

Compass Chronicle

Compass Charter Schools | Options | January 2020

LEADERSHIP SPOTLIGHT

Meet Michelle Vreeman, Options Regional Coordinator



Hello! My name is Michelle and this will be my third year with Compass. I've been working in education for 22 years. I started out as a high school history teacher, moved to elementary school, worked in the district office, and then became a stay at home mom. I later settled in as a work from home mom and homeschooler while teaching University courses, online high school, and ultimately found a wonderful home here at Compass! I have been married for 23 years, and we have a daughter, Kate and a son, Joseph. Kate is in seventh grade here at Compass and Joseph is in kindergarten. My favorite things to do are reading, going to the movies, traveling, off-roading, camping, and cooking.

What's Been Happening in Options?

Our Options scholars and their families have been busy this semester! We have seen scholars venture outside to participate in hands-on science activities, travel virtually to Madagascar, and identify and draw the parts of an animal cell. The scholars at our Orange County Learning Center shared what they have learned about ancient civilizations at the Ancient Egypt and Mesopotamia Festival in November. This included dressing the part, mummifying cornish hens and apples, making maps of the area, and practicing cuneiform writing in clay. Many scholars have also been taking advantage of our new live sessions offered in the form of academic workshops, tutoring sessions, and Writer's Workshops. Topics this past semester have included bilingual stories, book discussions, math activities, and building a city block. Our learning coaches have also had the opportunity to participate in virtual sessions on PBIS in the Homeschool Environment and utilizing our Options Tutoring for their scholars. Please visit our [YouTube channel](#) to take a look at the various sessions that we have hosted so far!

The Options' High School program continues to grow! This year we were pleased to roll out UC approved college prep courses (you might have heard your Educational Facilitator (EF) or

counselor mention A-G requirements for admission to CA Universities-these courses meet those requirements!). If you have a high school scholar who is planning to attend a CSU or UC school, be sure that you have shared that information with your EF so s/he can best support you in preparing your scholar for that!

Starting in the Spring, our Options scholars will have the choice to take up to two courses in the online Compass program. Our online courses are also A-G approved, so they are a great choice for university-bound scholars. And do not worry if you have a university-bound scholar who has not been doing the UC approved courses, taking community college courses either online or in-person meets the same requirements for university as completing the courses via Options.

Unsure about what to do? Reach out to your EF; as a fully credentialed teacher your EF is able to provide you with help in planning a course of study that will prepare your scholar for whatever comes next, whether college or career!



Options Scholars' Work Samples

Stephanie Lee, Educational Facilitator, offered some live Bilingual Bedtime Stories to our scholars this past quarter. Be on the lookout in Parent Square for more fun live sessions to join this upcoming quarter! If you missed the live sessions here are her recordings: [The Wide Mouthed Frog and Opuestoros](#), [La niña invisible and Yo! Yes?](#), and [Un día de nieve + Pulgada a pulgada in Spanish and For Every Child a Better World + Margaret and Margarita in English/Spanish](#).



Scholars Karis and Analyn finished their unit on weather, clouds, water cycle, gas/liquid/solid, condensation and evaporation and began studying plants. This activity was from a Kiwi Co Crate called "Capillary Action." They learned that plants, stems, trunks, and roots act like straws and are able to move liquid up into the petals and leaves.



Karis and Analyn are proud to be Compass scholars!



We had a field trip to Gentle Barn and learned about animal protection and rehabilitation. Karis and Analyn hugged a cow, snuggled Rebecca the Chicken, pet pigs and goats, and fed horses. They have a greater awareness of how animals use body language to communicate needs and emotions and are learning when pets do or do not want to be touched. They had a wonderful time!



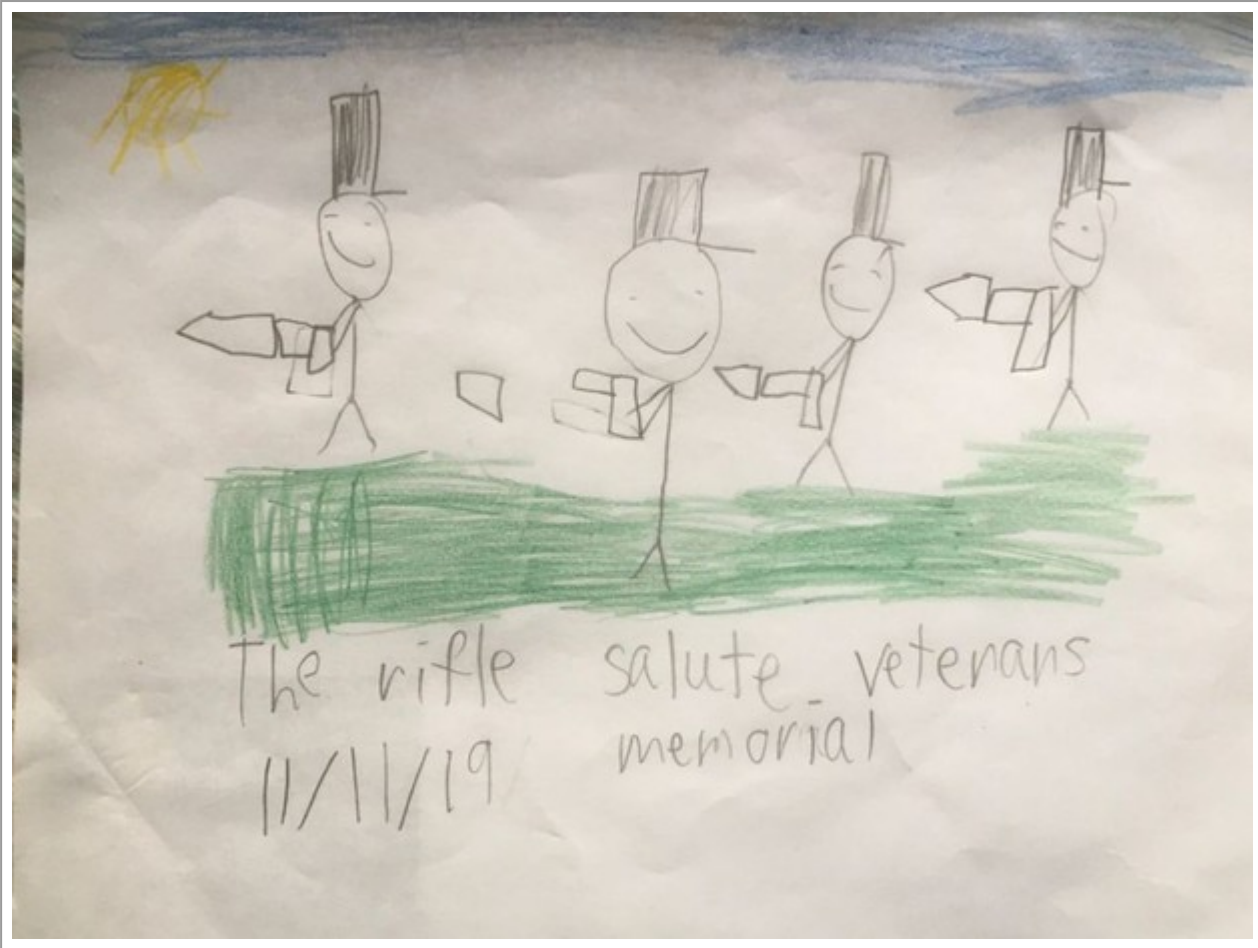
Analyn M. completing her 'Spelling You See' work.



This is Analy's work sample and project for Social Studies. She has done a lot of map work in her Skill Sharpeners K workbook. She understands the difference between maps and the globe and can identify and name the continents. Analy also understands the difference between City, State, Country, and Continent. This project was a culmination of her understanding of her place in the world.



Karis attended a special community ceremony at Rancho Tapo Park in Simi Valley. It was his first experience with war veterans and hearing their taps and rifle salutes. He began thinking through how the lives of the veterans were impacted by serving our country. Below is his self-guided reflection.



Griffith R. , in Grade 6 Social Studies, takes notes on a topic and his notes are reviewed for accuracy; then Griffith continues research and completes his final draft.

Files

Griffith Roberts Class Summary

Class Name	Mapping your way through american history Coronado, Cortes, and Pizarro
Topic	The explorations of Coronado, Cortes, and Pizarro

Notes:

- 1 the spanish explorers thought that they had found a whole new world and they kept coming and going from that region.
- 2 however they had thought that they had found asia and kept trading with the "indians"
- 3 spanish explorers: conquistadors sailed in ships called galleons that were meant to be sailed over harsh seas
- 4 conquistadors conquer wherever they land
- 5 her son cortez was sent to conquer the Aztecs
- 6 all conquistadors were these spiky helms that are actually pretty intimidating.

after Nuno Cabeza de Vaca was a friend of coronado and his name also translates to Cow Head and was the viceroy of Mexico. When coronado did not find the 7 cities of gold he was ashamed so he went back to Spain to live a quiet life. Spain was hoping to find more valuables and land when they explored.

Draft - Mapping your way through american history (1).pdf

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Griffith Roberts - Class Summary 10/7

Class Name	Mapping your way through american history Coronado, Cortes, and Pizarro
Topic	The explorations of Coronado, Cortes, and Pizarro

Notes:

- 1 The Spanish explorers thought that they had found a whole new world and they kept coming and going from that region.
- 2 However they had thought that they had found asia and kept trading with the "indians"
- 3 Spanish explorers: conquistadors sailed in ships called galleons that were meant to be sailed over harsh seas
- 4 Conquistadors conquer any unclaimed land where they land.
- 5 Hernan Cortes was sent to conquer the Aztecs
- 6 All conquistadors wore these spiky helms that are actually pretty intimidating.

Antonio de Mendosa was a friend of coronado and was the viceroy of Mexico. When coronado did not find the 7 cities of gold he was ashamed so he went back to Spain to live a quiet life. Spain was hoping to find more valuables and land when they explored.

Final - Cortes and others-Mapping your way through American history.pdf

Gif talks democracy MOV

Griffith Roberts - Class Summary - [10/21/19]

Class Name	Lief Erickson Mapping Your Way Through American History
Topic	Lief Erickson Finds America

Notes:

Viking didn't write down their history and they told it over the fire.

Viking didn't have homed helms.

There was a viking settlement in lence o meadows canada

He had light colored hair and his brother had fiery red hair

They told stories to pass time at night

They were excellent sailors

Thursday is named after Thor's day

They believed that the sword had a spirit and they would bend and bury an enemy sword

During sea battles they tied up their ships with their attacks to protect them

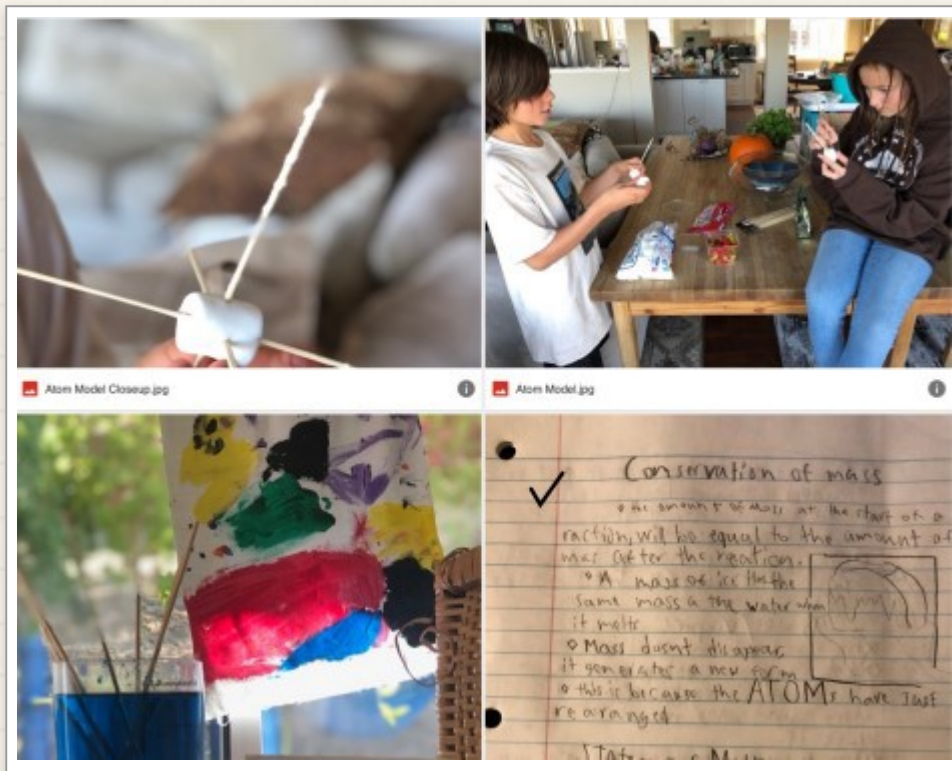
Some people called the viking attack vessels dragon heads and they usually had a serpent or dragon head on the front

They had a meeting but they called them **THE DING**

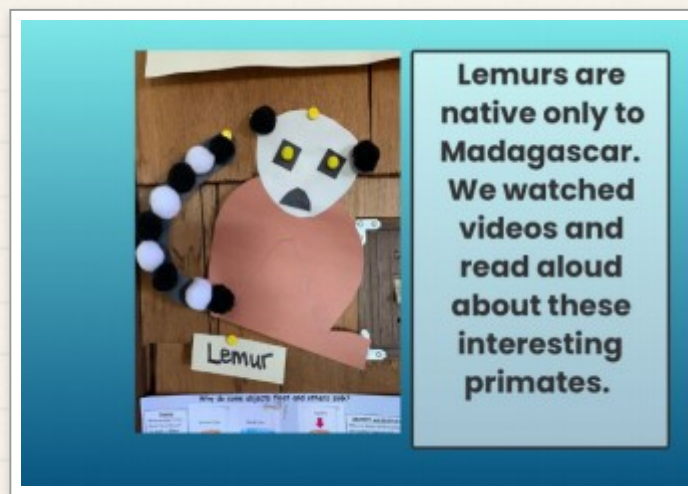
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Lief Erickson - Mapping Your Way Throu... ry - Lief Erickson Finds America.pdf

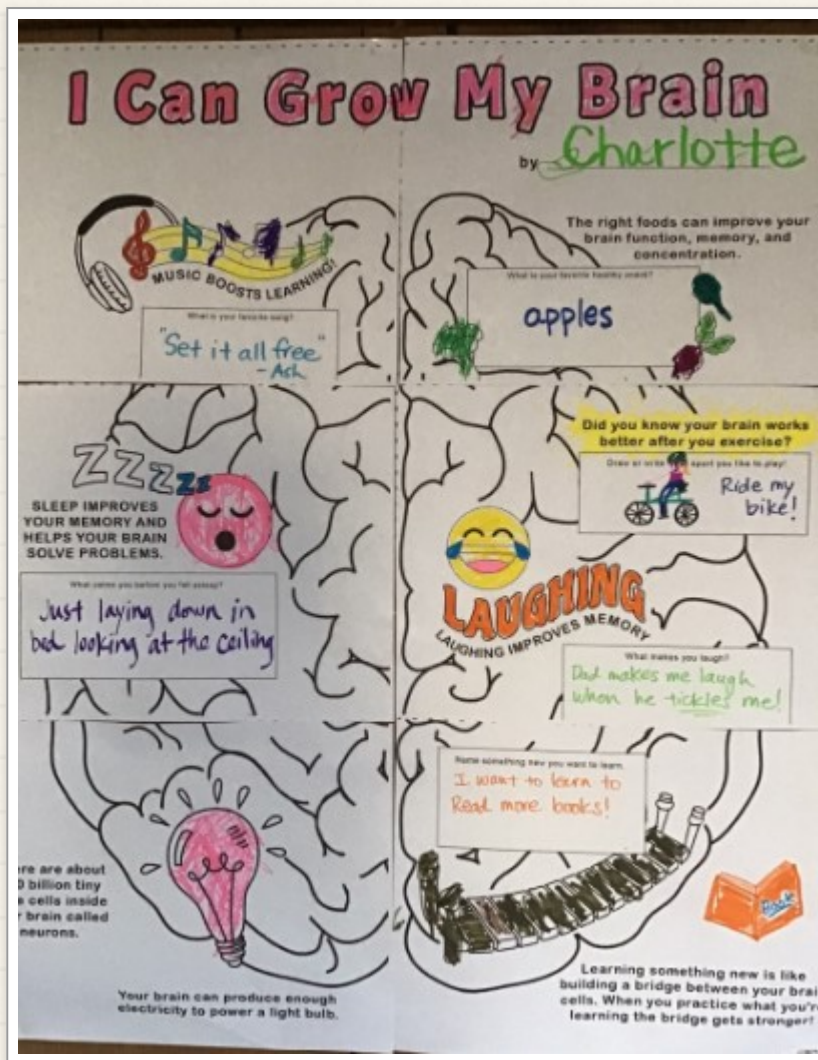
Griffith R., Grade 6 Science. His Science group made models of atoms, melted sugar and observed the recrystallize process, studying the physical properties of matter. Attached are his notes on physical properties, conservation of mass, solutions and fluids.



Charlotte K. Grade 2, learned about lemurs and Madagascar.




Charlotte K., Grade 2. Charlotte and her Learning Coach worked through this giant brain chart from the Big Life Journal download. The LC was the transcriber on this project and Charlotte enjoyed answering questions and coloring in the chart. It is now hanging on the wall above her desk space.



Ryanne K., Grade 8 English Language Arts. Ryanne read *Sadako and the Thousand Paper Cranes* by Eleanor Coerr. Her Learning Coach even supplied some origami paper so she could try making paper cranes herself!

Sadako and the Thousand Paper Cranes

Comprehension Questions



by Eleanor Coerr

Guided Reading Level R
Lexile Level 630L

Name: _____ Title: Sadako and the Thousand Paper Cranes

Chapter 1: Good Luck Signs

- Describe the siblings. Write a character description of them.
- What is the significance of August 6th?
- What is radiation? What is the effect of it?

Chapter 2: Peace Day

- What is meant by "two are needles on the same twig"?
- What was Peace Park?
- Explain what was remembered by the Thunderbolt. Explain the effects of it.
- Explain what happened at Peace Park. Why were they there?

Chapter 3: Sadako's Secret

- Why is Sadako so excited?
- Explain the events that happened on race day.
- What began to happen to Sadako? Explain her secret.

Chapter 4: A Secret No Longer

- What happened one crisp, cold, winter day? Explain.
- What was Sadako's diagnosis?
- Why was Sadako upset at the announcement of "a few weeks"?

Chapter 5: The Golden Crane

- How did Sadako find a way to be better?
- What was the significance of the cranes?

Chapter 6: Kenji

- How did Sadako get her materials for the paper cranes?
- Explain Sadako's effects from the atom bomb disease.
- Who was Kenji? Give a character description of him.
- How does Nurse Yasunaga give Sadako hope?

Chapter 7: Hundreds of Wishes

- How did Jane make Sadako feel better? or does it? Explain.
- What began happening to Sadako?
- What did Eiji give Sadako?

Chapter 8: Last Days

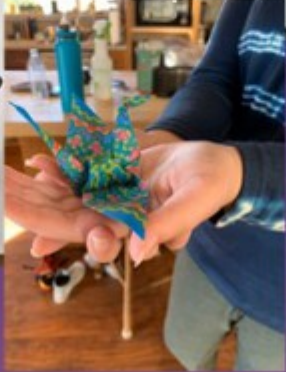
- How did Sadako's health change? Answer for both the good and the bad.
- What was Sadako's last wish in this chapter? What does she want?
- Explain why "Sadako felt hot tears blur her eyes" on p. 37.
- How many paper cranes did Sadako make before she died? How do you think she feels that she didn't make at 1,000?

Chapter 9: Racing with the Wind

- Explain what happens to Sadako.
- What is the significance of the title "Racing with the Wind"?

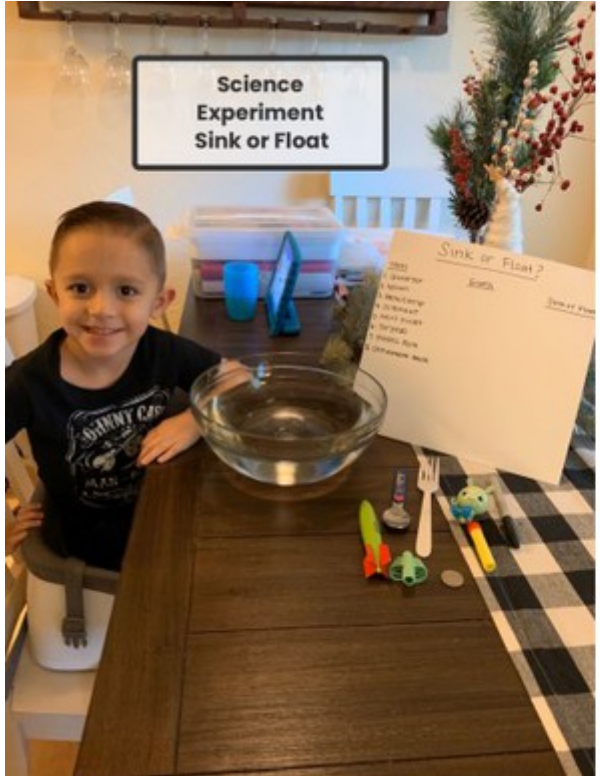
Epilogue

- Do all 1,000 paper cranes get made? Explain.



My mom bought some oragami paper so I could try making paper cranes too.

Blake B., TK Science. Blake completed a science experiment entitled "sink or float". Blake worked with eight objects and predicted that four items would sink and that four would float. He got six out of eight correct!



Sink or Float?

Item	Guess	Sink or Float?
1. Quarter	SINK	SANK
2. Spoon	SINK	SANK
3. Pencil Grip	SINK	SANK
4. Octonaut	Float	Float
5. Nerf bullet	Float	Float
6. Torpedo	Float	SANK
7. Plastic Fork	Float	SANK
8. Ornament Hook	SINK	SANK

Blake had 8 objects. He predicted 4 items would sink & 4 items would float. He got 6/8 correct!



An Options Family Story!

This Month Features the Phillips family!

The Phillips family lives in the High Desert, in Victorville. They enjoy finding fun things to do together; including hiking, riding quads, going to the beach or lake, finding yummy food spots, and visiting museums. Compass Charter Schools Options Program gives them the freedom to incorporate learning into all their adventures and busy lifestyle. Jeremiah, their Father works all over Southern California as an insurance adjuster and their Mother, Learning Coach, Emily is very grateful for all the support that CCS and her EF Karle Roberts provide.



Isaiah, 10th grade, enjoys challenges, whether academic or athletic. He actively participates in his homeschool group, debate, and the swim team. As a highschooler, Isaiah is grateful to the

CCS staff in helping with his navigation towards college.

Savannah, 8th grade, loves to spend time with her friends. She is creative in everything she endeavors, from writing school papers to drawing for fun!

Elijah, 5th grade, loves to play outside, play with his friends, and build legos. He also loves animals, especially his dogs Duke and Sadie!

All three of the Phillips children swim competitively with a club team year-round (even when it's literally freezing outside in Victorville!). They are glad to be CCS scholars because, even with the rigorous swimming schedule, they still have the time in the day to truly focus on their school work. Swimming can be a demanding sport, with morning and evening practices, so they are glad they don't have to be on a school bus at 6 a.m.!



Staff Spotlight





Meet Heather Hathaway, Educational Facilitator

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

EF: I am an Educational Facilitator with Compass Charter Schools. I support families with curriculum choices, meeting state standards/benchmarks and provide an overall go-to place for families, with support and answers to their questions. I started with CCS in October of 2019.

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

EF: I absolutely love working with families in this capacity. I love the connection of meeting on camera, where I can get a feel of the scholars’s likes/dislikes and academic struggles and successes. I love forming supportive relationships with my families and I believe our program is unique in that it provides a partnership with Learning Coaches and Educational Facilitators.

We guide families so that scholars can flourish without the confinements of one type of education fits all approach. I love hearing stories from my families, for example, since coming to CCS their scholar has flourished and now loves learning because this approach is the best fit for their child and the curriculum is 100% customized for their individual scholar.

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

EF: Hold fast to the standards and benchmarks as your guiding post. Don't view them as something daunting or that shouldn't be given much attention. They are goals and guidelines to help ensure scholars receive the best education possible. When reviewing them, keep in mind that there are many different ways to expose scholars to each goal, make it fun!

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

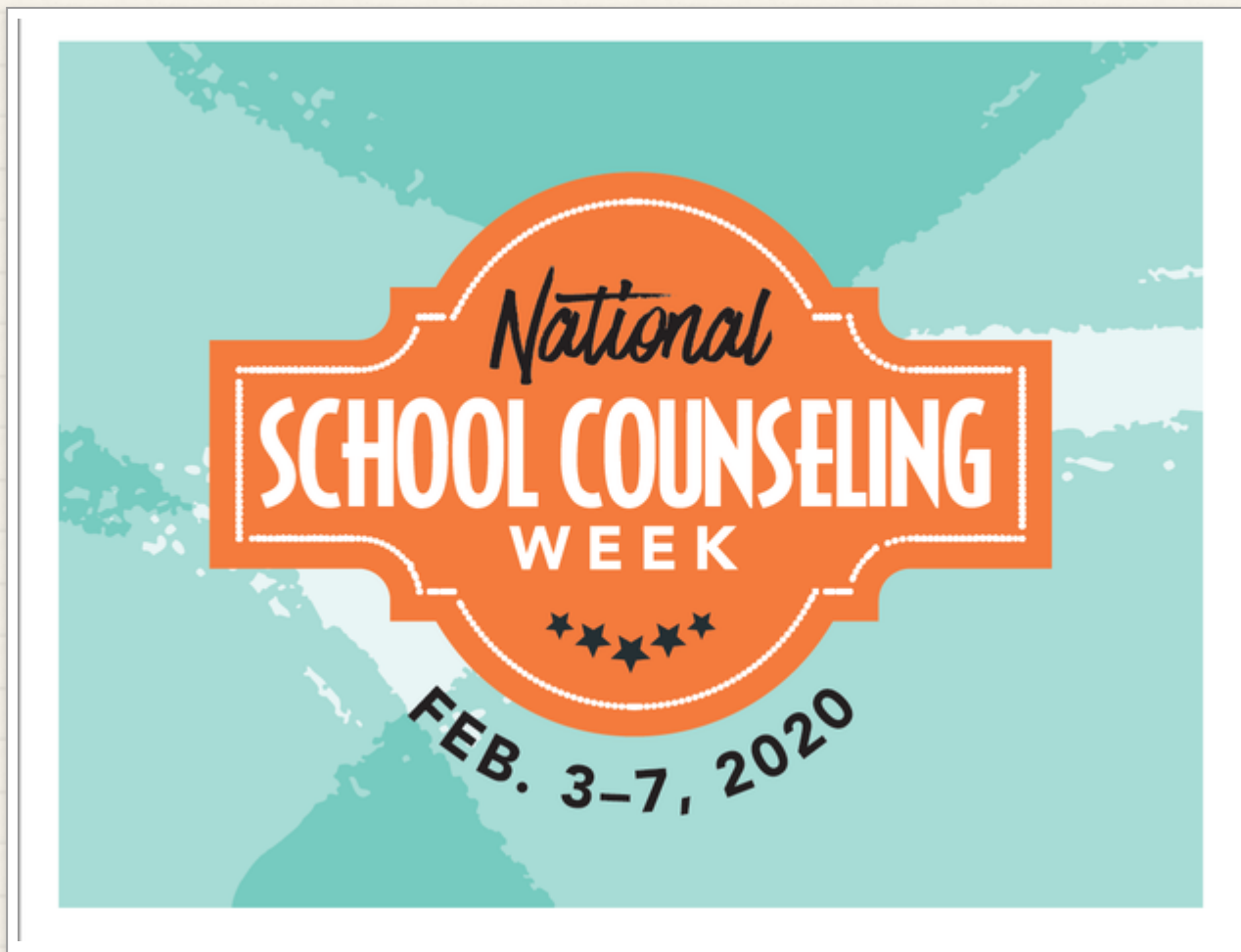
EF: I moved to Nashville from Oklahoma right after high school looking to become a singer. I was told to go West! Your voice is for LA not Nashville. I moved to Hollywood in my early twenties and gave it a shot. I still make music and perform with my husband, a very talented musician, singer, songwriter and sound engineer. I am currently finishing up the process of obtaining my single subject music credential.

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

EF: We have a wonderful community of talented friends and love hosting dinner parties and attending musical events. Our boys, 15 and nine, are very creative and talented. Weekends consist of working on one project to the next, either a musical piece, a new t-shirt design, a documentary in the works or just chilling, when Mommy overextends everyone and we just need a day to rest! :)



Counseling Services Department



Counseling News

Happy New Year and welcome back! We can't believe that the first semester is almost over! We hope that you had a productive and relaxing winter break. We hope that you used the time to catch up on any missing assignments and to recharge, finishing the first semester strong! As we are near closing the fall semester, we reflect on the proud accomplishments of the counseling services department team and all the wonderful things that we have planned for the remainder of the school year. Happy 2020 and thank you always for your continued support!

It has been an exciting time in the Counseling Services Department since the school year started. The fall 2019 semester ended with 17 counseling webinars delivered to scholars and learning coaches centered around academics, social-emotional intelligence, and college and career preparation. We look forward to 'seeing' you all at our upcoming spring weekly learning labs, held every Tuesday at noon.

As we look ahead to the spring 2020 semester, we invite you to join us in celebrating National School Counseling Week, February 3 through February 7th. This year's theme is "School Counselors: Helping Build Better Humans", we will focus on the effort the counseling team, as we strive to create a positive impact on our scholars' success. If a counselor has made a positive impact in your life, we invite you reach out to your counselor to let him or her know what a difference they've made.

Counselor Spotlight

Meet Mataya Olson, College & Career Counselor

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

I am the College Career Readiness Counselor at Compass Charter Schools. In this role, I support scholars in college and career planning, obtaining work permits and concurrent enrollment. This is my second year at Compass Charter Schools.



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

I love the aspects of college and career, and how it is always evolving. It is especially rewarding to help scholars plan for what is next after high school. There are so many possibilities out there and it is amazing to see each scholar’s unique passions and interests.

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

It is never too early to start thinking about college and career! There are many great opportunities available to middle and high school scholars. The earlier you start planning, the more aware and prepared you will be.

Counseling Stories

This month we are happy to highlight the Kelly Family! Learning Coach, Angela, has two daughters at CCS, Jhala (age 12) and Monica (age 10). Both Jhala and Monica are very busy with projects outside of school. Jhala recently recorded a new single, Kaleidoscope, and authored a book, *I Am Who I Say That I Am*.

What does a typical day look like for you and your scholar? A typical day for us begins with getting ready, as if we were going to a regular public school, having breakfast, before we start our schoolwork; that is if we’re not rushing out to an audition or filming, an early morning rehearsal, or heading off to a recording session.



What has been your greatest joy and what has been your greatest challenge in schooling at home? How did you overcome the challenge(s)? My greatest joy has been knowing that my two girls are in a safe environment and that I am their greatest influence when it comes to morals and values. My greatest challenge is being a single parent, I have to work and so there are times when I'm not there to supervise my girls the way that I would like to be. However, I have recently received more support from family members and friends who have stepped up to assist me with my girls' homeschooling.

What do you enjoy most about being part of our Compass community? We have enjoyed so many things about being a part of the Compass Community, but what stands out the most is the spirit of excellence, dedication, and caring that the educational facilitators and staff have shown my girls and myself.



Special Education Department

Special Education Teacher Spotlight

Meet Tracy Clifton, Special Education Instructor!

- I collaborate closely with the Exceptional Scholars team, Educational Facilitators, Parents, and Scholars to develop individual student goals and develop IEP's. Based on those goals I provide instruction and support which facilitates the participation of scholars with disabilities in the regular classroom. I have worked for CCS since January of 2019.
- I have worked as a Special Educator in a brick and mortar setting for 20 years. I taught kindergarten through second-grade students with moderate/severe disabilities. Being a special educator brings me so much joy, but I needed a change and I found that at



Compass Charter Schools. A special education teacher is a rewarding job. When a child makes a breakthrough, the teacher understands the effort required for that breakthrough.

- Some advice that I would like to share with learning coaches and scholars is that it is ok to make mistakes. As teachers we make mistakes and as scholars we make mistakes. We can always learn from our mistakes. "You've got to take the good with the bad, smile with the sad, love what you've got, and remember what you had. Always forgive, but never forget. Learn from mistakes, but never regret."
- One thing that very few people know about me is that I dislike getting my face wet or getting splashed. The crazy thing is that I was a swimmer all through high school!
- I have a wonderful husband of almost 16 years. We have two children, Caiden (14) and Ava (10). In our free time we like to try new restaurants around San Diego and go motorhome camping. Our favorite camping spot is at the beach. We usually spend a week at the beach during the summer with friends and family.

Scholar Work Samples

Below are work samples from Z. P.'s SAI session. To work on SAI goals, he brainstormed and developed a paragraph from his brainstorm. He also used colors to help himself organize!

Luigi's Mansion 3



There is a video game called Luigi's Mansion 3.

When you start the game you are on a bus heading to the Last Resort.

On the bus you are with Mario, Peach, and three toads.

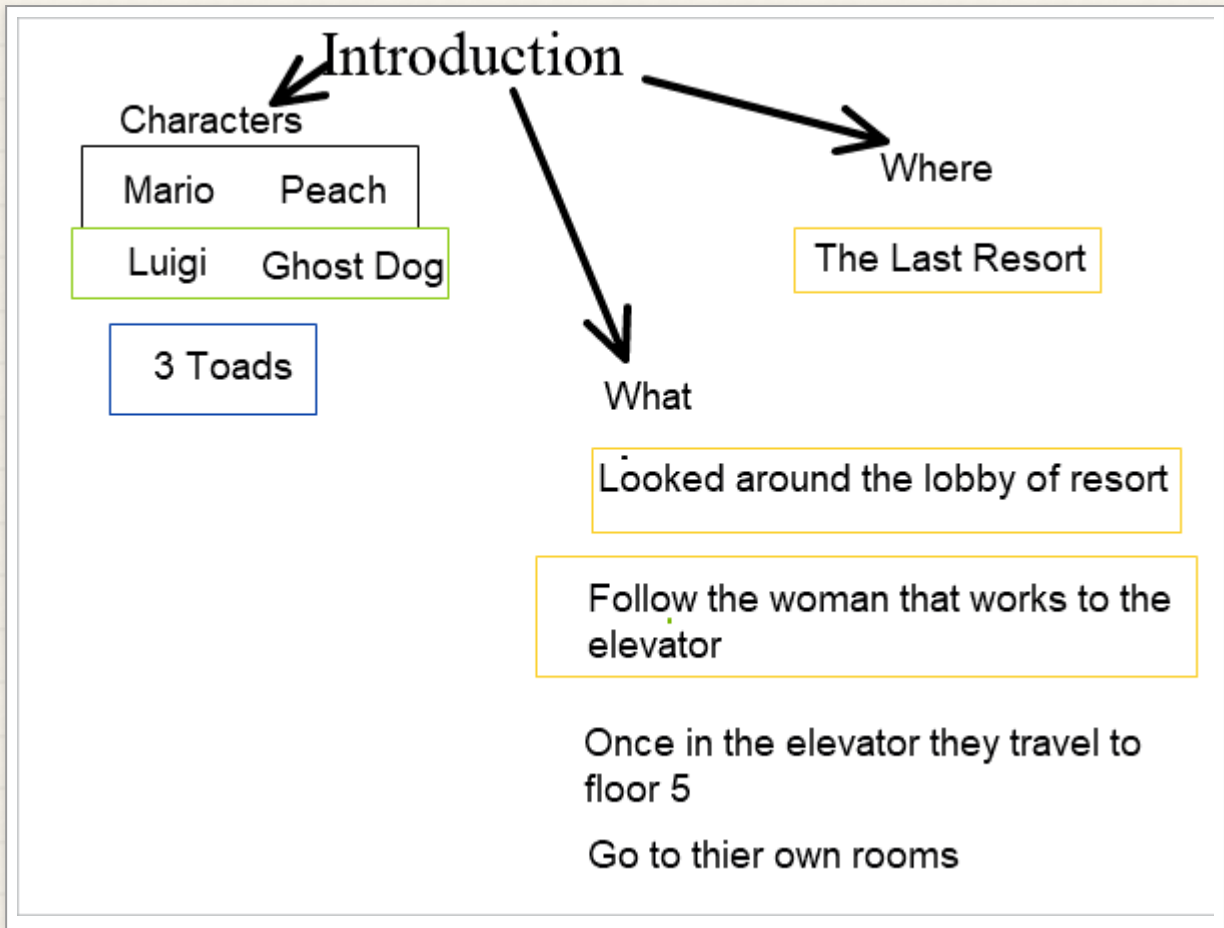
The bus stops at the Last Resort and Luigi and his friends go in and look around the lobby.

Next, Luigi and his friends check into the resort and meet the leader of the the resort.

Then they follow the leader to the elevator and travel to the Floor 5.

Finally, Mario, Peach, Luigi and the three toads go to thier own rooms.

This is the opening of Luigi's Mansion 3.



SHARE YOUR STORY






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



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



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