Compass Charter Schools of San Diego
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

School Name	Compass Charter Schools of San Diego
Street	850 Hampshire Rd. Suite R
City, State, Zip	Thousand Oaks, CA 91361
Phone Number	855-937-4227
Principal	Elizabeth Brenner
Email Address	info@compasscharters.org
School Website	https://www.compasscharters.org/
County-District-School (CDS) Code	37 68213 0127084

2023-24 District Contact Information

District Name	Compass Charter Schools of San Diego
Phone Number	(619) 473-9022
Superintendent	Dr. Patrick Keeley
Email Address	patrick.keeley@meusd.org
District Website	http://meusd.k12.ca.us/

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 Mountain Empire Unified School District for scholars in grades TK-12 who reside in San Diego 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

2023-24 School Description and Mission Statement

their personalized learning plans, review scholar progress, evaluate scholar work, provide an opportunity for scholars to 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.

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	66
Grade 1	82
Grade 2	70
Grade 3	71
Grade 4	71
Grade 5	68
Grade 6	75
Grade 7	73
Grade 8	56
Grade 9	42
Grade 10	57
Grade 11	49
Grade 12	39
Total Enrollment	819

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.4%
Asian	2.4%
Black or African American	3.8%
Filipino	1.1%
Hispanic or Latino	49.8%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6%
White	34.1%
English Learners	11.6%
Foster Youth	0.4%
Homeless	15.3%
Socioeconomically Disadvantaged	51.4%
Students with Disabilities	12.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.70	58.82	131.90	60.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.50	5.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.10	34.71	54.10	24.82	12115.80	4.41
Unknown	3.30	6.45	19.80	9.10	18854.30	6.86
Total Teaching Positions	52.20	100.00	218.20	100.00	274759.10	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	61.77	135.90	58.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.60	4.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.30	38.21	64.70	27.82	11953.10	4.28
Unknown	0.00	0.00	19.20	8.28	15831.90	5.67
Total Teaching Positions	48.00	100.00	232.60	100.00	279044.80	100.00

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
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	18.10	18.30
Total Out-of-Field Teachers	18.10	18.30

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (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 has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars and collaboration space for staff. The OCLC abides by all applicable building, fire, and safety code. In September of 2023, the OCLC received a "GOOD" 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	44	48	40	40	47	46
Mathematics (grades 3-8 and 11)	30	25	25	25	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
All Students	472	418	88.56	11.44	48.09
Female	230	205	89.13	10.87	57.56
Male	241	213	88.38	11.62	38.97
American Indian or Alaska Native	--	--	--	--	--
Asian	14	11	78.57	21.43	81.82
Black or African American	17	15	88.24	11.76	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	226	211	93.36	6.64	35.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	29	80.56	19.44	62.07
White	169	143	84.62	15.38	61.54
English Learners	50	48	96.00	4.00	8.33
Foster Youth	--	--	--	--	--
Homeless	55	50	90.91	9.09	26.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	213	90.25	9.75	38.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	55	76.39	23.61	40.00

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
All Students	472	419	88.77	11.23	25.42
Female	230	204	88.70	11.30	26.96
Male	241	215	89.21	10.79	23.94
American Indian or Alaska Native	--	--	--	--	--
Asian	14	11	78.57	21.43	45.45
Black or African American	17	15	88.24	11.76	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	226	211	93.36	6.64	15.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	30	83.33	16.67	26.67
White	169	143	84.62	15.38	36.36
English Learners	50	47	94.00	6.00	4.26
Foster Youth	--	--	--	--	--
Homeless	55	50	90.91	9.09	10.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	213	90.25	9.75	16.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	56	77.78	22.22	23.21

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)	30.52	31.10	16.48	15.00	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	238	209	87.82	12.18	31.10
Female	119	102	85.71	14.29	35.29
Male	118	106	89.83	10.17	27.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	115	89.84	10.16	22.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75.00	25.00	25.00
White	81	69	85.19	14.81	46.38
English Learners	32	28	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	43	39	90.70	9.30	17.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	137	89.54	10.46	23.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	22	66.67	33.33	27.27

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	59
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	56.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	13.56

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	60.8	60.8	60.8	60.8	58.8
Grade 7	59.7	59.7	59.7	59.7	56.5
Grade 9	41.2	41.2	41.2	41.2	37.3

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 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	26.8	33.3	20	17	17.8	8.1	9.4	7.8	8.2
Graduation Rate	62.5	62.2	60	73.5	76.7	77	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	40	24	60.0
Female	24	14	58.3
Male	16	10	62.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	13	59.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	31	21	67.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	942	905	55	6.1
Female	471	455	23	5.1
Male	469	448	31	6.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	4	3	0	0.0
Asian	22	21	1	4.8
Black or African American	36	34	1	2.9
Filipino	9	9	0	0.0
Hispanic or Latino	471	461	36	7.8
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	52	50	2	4.0
White	324	303	15	5.0
English Learners	127	123	9	7.3
Foster Youth	4	4	3	75.0
Homeless	148	145	15	10.3
Socioeconomically Disadvantaged	497	483	40	8.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	137	131	10	7.6

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	0.09	0.00	0.00	0.13	1.37	1.84	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	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	60		
1	2	45		
2	2	48		
3	2	42		
4	2	46		
5	2	46		
6	3	57	1	
Other	11	10		1

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	58		
1	2	9		
2	2	14		
3	1	8		
4	2	40		
5	1	16		
6	2	63		
Other	4	66		

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	2	44	0	0
1	3	44	0	0
2	2	33	0	0
3	3	50	0	0
4	1	42	0	0
5	2	57	0	0
6	3	61	0	0
Other	3	41	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	127	2	
Mathematics	2	123		
Science	2	84	1	
Social Science	2	95	1	

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	137	1	
Mathematics	2	92	1	
Science	2	74		1
Social Science	2	80	2	

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	113	1	0
Mathematics	2	87	1	0
Science	2	61	0	0
Social Science	2	89	1	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	327.6

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)	2.5
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	$14,249.35	$11,479.78	$2,770.56	$75,258
District	N/A	N/A		$66,006
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$81,984
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
Beginning Teacher Salary	$47,377	$50,875
Mid-Range Teacher Salary	$60,494	$79,761
Highest Teacher Salary	$93,474	$103,045
Average Principal Salary (Elementary)	$123,311	$128,154
Average Principal Salary (Middle)	$131,847	$131,774
Average Principal Salary (High)	$132,214	$142,676
Superintendent Salary	$165,600	$211,462
Percent of Budget for Teacher Salaries	27.99%	30.11%
Percent of Budget for Administrative Salaries	4.73%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

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