

Compass Charter Schools of San Diego

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

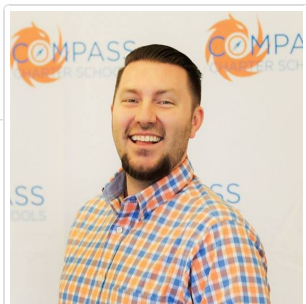
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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



JJ Lewis, Superintendent, 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 Superintendent & CEO of CCS, and look forward to working with our faculty and staff to provide a quality personalized learning 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 public charter school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to students as "scholars." 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!

Forever Loud and Proud,

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

Contact

Compass Charter Schools of San Diego
850 Hampshire Rd., Ste. P
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227
Email: info@compasscharters.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
Email Address	kathy.granger@meusd.k12.ca.us
Website	http://meusd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Compass Charter Schools of San Diego
Street	850 Hampshire Rd., Ste. P
City, State, Zip	Thousand Oaks, Ca, 91361-2851
Phone Number	855-937-4227
Principal	JJ Lewis, Superintendent, CEO
Email Address	info@compasscharters.org
Website	www.compasscharters.org
County-District-School (CDS) Code	37682130127084

Last updated: 1/21/2020

School Description and Mission Statement (School Year 2019—20)

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 two personalized learning 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 achievement, respect, teamwork, integrity, and 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

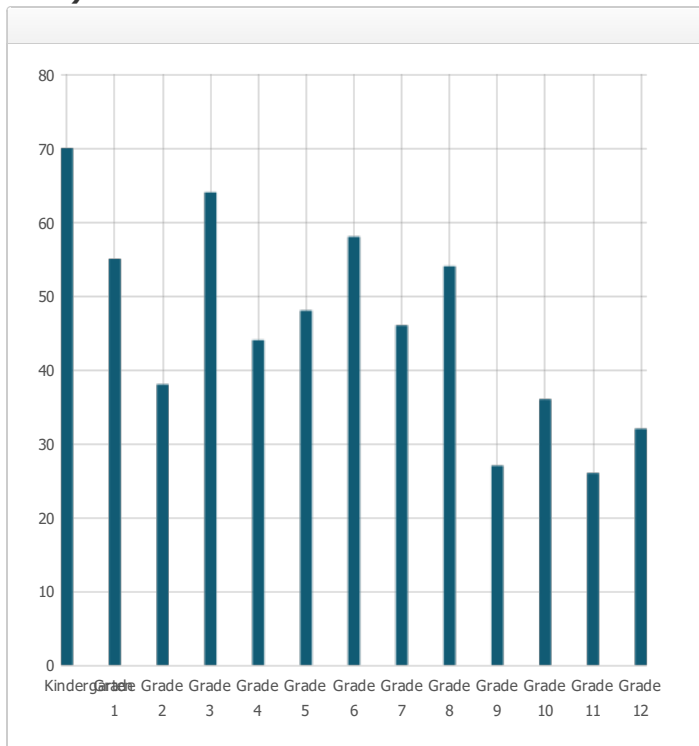
Schoolwide Learning Outcomes

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

Last updated: 1/6/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	55
Grade 2	38
Grade 3	64
Grade 4	44
Grade 5	48
Grade 6	58
Grade 7	46
Grade 8	54
Grade 9	27
Grade 10	36
Grade 11	26
Grade 12	32
Total Enrollment	598



Last updated: 1/6/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	3.50 %
American Indian or Alaska Native	%
Asian	1.80 %
Filipino	1.20 %
Hispanic or Latino	43.50 %
Native Hawaiian or Pacific Islander	0.20 %
White	41.80 %
Two or More Races	7.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.00 %
English Learners	6.70 %
Students with Disabilities	6.00 %
Foster Youth	%
Homeless	2.70 %

A. Conditions of Learning

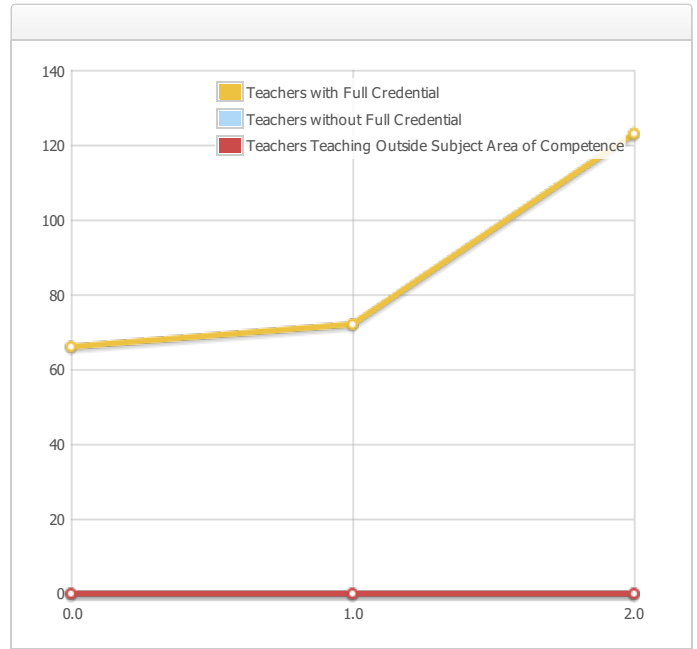
State Priority: Basic

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

Teacher Credentials

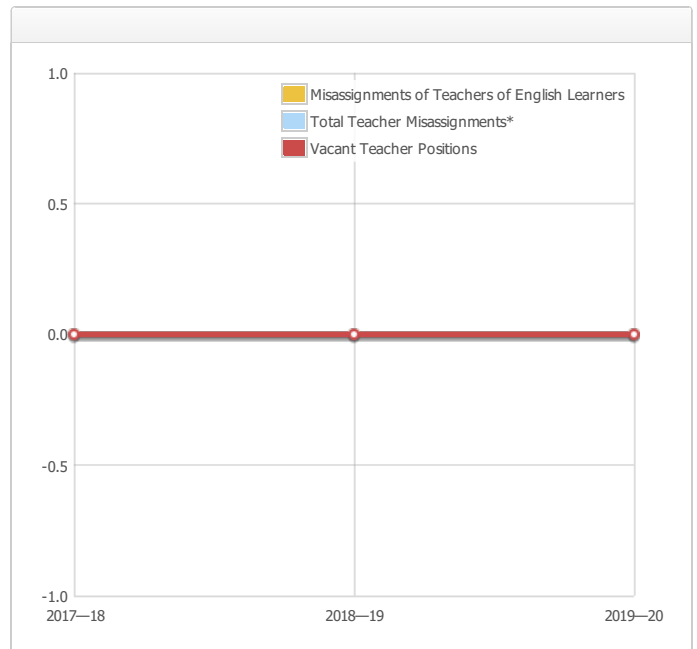
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	66	72	123	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars, and collaboration space for staff. The OCLC abides by all applicable building, fire and safety codes.

Last updated: 1/6/2020

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	28.0%	48.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	15.0%	12.0%	28.0%	21.0%	38.0%	39.0%

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.

Note: ELA and 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.

Last updated: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	464	345	74.35%	25.65%	28.20%
Male	219	166	75.80%	24.20%	24.10%
Female	245	179	73.06%	26.94%	32.02%
Black or African American	11	9	81.82%	18.18%	33.33%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	216	160	74.07%	25.93%	26.42%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	168	129	76.79%	23.21%	34.88%
Two or More Races	21	17	80.95%	19.05%	23.53%
Socioeconomically Disadvantaged	195	146	74.87%	25.13%	23.29%
English Learners	122	87	71.31%	28.69%	11.49%
Students with Disabilities	44	35	79.55%	20.45%	11.43%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	8	66.67%	33.33%	12.50%

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: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	464	347	74.78%	25.22%	11.53%
Male	219	165	75.34%	24.66%	12.73%
Female	245	182	74.29%	25.71%	10.44%
Black or African American	11	9	81.82%	18.18%	11.11%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	216	159	73.61%	26.39%	9.43%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	168	128	76.19%	23.81%	15.63%
Two or More Races	21	17	80.95%	19.05%	17.65%
Socioeconomically Disadvantaged	195	147	75.38%	24.62%	6.80%
English Learners	122	92	75.41%	24.59%	5.43%
Students with Disabilities	44	33	75.00%	25.00%	3.03%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	8	66.67%	33.33%	12.50%

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: 1/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/7/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	53.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	10.00%

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.64%	26.42%	20.75%
7	21.88%	29.69%	10.94%
9	17.07%	36.59%	9.76%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/16/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

We are proud to have numerous opportunities available for parental involvement:

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 our 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.

Parent Town Halls

The Superintendent & CEO hosts quarterly virtual Parent Town Halls with our families and staff. Updates are provided, and then the session is open for Q&A with those in attendance. The Parent Town Halls are recorded and shared with families and staff.

Virtual Suggestion Box

There is a Virtual Suggestion Box for parents, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our Parent Advisory Council, Cabinet, and Staff Advisory Committee on a monthly basis.

Welcome Back Night

Welcome Back Night is an annual, virtual program for our parents. In this session, staff welcome families and scholars to Compass, introduce teachers and staff, and highlight important news and information for the start of the school year. For those families who are unable to attend, the session slides and recording are shared and available as a resource throughout the school year.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

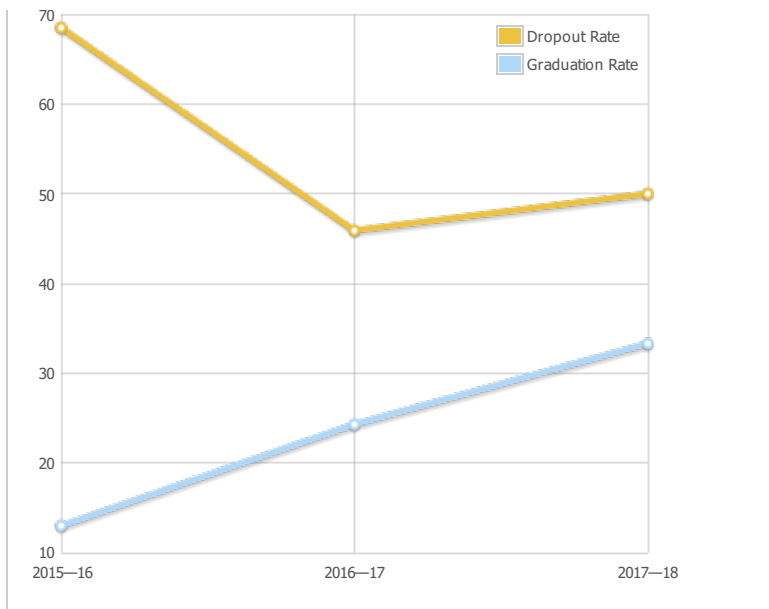
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	68.50%	25.70%	9.70%
Graduation Rate	13.00%	58.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	45.90%	50.00%	21.70%	22.70%	9.10%	9.60%
Graduation Rate	24.30%	33.30%	53.90%	56.80%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/6/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	2.40%	2.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/6/2020

School Safety Plan (School Year 2019—20)

The school's comprehensive safety plan was initially developed in February 2019, updated in August of 2019, and adapted into the board policies. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents

Last updated: 1/21/2020

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	33		
Mathematics	3.00	32		
Science	4.00	29		
Social Science	3.00	32		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	12		
Mathematics	5.00	13	1	
Science	4.00	12		
Social Science	6.00	11	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	17		
Mathematics	7.00	14	1	
Science	7.00	11	1	
Social Science	9.00	11	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	8.00
Other	15.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9356.00	\$3743.00	\$5614.00	\$56749.00
District	N/A	N/A	--	\$61683.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

The types of programs and services available at CCS that support and assist scholars are found below:

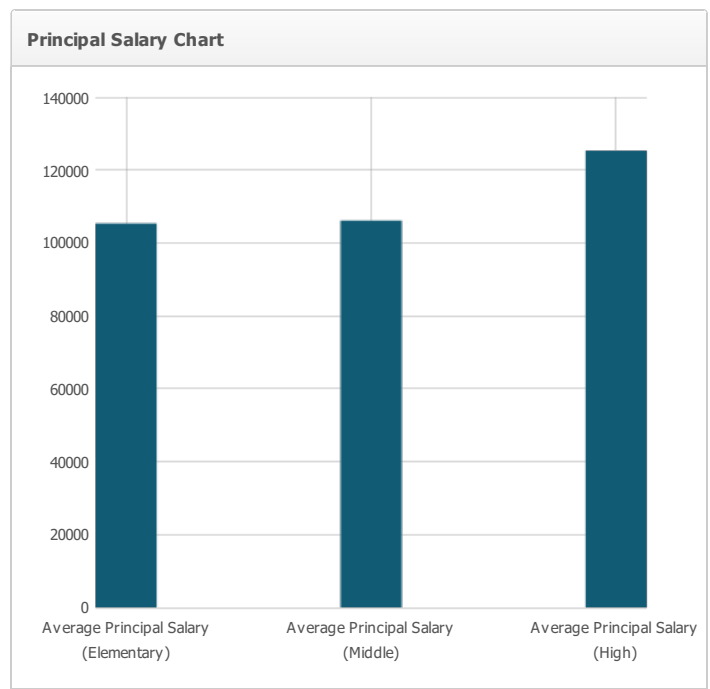
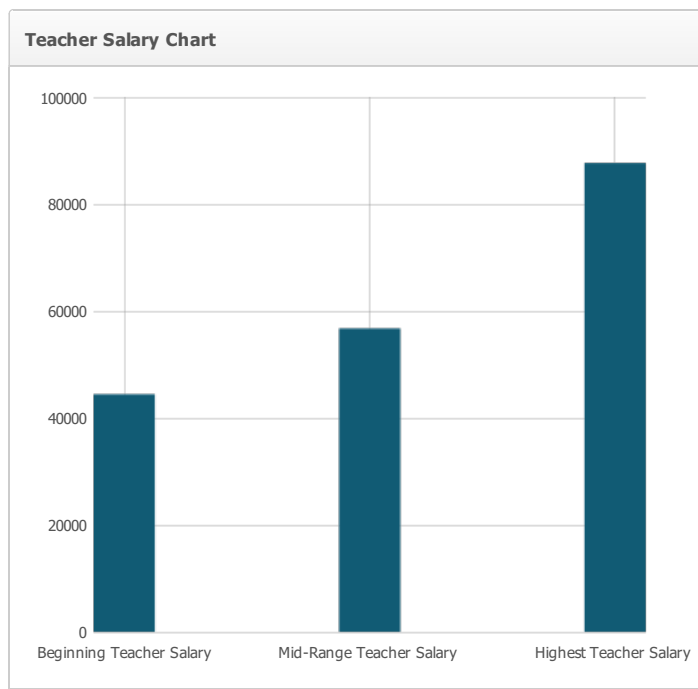
- AVID elective and support field trips
- Online courses (Strongmind, K12)
- Live learning sessions
- Special Education support, resources, services
- 504 supports, accommodations, and services
- Live tutoring, as part of our MTSS Tier 2/3 interventions by Math/ELA online teachers, Q&A sessions for each course/teacher, by appointment for any online scholar with teacher
- EL support by teachers
- Resources posted in online classrooms (asynchronous) MyCompass, Classroom Introductions/Welcome Announcements
- Standardized testing (ELPAC, CAASPP, Physical Fitness Exam)
- Istation (TK-8) ; Galileo (9-12) ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventures2Learning
- Counseling support, resources, services, and live sessions (including SEL, College & Career, etc.)
- MTSS Framework , ASIT
- Vendor/Curriculum options for Options scholars
- Learning coach support sessions (in-person meet-ups and virtual sessions)

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,443	\$46,208
Mid-Range Teacher Salary	\$56,749	\$72,218
Highest Teacher Salary	\$87,687	\$92,742
Average Principal Salary (Elementary)	\$105,346	\$134,864
Average Principal Salary (Middle)	\$106,126	\$118,220
Average Principal Salary (High)	\$125,304	\$127,356
Superintendent Salary	\$169,027	\$186,823
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	9

Last updated: 1/6/2020