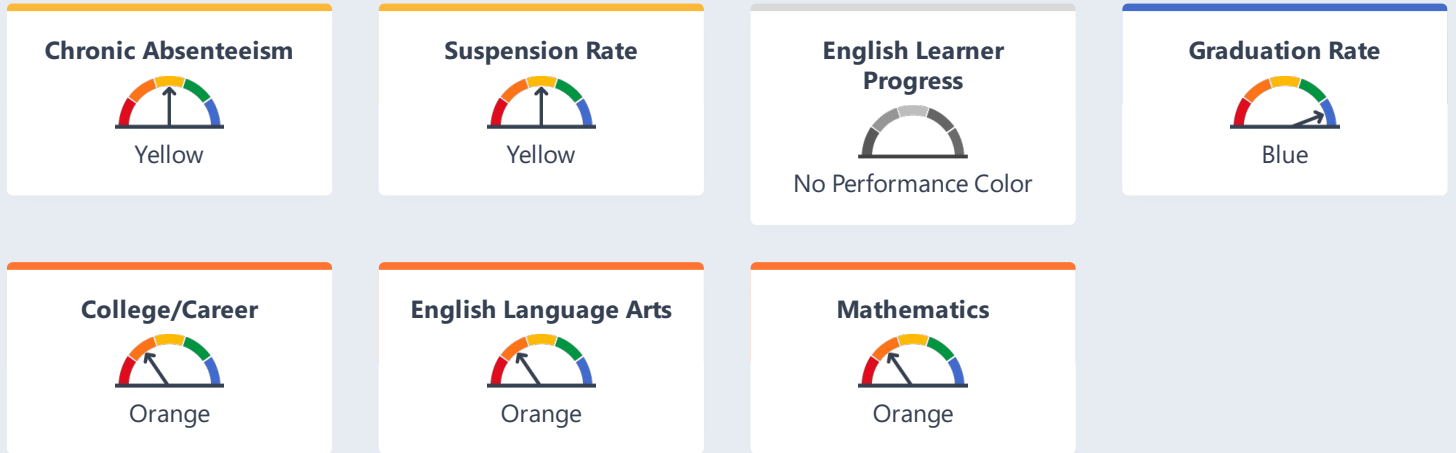
The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

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.

Acton-Agua Dulce Unified

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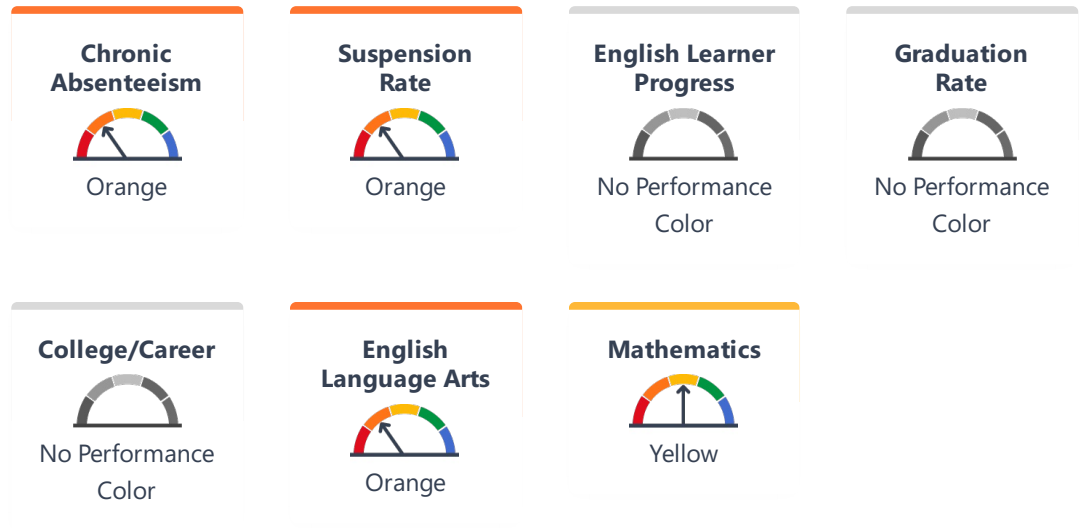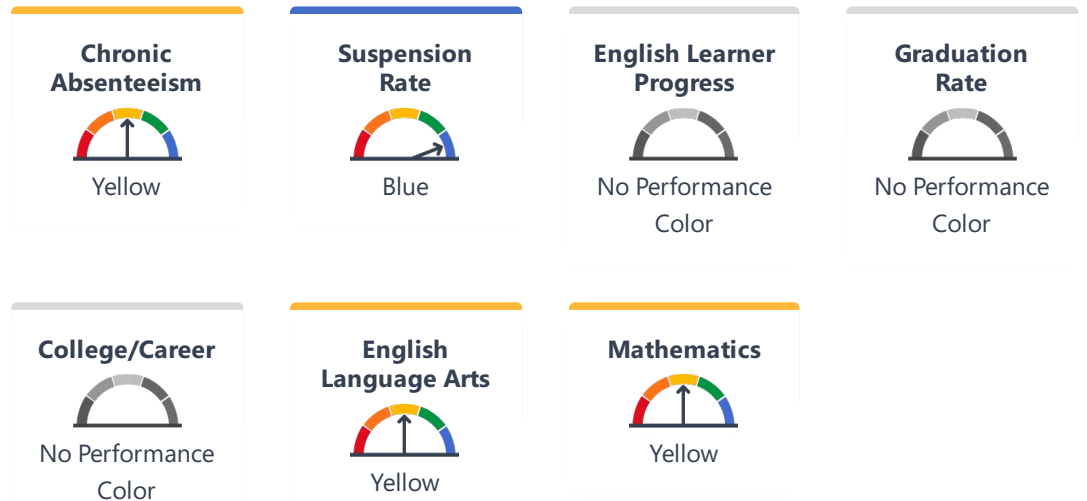
Chronic Absenteeism
Yellow

Suspension Rate
Yellow

English Learner Progress
No Performance Color

Graduation Rate
Blue

College/Career
Orange

English Language Arts
Orange

Mathematics
Orange

Sort By

School Name

Sort Order

Ascending

Filter Reports

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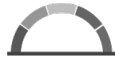☑ College/Career
☑ English Language Arts
☑ Mathematics

High Desert

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
Orange

Mathematics
Yellow

Meadowlark Elementary

Chronic Absenteeism
Yellow

Suspension Rate
Blue

English Learner Progress
No Performance Color

Graduation Rate
No Performance Color

College/Career
No Performance Color

English Language Arts
Yellow

Mathematics
Yellow

Vasquez High

Chronic Absenteeism

No Performance Color

Suspension Rate

Orange

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Orange

English Language Arts

Orange

Mathematics

Red