

Compass Charter Schools of Fresno

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

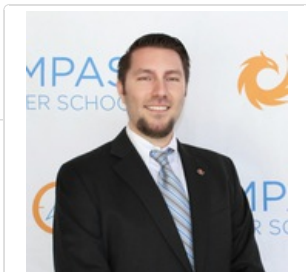
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



J.J. Lewis, President & CEO

Principal, Compass Charter Schools of Fresno

About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) their school of choice. I am proud to be the President & CEO of CCS, and look forward working with our faculty and staff to provide a quality independent study program to every scholar we serve. Everyone at CCS is committed to creating a nurturing environment as we work with our scholars to meet their unique learning needs. There are a few vocabulary words that we use which make our school culture unique to many others.

CCS VOCABULARY

Like any school CCS has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at CCS. Since we are an independent study virtual school much of the learning is facilitated by the Learning Coach.

Scholar

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

Respectfully,

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

Contact

Compass Charter Schools of Fresno
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Thousand Oaks, CA 91361-6004

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E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Orange Center	School Name	Compass Charter Schools of Fresno
Phone Number	(559) 237-0437	Street	850 Hampshire Rd., Ste. P
Superintendent	Terry Hirschfield	City, State, Zip	Thousand Oaks, Ca, 91361-6004
E-mail Address	thirschfield@orangecenter.org	Phone Number	818-824-6233
Web Site	www.orangecenter.org	Principal	J.J. Lewis, President & CEO
		E-mail Address	info@compasscharters.org
		Web Site	www.compasscharters.org
		County-District-School (CDS) Code	10623310130880

Last updated: 12/18/2017

School Description and Mission Statement (School Year 2017-18)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

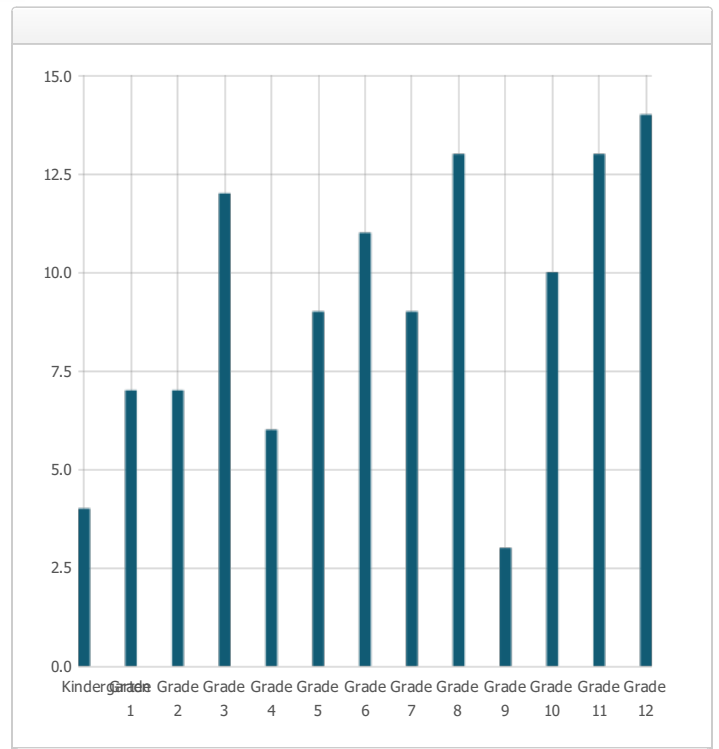
Core Values

- Achievement
- Communication
- Integrity
- Respect
- Teamwork

Last updated: 12/18/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	4
Grade 1	7
Grade 2	7
Grade 3	12
Grade 4	6
Grade 5	9
Grade 6	11
Grade 7	9
Grade 8	13
Grade 9	3
Grade 10	10
Grade 11	13
Grade 12	14
Total Enrollment	118



Last updated: 11/30/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	1.7 %
Asian	2.5 %
Filipino	0.0 %
Hispanic or Latino	44.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	34.7 %
Two or More Races	11.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.8 %
English Learners	2.5 %
Students with Disabilities	3.4 %
Foster Youth	0.0 %

Last updated: 11/30/2017

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

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	34%	49%	30%	32%	48%	48%
Mathematics (grades 3-8 and 11)	13%	19%	17%	19%	36%	37%

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.

Last updated: 12/1/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	55	68.75%	49.09%
Male	29	19	65.52%	31.58%
Female	51	36	70.59%	58.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	28	19	67.86%	47.37%
Native Hawaiian or Pacific Islander				
White	34	24	70.59%	45.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	35	64.81%	42.86%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 12/1/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	54	67.50%	18.52%
Male	29	19	65.52%	
Female	51	35	68.63%	25.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	28	18	64.29%	16.67%
Native Hawaiian or Pacific Islander				
White	34	24	70.59%	20.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	35	64.81%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 12/1/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		50.0%		50.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/30/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	33.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	0.0%	0.0%	33.3%
7	0.0%	25.0%	37.5%
9	40.0%	0.0%	40.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/1/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

We are proud to have opportunities available for parental involvement:

Coaches' Corner

Coaches' Corner is a bi-weekly online meeting presented by our staff that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Compass Charter Schools.

Coaches' Corners are every other Wednesday at 1 pm. This virtual presentation lasts 10-20 minutes, and is followed by a live Q & A with presenters and learning coaches afterwards.

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

State Priority: Pupil Engagement

Last updated: 12/1/2017

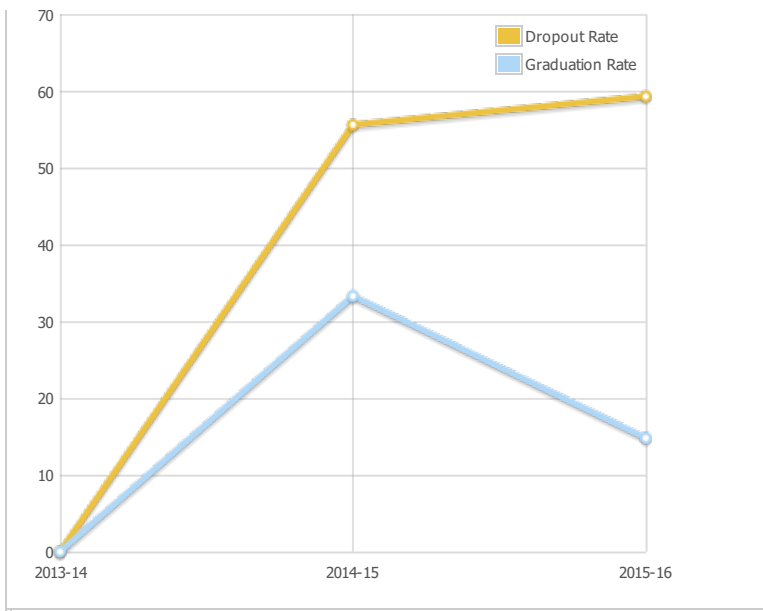
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	55.6%	59.3%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	33.3%	14.8%	--	--	--	81.0%	82.3%	83.8%

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



Last updated: 12/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	27.3%	27.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	0.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	0.0%	0.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	0.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

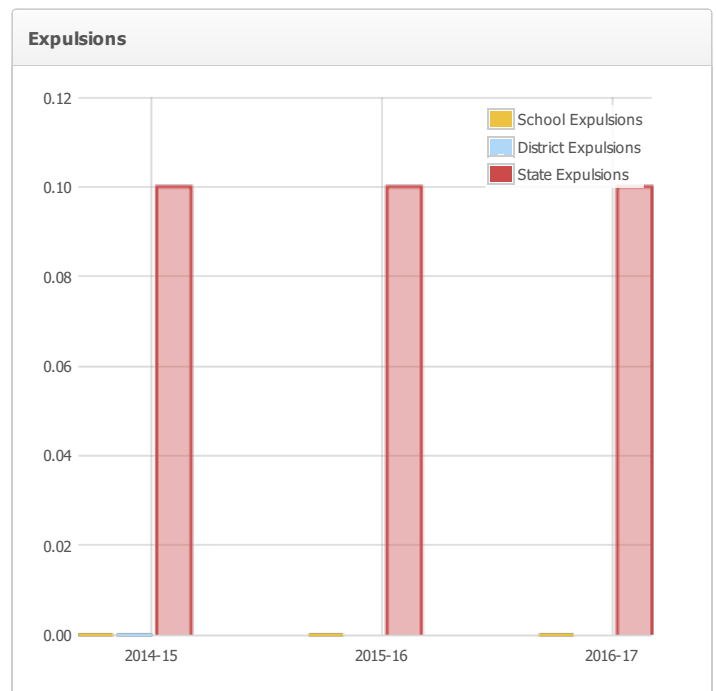
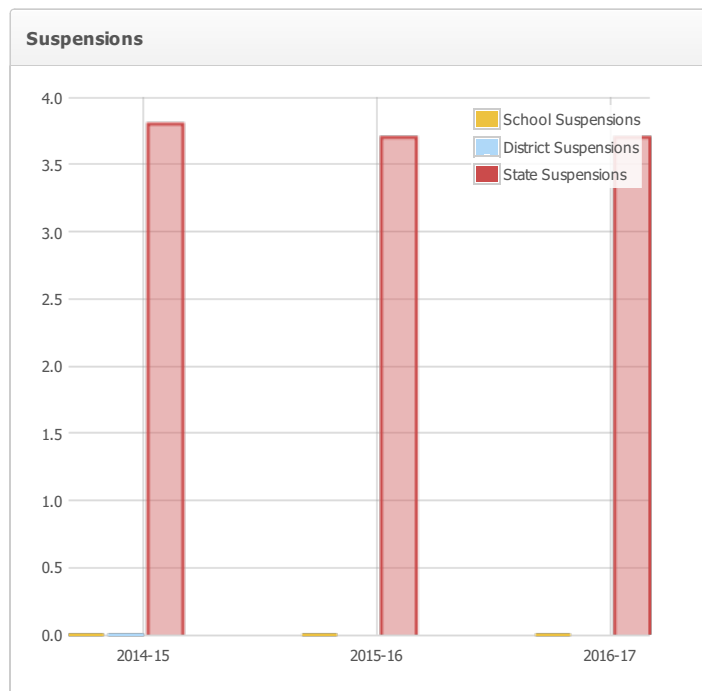
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/1/2017

School Safety Plan (School Year 2017-18)

While we are a virtual academy, we do have a School Safety Plan for our Learning Centers. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers. In addition, we have phone trees created to notify all staff of emergencies and other situations.

Last updated: 11/30/2017

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.

Federal Intervention Program (School Year 2017-18)

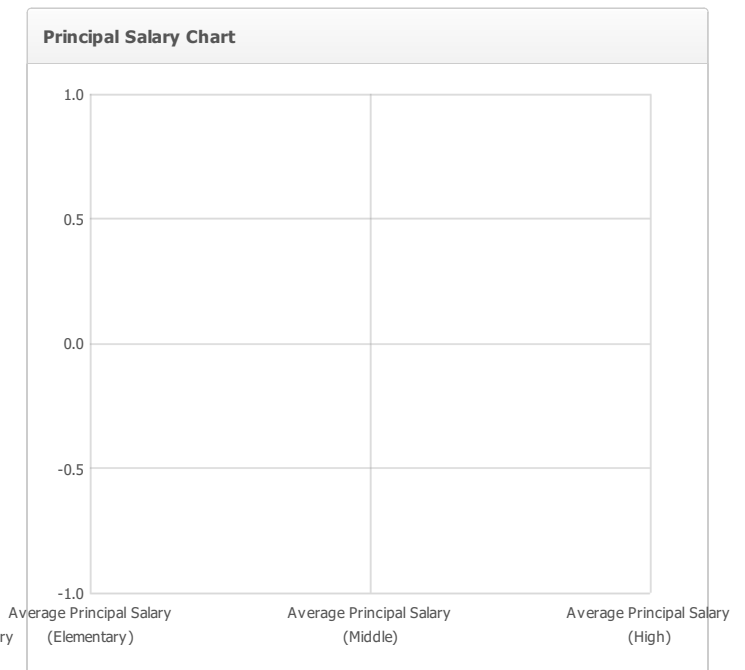
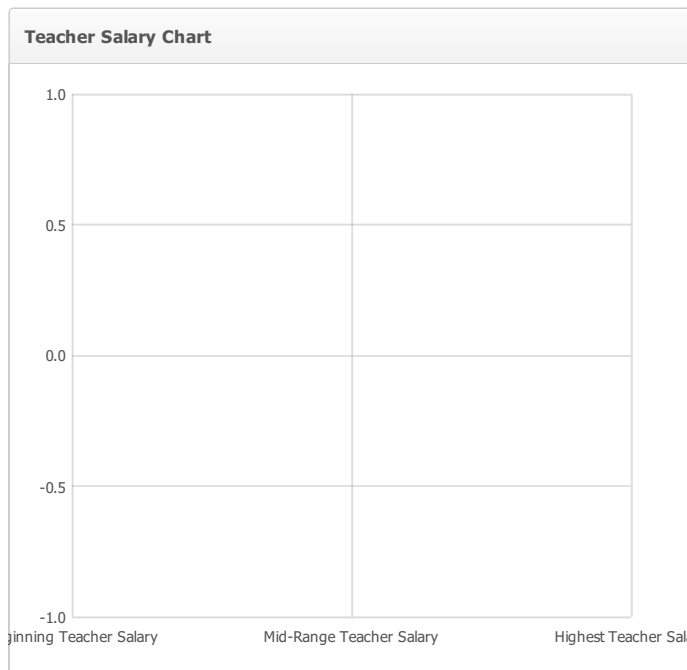
Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/30/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$42,598
Mid-Range Teacher Salary	\$	\$62,232
Highest Teacher Salary	\$	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$117,868
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

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



Last updated: 12/15/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	1.7%

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

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

Last updated: 12/1/2017

Professional Development

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long in-person All-Staff Retreat in August. In addition to this school-wide training, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 11/30/2017