

# Compass Charter Schools Los Angeles

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Compass Charter Schools Los Angeles
<b>Street</b>	850 Hampshire Rd. Suite R
<b>City, State, Zip</b>	Thousand Oaks, CA 91361
<b>Phone Number</b>	855-937-4227
<b>Principal</b>	Elizabeth Brenner
<b>Email Address</b>	info@compasscharters.org
<b>School Website</b>	<a href="https://www.compasscharters.org/">https://www.compasscharters.org/</a>
<b>County-District-School (CDS) Code</b>	10623310130880

## 2023-24 District Contact Information

<b>District Name</b>	Acton-Agua Dulce Unified School District
<b>Phone Number</b>	(661) 269-0750
<b>Superintendent</b>	Dr. Eric Sahakian
<b>Email Address</b>	esahakian@aadusd.k12.ca.us
<b>District Website</b>	<a href="http://www.aadusd.k12.ca.us/">http://www.aadusd.k12.ca.us/</a>

## 2023-24 School Description and Mission Statement

Compass Charter School (Compass) provides a personalized learning experience for each of our scholars. At Compass, we choose to refer to students as “scholars” because we want to emphasize our commitment to helping every individual be academically successful.

We provide our families with access to standards-based curriculum in a virtual setting that serves as a vibrant community connected by technology. Our parents/guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at Compass. Our teachers work closely with their scholars and families to ensure that each child’s path is unique and supported throughout their educational journey.

Our dedicated team of educational professionals provide support for scholars depending on their unique needs. This robust system of support ensures that scholars are able to thrive academically and emotionally at our school. Everyone at Compass is committed to creating a nurturing environment for our diverse community of learners.

Elizabeth Brenner  
Superintendent and CEO

Compass 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 virtual learning programs authorized by Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

Our scholars are assigned a credentialed Supervising Teacher who acts as the Teacher of Record and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars participate in learning labs 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 personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one on one sessions to further support scholars.

Further, the supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review their personalized learning plans, review scholar progress, evaluate scholar work, provide an opportunity for scholars to

## 2023-24 School Description and Mission Statement

showcase their learning, and address learning coach and/or scholar concerns. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increase college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

### 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 lifelong learning, and prepare scholars to take responsibility for their future success.

### Core Values

Achievement | Respect | Teamwork | Integrity | Communication

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	87
Grade 2	74
Grade 3	76
Grade 4	67
Grade 5	61
Grade 6	68
Grade 7	71
Grade 8	73
Grade 9	66
Grade 10	62
Grade 11	56
Grade 12	49
<b>Total Enrollment</b>	<b>888</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53%
Male	46.7%
American Indian or Alaska Native	0.5%
Asian	4.1%
Black or African American	8.9%
Filipino	0.8%
Hispanic or Latino	51.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.9%
White	24.7%
English Learners	3.9%
Foster Youth	0.3%
Homeless	8.9%
Socioeconomically Disadvantaged	54.4%
Students with Disabilities	16.7%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.30	58.17	237.10	43.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.20	1.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.60	3.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	14.30	37.52	268.90	49.57	12115.80	4.41
<b>Unknown</b>	1.60	4.28	8.50	1.58	18854.30	6.86
<b>Total Teaching Positions</b>	<b>38.30</b>	<b>100.00</b>	<b>542.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.70	58.68	271.40	43.37	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	0.80	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	19.70	3.16	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	16.70	41.28	318.60	50.92	11953.10	4.28
<b>Unknown</b>	0.00	0.00	10.90	1.74	15831.90	5.67
<b>Total Teaching Positions</b>	<b>40.40</b>	<b>100.00</b>	<b>625.80</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	14.30	16.70
<b>Total Out-of-Field Teachers</b>	<b>14.30</b>	<b>16.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

## 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. In September of 2023, the Central Office received an “exemplary” rating on the Williams Review visit.

Year and month of the most recent FIT report

September 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	41	40	39	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	28	21	21	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	475	396	83.37	16.63	40.91
<b>Female</b>	261	217	83.14	16.86	46.08
<b>Male</b>	214	179	83.64	16.36	34.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	64.71
<b>Black or African American</b>	41	31	75.61	24.39	35.48
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	252	217	86.11	13.89	35.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	37	75.51	24.49	54.05
<b>White</b>	108	88	81.48	18.52	45.45
<b>English Learners</b>	14	13	92.86	7.14	15.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	44	36	81.82	18.18	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	243	84.67	15.33	35.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	68	72.34	27.66	19.12

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	476	395	82.98	17.02	27.85
<b>Female</b>	262	217	82.82	17.18	27.19
<b>Male</b>	214	178	83.18	16.82	28.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	52.94
<b>Black or African American</b>	42	32	76.19	23.81	18.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	252	216	85.71	14.29	24.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	37	75.51	24.49	29.73
<b>White</b>	108	88	81.48	18.52	36.36
<b>English Learners</b>	14	13	92.86	7.14	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	44	36	81.82	18.18	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	241	83.97	16.03	21.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	67	71.28	28.72	14.93

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.10	31.78	17.23	19.47	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	214	85.26	14.74	31.78
Female	136	117	86.03	13.97	32.48
Male	112	94	83.93	16.07	30.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	126	105	83.33	16.67	21.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00	12.00	22.73
White	67	55	82.09	17.91	45.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	15	83.33	16.67	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	116	85.93	14.07	23.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	41	75.93	24.07	12.20

## 2022-23 Career Technical Education Programs

Compass offered individual career technical education 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	63.09
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	17.78

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	59	59	59	57.4	54.9
Grade 7	44.6	44.6	44.6	44.6	42.6
Grade 9	38.2	38.2	38.2	38.2	38.2

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 regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

There are a number of opportunities for parents/guardians to be involved at Compass. 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. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

#### English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner's academic achievement. The ELAC will provide training on how Learning Coaches can teach and help their scholars at home, and advise on the development of proper and consistent implementation of program procedures, aligned with our LCAP goals.

#### 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. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee regularly.

#### Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings 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 to encourage more participation due to the large geographic distribution of our families.

#### 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 a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches can attend live sessions every week that alternate between topic focused

## 2023-24 Opportunities for Parental Involvement

sessions and social sessions. Learning coaches who complete 10 topic sessions are provided certificates to acknowledge the time and effort put forth within Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, individualizing learning at home, time management in learning, staying organized, SMART goals, and more.

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	38.6	25.5	20	27.6	26.9	24.4	9.4	7.8	8.2
Graduation Rate	40	60	60	26	37.9	32.4	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	55	33	60.0
<b>Female</b>	30	22	73.3
<b>Male</b>	22	10	45.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	24	12	50.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	19	15	78.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	15	45.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1020	974	83	8.5
Female	536	513	45	8.8
Male	481	458	37	8.1
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	4	4	2	50.0
Asian	38	37	0	0.0
Black or African American	91	83	18	21.7
Filipino	7	7	0	0.0
Hispanic or Latino	533	508	46	9.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	65	65	6	9.2
White	250	238	11	4.6
English Learners	43	38	5	13.2
Foster Youth	4	4	0	0.0
Homeless	96	84	6	7.1
Socioeconomically Disadvantaged	590	559	58	10.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	186	179	20	11.2

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.01	0.37	0.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2023-2024 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The Safety Plan was reviewed by the Staff Advisory Council on 01/10/2024, Parent Advisory Council on 01/19/2024, Scholar Leadership Council on 01/09/2024, and adopted by the Board of Directors on 01/27/2024. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

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

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	33		
1	2	39		
2	2	32		
3	1	34		
4	2	33		
5	1	30		
6	4	45	4	
Other	9	11		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	43		
1	3	8		
2	2	11		
3	4	5		
4	2	39		
5	2	19		
6	4	40	4	
Other	5	46		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	30	0	0
1	3	36	0	0
2	5	21	0	0
3	4	31	0	0
4	3	44	0	0
5	3	45	0	0
6	3	57	0	0
Other	5	36	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	91	2	
Mathematics	3	83	1	
Science	2	71	1	
Social Science	3	70	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	102	2	
Mathematics	3	71	1	
Science	2	67		1
Social Science	3	79	3	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	107	1	1
Mathematics	2	100	1	0
Science	2	75	0	1
Social Science	2	77	2	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	341.54

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,926.64	\$10,110.17	\$2,816.48	\$75,258
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

The following are examples of the types of services funded by Compass:

- AVID elective and supporting lessons
- Online courses (Accelerate Education)
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group 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 is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia
- Supplemental curriculum support for Online scholars in grades K-5
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- 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
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.) Outreach services and events

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$47,616
<b>Mid-Range Teacher Salary</b>		\$75,580
<b>Highest Teacher Salary</b>		\$100,485
<b>Average Principal Salary (Elementary)</b>		\$114,067
<b>Average Principal Salary (Middle)</b>		\$123,622
<b>Average Principal Salary (High)</b>		\$125,386
<b>Superintendent Salary</b>		\$157,977
<b>Percent of Budget for Teacher Salaries</b>	24.14%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	6.35%	5.78%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	1.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	25	20.5