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Compass Charter Schools of Los Angeles
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:

850 Hampshire Rd., Ste. R
Thousand Oaks, CA , 91361-6004

Principal:

Mr. J.J. Lewis, Superintendent and CEO

Phone:

(877) 506-8631

Grade Span:

K-12

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.

About This School

Mr. J.J. Lewis, Superintendent and CEO

Principal, Compass Charter Schools of Los Angeles

About Our School

We are happy scholars and families choose to make Compass Charter Schools (Compass) of Los Angeles their school of choice. I am proud to be the Superintendent & CEO of Compass and look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at Compass 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.

Compass Charter Schools of Los Angeles Vocabulary

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

Scholar

At Compass, 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 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 Los Angeles
850 Hampshire Rd., Ste. R
Thousand Oaks, CA 91361-6004

Phone: [\(877\) 506-8631](tel:(877)506-8631)

Email: info@compasscharters.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name

Acton-Agua Dulce Unified

Phone Number

(661) 269-0750

Superintendent

Sahakian, Eric

Email Address

esahakian@aadusd.k12.ca.us

Website

www.aadusd.k12.ca.us

School Contact Information (School Year 2020—2021)

School Name

Compass Charter Schools of Los Angeles

Street

850 Hampshire Rd., Ste. R

City, State, Zip

Thousand Oaks, CA , 91361-6004

Phone Number

(877) 506-8631

Principal

Mr. J.J. Lewis, Superintendent and CEO

Email Address

info@compasscharters.org

Website

<http://www.compasscharters.org>

County-District-School (CDS)

Code

19753090135145

Last updated: 1/12/22

School Description and Mission Statement (School Year 2020—2021)

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

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record and supports the

scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in the Online Learning Program participate in learning labs each day where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our independent study model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

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. They are assigned a supervising teacher (ST) who acts as the Teacher of Record and is there to support and guide the learning coach with curricular options, order requests, and academic guidance. Options supervising teachers offer live, homeroom instruction covering enrichment activities, social-emotional learning, and core subjects. They also meet at least once a month with the learning coach for a connection meeting, to review their personalized learning plans, the scholar's submitted body of work, progression of grade-level standards, and address any questions the learning coach may have. Scholars also use this time to showcase their knowledge and any projects they have been working on. Compass provides additional support for scholars through our Counseling Services and Academic Support Departments.

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

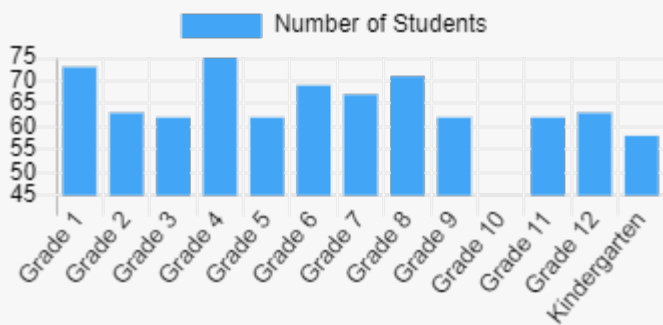
Achievement | Respect | Teamwork | Integrity | Communication

Last updated: 1/7/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	73
Grade 2	63
Grade 3	62

Grade 4	75
Grade 5	62
Grade 6	69
Grade 7	67
Grade 8	71
Grade 9	62
Grade 10	45
Grade 11	62
Grade 12	63
Kindergarten	58
Total Enrollment	832



Last updated: 1/7/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	9.00%
American Indian or Alaska Native	0.60%
Asian	4.00%
Filipino	2.20%
Hispanic or Latino	44.60%

Native Hawaiian or Pacific Islander	0.00%
White	29.30%
Two or More Races	7.80%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	50.20%
English Learners	4.90%
Students with Disabilities	11.90%
Foster Youth	0.00%
Homeless	10.20%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

School Facility Conditions and Planned Improvements

Compass Charter Schools of Los Angeles (Compass) is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, Human Resources (HR), and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

Last updated: 1/7/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected

- The overall rating

Year and month of the most recent FIT report: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/10/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	327	68.70	31.30	45.57
Male	237	164	69.20	30.80	42.07

Female	238	162	68.07	31.93	49.38
Black or African American	48	30	62.50	37.50	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	227	157	69.16	30.84	38.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	126	87	69.05	30.95	55.17
Two or More Races	52	34	65.38	34.62	50.00
Socioeconomically Disadvantages	225	157	69.78	30.22	36.31
English Learners	35	29	82.86	17.14	10.34
Students with Disabilities	57	33	57.89	42.11	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 1/10/22

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	329	69.12	30.88	24.32

Male	237	164	69.20	30.80	23.78
Female	238	164	68.91	31.09	25.00
Black or African American	48	30	62.50	37.50	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	227	159	70.04	29.96	16.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	126	87	69.05	30.95	35.63
Two or More Races	52	34	65.38	34.62	26.47
Socioeconomically Disadvantages	225	157	69.78	30.22	14.65
English Learners	35	29	82.86	17.14	3.45
Students with Disabilities	57	32	56.14	43.86	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 1/10/22

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

	School	School	District	District	State	State
	2019-	2020-	2019-	2020-	2019-	2020-

Subject	2020	2021	2020	2021	2020	2021
Science (grades 5, 8, and high school)	N/A	30.00	N/A		N/A	28.72

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: 1/10/22

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	161	69.70	30.30	30.00
Male	114	83	72.81	27.19	28.92
Female	117	78	66.67	33.33	31.17
Black or African American	26	17	65.38	34.62	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	79	69.30	30.70	26.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	55	40	72.73	27.27	37.50
Two or More Races	27	16	59.26	40.74	33.33
Socioeconomically Disadvantaged	119	82	68.91	31.09	20.99

English Learners	15	11	73.33	26.67	0.00
Students with Disabilities	28	16	57.14	42.86	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Compass Charter Schools (Compass) of Los Angeles offered individual career and technology electives across several industry sectors. These electives were offered to scholars in grades 9 through 12 to support the acquisition of knowledge and exploration in potential career pathways. Scholars wishing to advance in identified pathways are supported through concurrent enrollment at their local community college to continue their education and skill development.

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	51
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/10/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	68.97%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	26.47%

Last updated: 1/10/22

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 2020—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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	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: 1/10/22

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 2021-2022)



There are a number of opportunities for parents to be involved at Compass Charter Schools (Compass) of Los Angeles. Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass 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 Compass. 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 in our weekly Monday Morning Update (MMU) to families and 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 regular basis.

Program Orientation & Weeks of Welcome

Program Orientations are annual, virtual programs for our learning coaches. In these sessions, program specific 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.

Weeks of Welcome is a programmed set of offerings to onboard new and returning families. Sessions are held virtually and include topics such as program orientations, department open houses, and social hours. 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 & CEO 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 Compass families and staff. While these have been in person previously, they are now held virtually due to the COVID-19 pandemic.

Learning Coach Surveys

Surveys are sent to Compass 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.

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.

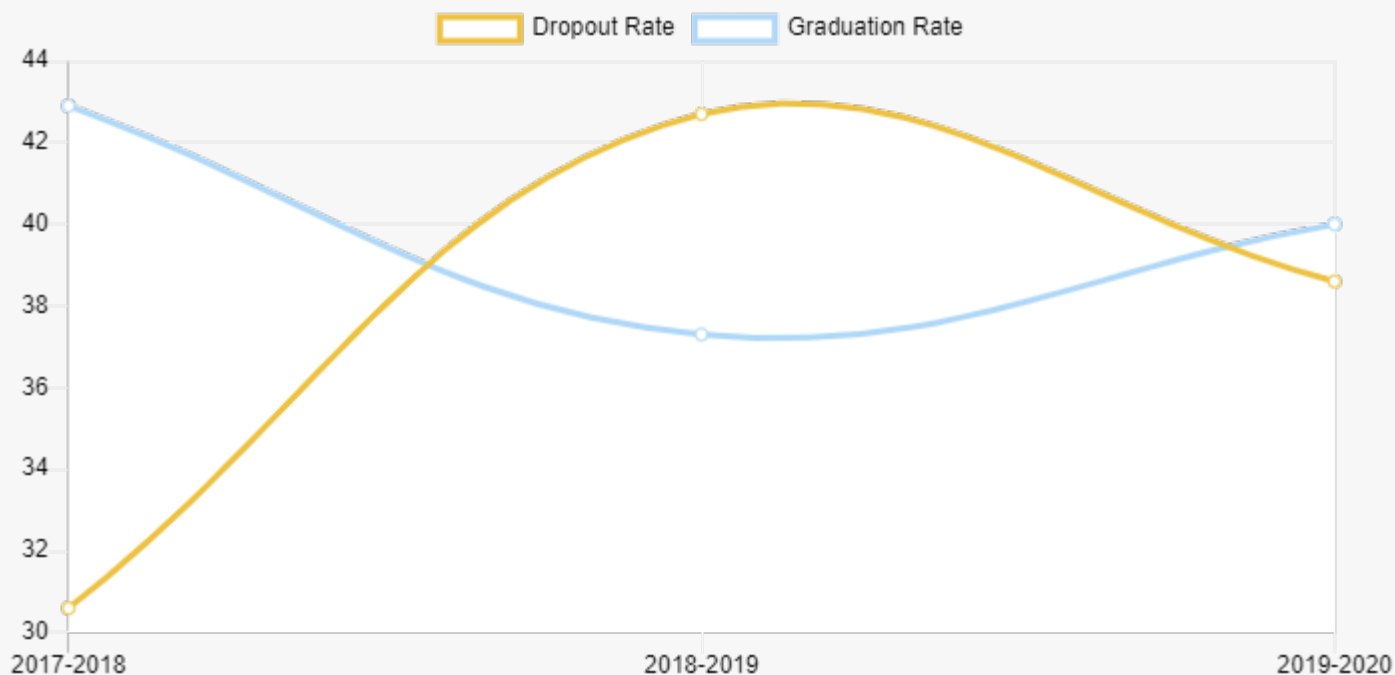
State Priority: Pupil Engagement

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 2017- 2018	School 2018- 2019	School 2019- 2020	District 2017- 2018	District 2018- 2019	District 2019- 2020	State 2017- 2018	State 2018- 2019	State 2019- 2020
Dropout Rate	30.60%	42.70%	38.60%	35.00%	29.10%	27.60%	9.00%	8.90%	9.40%
Graduation Rate	42.90%	37.30%	40.00%	22.60%	23.70%	26.00%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.00%	0.35%	0.25%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.01%	0.20%

Expulsions	0.00%	0.00%	0.00%
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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: 1/10/22

School Safety Plan (School Year 2021-2022)



Compass Charter Schools (Compass) of Los Angeles’ Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and adopted 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:

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

Last updated: 1/10/22

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 (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**	0

* 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 *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	8		5
1	10.00	20		5
2	12.00	20		5
3	10.00	24		5
4	13.00	21		5
5	10.00	24		5
6	14.00	23		5
Other**	13.00	11	5	

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00	33		
1	2.00	39		
2	2.00	32		
3	1.00	34		
4	2.00	33		
5	1.00	30		
6	4.00	45	4	
Other**	9.00	11		

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	12	1	
Math	10.00	12	1	1
Science	10.00	9		1
Social Science	11.00	9	3	

* 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	11.00	20	3	1
Math	11.00	24	2	1
Science	9.00	15	1	1
Social Science	9.00	21	3	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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	91	2	
Math	2.00	83	1	
Science	2.00	71	1	
Social Science	3.00	70	2	

Last updated: 1/10/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	416.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
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)	0.00
Other	0.60

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10170.97	\$1378.92	\$9485.89	\$59604.45
District	N/A	N/A	--	--
Percent Difference – School Site and	N/A	N/A	--	--

District				
State	N/A	N/A	\$8443.83	\$71544.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

The following are examples of the types of services funded by Compass Charter School (Compass) of Los Angeles:

AVID elective

Online courses (Accelerate Education)

Live learning sessions

Special Education support, resources, services

504 supports, accommodations, and services

Live tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions, synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher

English Learner support by teachers, small group live tutoring by our English Language Support Coordinator and English Language Development from Lexia.

Resources posted in online classrooms (asynchronous), Classroom Introductions/Welcome Announcements

Standardized testing (English Language Proficiency Assessments for California)

Istation (TK-5), Edgenuity (6-12), ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventure 2 Learning

Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)

Multi-Tiered Systems of Support Framework

Community Provider/Curriculum choices for Options scholars

Virtual Scholar Workshops

Scholar Clubs

Field Trips

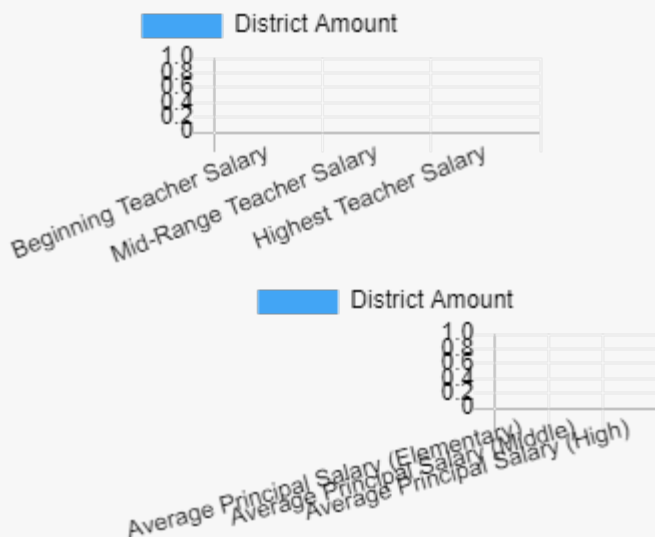
Learning coach support sessions (virtual sessions)

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$45813.00
Mid-Range Teacher Salary	--	\$70720.00
Highest Teacher Salary	--	\$93973.00
Average Principal Salary (Elementary)	--	\$111613.00
Average Principal Salary (Middle)	--	\$119477.00
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$150704.00
Percent of Budget for Teacher Salaries	27.00%	29.00%
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/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.90%

Subject	Number of AP Courses Offered*
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Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	1.00%

Last updated: 1/10/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	9	16	9

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