

## 2019–2020 School Accountability Report Card

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# School Accountability Report Card

## Reported Using Data from the 2019–2020 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.

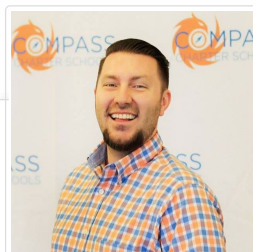
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the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

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



### Kasey Wingate, M.S.

Principal, Compass Charter Schools of San Diego

#### About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) of San Diego 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 of San Diego is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few vocabulary words that we use that make our school culture unique to many others.

#### CCS of San Diego Vocabulary

Like any school, CCS of San Diego has its own unique culture. To help you understand part of the culture of CCS of San Diego 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 of San Diego. Since we are an independent study virtual public charter school, much of the learning is facilitated by the Learning Coach.

#### Scholar

At CCS of San Diego, we choose to refer to students as "scholars." A 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, connecting with our CCS of San Diego Principal, Kasey Wingate, at [kwingate@compasscharters.org](mailto:kwingate@compasscharters.org), and by visiting us online at [www.compasscharters.org](http://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. R  
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227  
Email: [info@compasscharters.org](mailto:info@compasscharters.org)

**About This School**

**Contact Information (School Year 2020–2021)**

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Mountain Empire Unified
<b>Phone Number</b>	(619) 473-9022
<b>Superintendent</b>	Patrick Keeley
<b>Email Address</b>	<a href="mailto:patrick.keeley@meusd.k12.ca.us">patrick.keeley@meusd.k12.ca.us</a>
<b>Website</b>	<a href="http://meusd.k12.ca.us">http://meusd.k12.ca.us</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Compass Charter Schools of San Diego
<b>Street</b>	850 Hampshire Rd., Ste. R
<b>City, State, Zip</b>	Thousand Oaks, Ca, 91361-2851
<b>Phone Number</b>	855-937-4227
<b>Principal</b>	Kasey Wingate, M.S.
<b>Email Address</b>	<a href="mailto:info@compasscharters.org">info@compasscharters.org</a>
<b>Website</b>	<a href="http://www.compasscharters.org">www.compasscharters.org</a>
<b>County-District-School (CDS) Code</b>	37682130127084

*Last updated: 1/27/2021*

**School Description and Mission Statement (School Year 2020–2021)**

Compass Charter Schools (CCS) of San Diego is a free, non classroom-based, public charter school that is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Mountain Empire USD for scholars in grades TK-12 who reside in San Diego County and its adjacent counties, and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The supervising teacher is there to guide the learning coach with curricular options, order requests, and academic guidance.

In both programs, each scholar is assigned a supervising teacher who helps provide support to the scholar and learning coach on their educational journey. CCS provides additional supports for scholars through our Counseling Services Department and the Scholar Success Coordinator implements a robust Multi-Tier System of Supports (MTSS) program.

**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.

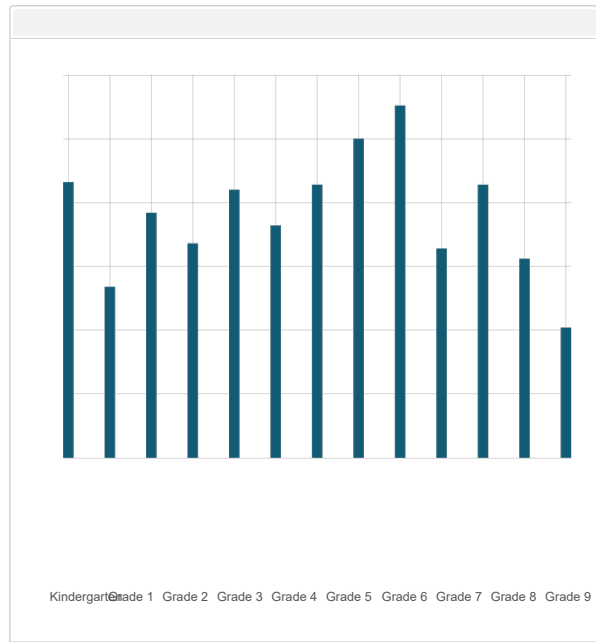
**Core Values**

Achievement | Respect | Teamwork | Integrity | Communication

Last updated: 1/27/2021

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students	
Kindergarten	108	150
Grade 1	67	
Grade 2	96	125
Grade 3	84	
Grade 4	105	100
Grade 5	91	
Grade 6	107	75
Grade 7	125	
Grade 8	138	50
Grade 9	82	
Grade 10	107	25
Grade 11	78	0
Grade 12	51	
<b>Total Enrollment</b>	<b>1239</b>	



Last updated: 1/27/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Percent of Total Enrollment
Black or African American	2.10 %
American Indian or Alaska Native	0.10 %
Asian	0.80 %
Filipino	0.50 %
Hispanic or Latino	66.00 %
Native Hawaiian or Pacific Islander	0.20 %
White	24.70 %
Two or More Races	5.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.30 %
English Learners	22.80 %
Students with Disabilities	3.90 %
Foster Youth	0.20 %
Homeless	0.80 %

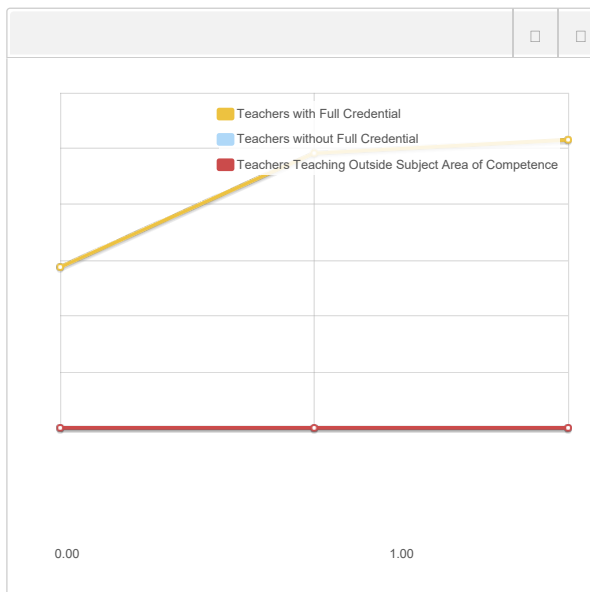
**State Priority: Basic**

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

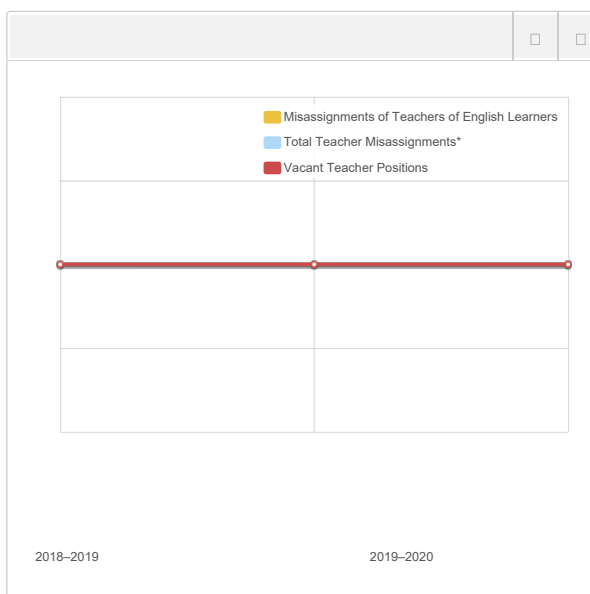
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	72	123	129	150
Without Full Credential	0	0	0	25
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	100



Last updated: 1/27/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	1.0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0.5



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: 1/27/2021

## 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

2.00

2020–2021

English Language Arts / Literacy (grades 3-8 and 11)	28.0%	N/A	38.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	12.0%	N/A	21.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/27/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Last updated: 1/27/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	20	N/A	30	N/A

Last updated: 1/27/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Last updated: 1/27/2021

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	20	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77



**Career Technical Education (CTE) Programs (School Year 2019–2020)**

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
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	11.10%

Last updated: 1/27/2021

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	46.71%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	19.05%

Last updated: 1/27/2021

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

Last updated: 1/27/2021

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

**Parent Advisory Council (PAC)**

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of San Diego 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 CCS. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches 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.

**Virtual Suggestion Box**

There is a Virtual Suggestion Box for learning coaches, 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 PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	46.71%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	19.05%

**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 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020–2021)**

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

**Parent Advisory Council (PAC)**

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of San Diego 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 CCS. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches 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.

**Virtual Suggestion Box**

There is a Virtual Suggestion Box for learning coaches, 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 PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

**Welcome Back Night**

Welcome Back Night is an annual, virtual program for our learning coaches. In this session, staff welcome families and scholars to Compass, introduce Supervising 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.

**Coffee with Compass**

The Superintendent hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other CCS families and staff.

**Learning Coach Surveys**

Surveys are sent to CCS stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

**Translation Committee**

The Translation Committee is a staff-driven committee that works to ensure that all communication is equitable for all learning coaches to access school-wide communication.

**Learning Coach Academy**

Learning Coach Academy is designed to provide relevant and meaningful training videos along with a collaborative community of learning coaches and staff. Learning

coaches watch training videos and answer a weekly question within a ParentSquare group. There is one training and one question per week for 10 weeks. Learning coaches that complete 10 Academy Sessions and actively participate in the Learning Coach Academy Support Group are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics will include reviewing Back to School Night, Internet Safety, State Testing Overview, Growth Mindset, Preparing for College and Career, and more.

Last updated: 1/27/2021

### State Priority: Pupil Engagement

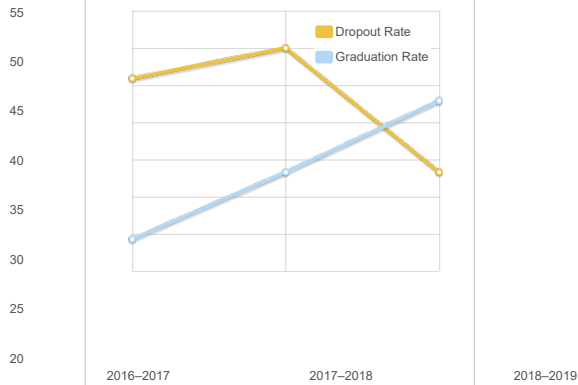
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	45.90%	50.00%	33.30%	21.70%	22.70%	21.30%	9.10%	9.60%	9.00%
Graduation Rate	24.30%	33.30%	42.90%	--	56.80%	67.00%	82.70%	83.00%	84.50%

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



Last updated: 1/27/2021

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.00%	0.00%	2.40%	1.30%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

#### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

**School Safety Plan (School Year 2020–2021)**

The school's comprehensive safety plan was initially developed in February 2019, updated in January 2021, and adapted into the Board Policy Manual. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Safety plan overview
- Charter school employee criminal record policy
- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harrasment
- Ingress and egress
- Safe and orderly learning environment
- Tactical response to criminal incidents

Last updated: 1/27/2021

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 (Elementary) School Year (2017–2018)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
K				
1				
2				
3				
4				
5				
6				
Other**				

Grade Level	Average Class Size	1-20	21-32	33+
K	13.00	12		5
1	19.00	12		5
2	2.00	16		
3	2.00	16		
4	14.00	32		5
5	11.00	28		4
6	23.00	21	1	5
Other**	54.00	8		16

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/27/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

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 2018–2019)**

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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	16	1	4
Mathematics	12.00	21	1	2
Science	10.00	14	1	1
Social Science	12.00	20	1	2

\* 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: 1/27/2021

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio

Pupils to Academic Counselor*	344.1
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\*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: 1/27/2021

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	36.90

\*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: 1/27/2021

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11248.13	\$3248.25	\$7999.98	\$55126.33
District	N/A	N/A	--	\$61040.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$75706.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/2021

**Types of Services Funded (Fiscal Year 2019–2020)**

<p>The types of programs and service available at CCS that support and assist scholars are found below:</p> <ul style="list-style-type: none"> <li>• AVID elective and support field trips</li> <li>• Online courses (Accelerate Education, K12, and StrongMind)</li> <li>• Live learning sessions</li> <li>• Special Education support, resources, services</li> <li>• 504 supports, accommodations, and services</li> <li>• Live tutoring, as part of our MTSS Tier 2/3 interventions by Math/ELA online teachers, Q&amp;A sessions for each course/teacher, by appointment for any online scholar with teacher</li> <li>• EL support by teachers</li> <li>• Resources posted in online classrooms (asynchronous) MyCompass, Classroom Introductions/Welcome Announcements</li> <li>• Standardized testing (ELPAC)</li> <li>• Istation (TK-8), Edgenuity (6-12), ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventures2Learning</li> <li>• Counseling support, resources, services, and live sessions (including SEL, College &amp; Career, etc.)</li> <li>• MTSS Framework</li> <li>• Community Provider/Curriculum options for Options scholars</li> <li>• Learning coach support sessions (in-person meet-ups and virtual sessions)</li> </ul>
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Last updated: 1/27/2021

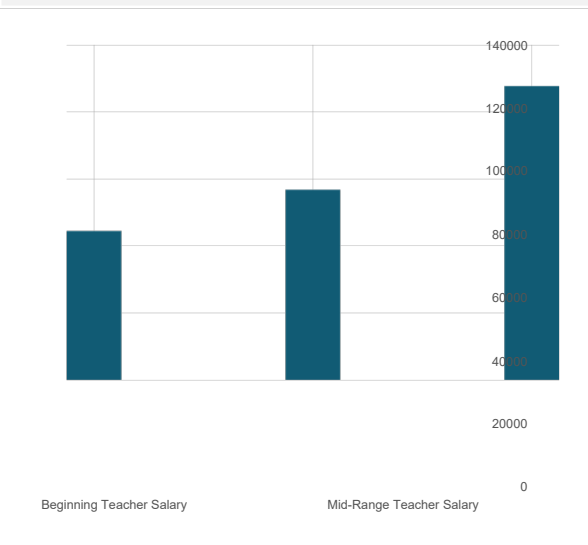
Category	District Amount	State Average For Districts In Same Category
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### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

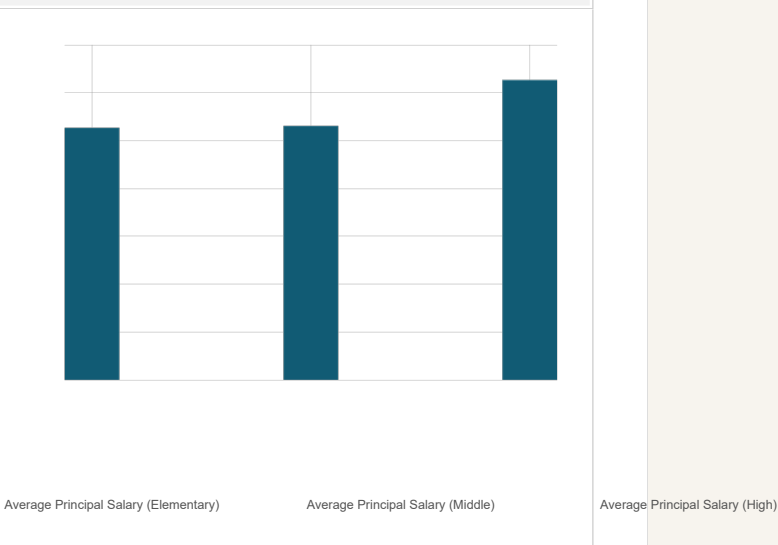
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,443	\$47,145
Mid-Range Teacher Salary	\$56,749	\$74,952
Highest Teacher Salary	\$87,687	\$96,092
Average Principal Salary (Elementary)	\$105,346	\$116,716
Average Principal Salary (Middle)	\$106,126	\$120,813
Average Principal Salary (High)	\$125,304	\$131,905
Superintendent Salary	\$169,027	\$192,565
Percent of Budget for Teacher Salaries	28.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/27/2021

### Percent of Students in AP Courses 0.90%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	4

Last updated: 1/27/2021

Measure	2018–2019	2019–2020	2020–2021
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**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.90%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	4

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

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	16

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