



GOVERNING BOARD RETREAT

JULY 18, 2017



Board Retreat Agenda

July 18, 2017 2:00 –7:00 PM MT

[Click here to join the webex](#)

789 Sherman St #400, Denver, CO 80203 / Call in: 617-927-2600 - Access Code:994 418 169

Attending in person: Jim Balfanz (Vice-Chair), Marcia Fulton (Ex-officio), Dexter Korto, Mary Seawell (Chair), Jessica Roberts (Treasurer), Ana C. Soler, Morris W. Price, Annie Proietti (Secretary), Pami Perea

Attending by phone: Bob Balfanz, Stephanie Wu **Tentative:** John Kechriotis

Guest and support: Johana Muriel Grajales, Jeff Park, Jeff Jablow, Ryan Mick

| Time | Min | Title and Description | Action |
|----------|-----|--|------------------------------|
| 02:00 PM | 5 | Ripples and Joys | Participate |
| 02:05 PM | 5 | May Minutes <i>Mary Seawell</i> | Approve |
| 02:10 PM | 40 | Data Walk <i>Bob Balfanz</i> | Inform and discuss |
| 02:50 PM | 160 | High School Task Force <i>Jeff Park, Marcia Fulton, Jessica Roberts</i> | Inform, discuss, and approve |
| 05:30 PM | 30 | DINNER BREAK | |
| 06:00 PM | 5 | 2017- 2018 Board Calendar <i>Marcia Fulton</i> | Approve |
| 06:05 PM | 20 | Board composition <ul style="list-style-type: none"> ▪ Terms review ▪ Committees <i>Marcia Fulton</i> | Discuss |
| 06:25 PM | 5 | Bonus Structure <i>Mary Seawell, Jessica Roberts</i> | Approve |
| 06:30 PM | 25 | Executive Session <ul style="list-style-type: none"> ▪ <i>Personnel</i> <i>Mary Seawell, Jessica Roberts</i> | Approve |
| 08:55 PM | 5 | Adjourn | Approve |



GOVERNING BOARD RETREAT

JULY 18, 2017

MAY MINUTES

Compass Academy – Board of Director Minutes

Date: May 18, 2017

Location: City Year Denver
789 Sherman St #400, Denver, CO 80203

In Attendance: Morris Price, Jim Balfanz, Dexter Korto, Mary Seawell, Marcia Fulton, Jessica Roberts

On the Phone: Bob Balfanz, Ana Soler, John Kechriotis, Steph Wu,

Absent: Pami Perea, Annie Proietti

Others in Attendance: Jason Guerrero, Ryan Mick, Jeff Jablow, Johana Muriel-Grajales

Ripples & Joys:

- Marcia – celebrating growth of complex learners and all of the positive feedback they have recently received; Joy of athletic banquet!
- Morris – thankful for the City Year’s CEO visit at Compass; And Compass attendance to City Year Denver’s Women’s Leadership Breakfast – raised more than goal!
- Jim – reading the board packet, City Year alums getting hired on at Compass academy

Mary: Motion to approve the April Minutes

- First: Dexter
- Second: Jessica
- Motion Approved

Financials

- Presentation by Jason from G&G Consulting – Current Financial position through April 2017
- Due to mill levy payment yet to be paid it is expected that CA will exceed their net income target for the year.

Mary: Motion to approve the April 2017 Financials

- First: Morris
- Second: Jim
- Motion Approved

FY18 Budget Presentation:

- Revenue increases driven by increase in number of students
- Related increase in expense
- Additional positions funded through increased revenue
- Student based budgeting
- Using actuals from this year the budget is aligned with the forecast based on actuals
- \$40,000 in contingency
- EARSS grant - \$200,000 next year and in final stage of approval (\$650K over 4 years). Grant will allow CA to fund trauma specialist, more fieldwork, increasing substitute line to incentivize people NOT using all 10 days of vacation, interventionist, and funding SDD on-site positions
- Still waiting to hear about possible funding from El Pomar (potential 3 year grant, maybe less)
- Bob: Please add additional Instructional Coaching as a possible budget priority for additional dollars
- Need to keep an eye on an operating margin as we continue to grow. Premature to set board policy, but should be considering it in upcoming years.
- Brief discussion regarding funding legislation.

Appropriation Resolution – Mary

Be it resolved by the Board of Education of COMPASS ACADEMY located in Denver Public School District in Denver County that the amounts show in the following schedule be appropriated to each fund as specified in the Proposed Budget for the ensuing fiscal year beginning in July 1, 2017 and ending June 30, 2018.

- First: Jessica
- Second: Morris
- Motion Approved

ED Update:

- Staffing updates; need help with bilingual positions – Social Studies and Spanish (see bios)
- MAP and HSA testing this week /Assessment guides and scope and sequence work is starting for next year.
- Working to be proactive about supporting youth, especially in light of recent suicide of RESPECT Academy student and increased talk/attention to suicides in our culture (13 Reasons Why). Great support from DPS, trying to open up discussion. Wellness team working well to address needs of every student.
- Last day of school: June 2nd
- Dexter: Huge shout out to Marcia and team regarding MAP data and work done by the whole team

Executive Session

In preparation for executive session Ryan, Jason, and Johana left/hung up.

Mary discussed that the board was not prepared to do the review of the Executive Director, but that it will be forthcoming later in the summer.

Motion:

5:14 PM: Mary - Motion to enter executive session for personnel and legal reasons:

First: Jessica

Second: John K.

Discussion of legal matters related to Compass Academy.

Motion:

5:21 PM Mary - Motion to exit executive session.

First: Dexter

Second: Bob

(Other board members rejoined room/call)

High School Taskforce

- Jim presented a summary of some of the HS discussions that have gone on over the last month and then a formal proposal to establish a compass high school taskforce. (See document)
- Mary emphasized that everyone wants to ensure that we come from a position of strength as we consider moving forward with the HS
- Morris shared that its ideal to complete at this time as City Year considers its 3-year planning as well.

Motion:

Jim - Motion to formalize the taskforce described in the document.

Annie: Second

Draft School Design Division Scope of Work

- Ryan presented information contained in the SDD document.
- Discussion about document:
 - Jim noted that something that seems like it is not addressed is: How do we build a diverse pipeline; thinking about pilot Compass teaching residency (see page 4 of document)

July Schedule:

Hold June 27th and July 18th for potential retreat (Retreat will only be one of those days – poll to come)

Meeting dismissed 5:59 PM



GOVERNING BOARD RETREAT

JULY 18, 2017

DATA WALK



School Quality Framework Rubric 2015-2016

Introduction: This rubric is based on The Office of Portfolio Management’s School Quality Framework (SQF), which was developed based on research and a study of best practices both nationwide and within other DPS departments. While the School Quality Framework includes a wide range of indicators, the rubric takes the most critical and organizes it on a 4-category scale. Please note that this rubric is designed to apply to most school models, but in the case of unique programs might be tailored slightly to better evaluate those programs.

| | | | | | |
|-------------------------------|---|---|-----------------------------------|-----------------|---------------|
| Domain 1: Teaching | | <i>The school has strong systems in place that promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development. These systems result in evidence of strong pedagogy at the school, including clear objectives, instructional strategies that meet the needs of all students, and high levels of student engagement in lessons.</i> | | | |
| | | Exceeds | Meets | Partially meets | Does not meet |
| 1.1 | Teacher Recruitment, Hiring, & Retention ¹ | | | | |
| 1.2 | Teacher Coaching | | | | |
| 1.3 | Teacher Evaluation ² | | | | |
| 1.4 | Professional Development ³ | | | | |
| 1.5 | Pedagogy: Content Delivery (What is Taught) | | | | |
| 1.6 | Pedagogy: Instructional Strategies (How it’s Taught) | | language and demonstrate mastery. | | |
| 1.7 | Pedagogy: Student Engagement | | | | |
| Domain 2: School Leadership | | <i>The school has systems, structures, and processes in place that promote leadership and ensure student achievement and school sustainability.</i> | | | |
| | | Exceeds | Meets | Partially meets | Does not meet |
| 2.1 | Leadership Sustainability | | | | |
| 2.2 | Organizational Structure | | | | |
| 2.3 | Leadership Coaching and Evaluation ⁴ | | | | |
| 2.4 | Instructional Leadership Skills | | | | |
| 2.5 | Operational Leadership Skills ⁵ | | | | |
| 2.6 | Financial Leadership Skills | | | | |
| Domain 3: Educational Program | | <i>The school’s educational program is well designed to meet the needs of all students through well-developed curriculum, assessment, programs for special populations, and clear systems for instructional planning.</i> | | | |
| | | Exceeds | Meets | Partially meets | Does not meet |

| | | | | | |
|--------------------------|--|---|-------|-----------------|---------------|
| 3.1 | Curriculum ⁶ | | | | |
| 3.2 | Assessment ⁷ | | | | |
| 3.3 | Academic Intervention and Acceleration ⁸ | | | | |
| 3.4 | ELL Instruction ⁹ | | | | |
| 3.5 | Special Education Instruction ¹⁰ | | | | |
| 3.6 | Cultural Competency ¹¹ | | | | |
| Domain 4: School Culture | | <i>The school has systems in place to support a strong school culture and involve key stakeholders in the school community; instructional time is maximized as a result of classroom management systems and structures.</i> | | | |
| | | Exceeds | Meets | Partially meets | Does not meet |
| 4.1 | Parental Involvement ¹² | | | | |
| 4.2 | Discipline Policy ¹³ | | | | |
| 4.3 | Classroom Management | | | | |
| 4.4 | Student Investment | | | | |
| Domain 5: Governance | | <i>Effective Boards have the skills and systems/structure in place to provide oversight to the school, which ultimately leads to improved outcomes for students.</i> | | | |
| | | Exceeds | Meets | Partially meets | Does not meet |
| 5A | <i>Essential Board Functions: The Board effectively fulfills each of its essential functions through skill set, data-driven systems and structures, consistent implementation and a culture of continuous improvement.</i> | | | | |
| 5.1 | Drive the Mission and Vision | | | | |
| 5.2 | Academic Oversight | | | | |
| 5.3 | Financial Oversight | | | | |
| 5.4 | Operational Oversight | | | | |
| 5.5 | Strategic Planning | | | | |
| 5.6 | Community Relations | | | | |
| 5B | <i>5B: Board Systems and Structures: The board has systems and structures in place to effectively fulfill its essential functions and drive improved student outcomes.</i> | | | | |
| 5.7 | Board Systems and Structures | | | | |



First Look at Partial 2017 Data and Insights into SPF Outcomes

July 18 2017 Compass Academy Board Retreat




JOHNS HOPKINS
SCHOOL of EDUCATION

**Center for Social
Organization of Schools**

The Entering 6th Grade Class of 2016 vs 2017

| 5 th Grade Math CMAS | 2016-Entering 6 th Grade | 2017-Entering 6 th Grade | Change |
|---------------------------------|-------------------------------------|-------------------------------------|--------|
| Did Not Meet | 22% | 24% | +2 |
| Partially Met | 27% | 36% | +9 |
| Approach | 36% | 21% | -15 |
| Met | 14% | 19% | +5 |
| Approach + Met | 50% | 40% | -10 |

| 5 th Grade ELA CMAS | 2016-Entering 6 th Grade | 2017-Entering 6 th Grade | Change |
|--------------------------------|-------------------------------------|-------------------------------------|--------|
| Did Not Meet | 20% | 19% | -1 |
| Partially Met | 29% | 41% | +12 |
| Approach | 33% | 24% | -9 |
| Met | 18% | 16% | -2 |
| Approach + Met | 50% | 40% | -10 |

Overall PARCC ELA Status

- Increase in proficiency overall. Strongest performance in Grade 7.

| | ELA | | | | |
|-----------------------------|---------|-------|---------|-------|-------|
| | Grade 6 | | Grade 7 | Total | |
| | 2016 | 2017 | 2017 | 2016 | 2017 |
| Did Not Meet | 21.4% | 24.7% | 20.7% | 21.4% | 22.4% |
| Partially Met | 32.5% | 42.7% | 24.8% | 32.5% | 32.4% |
| Approached | 32.5% | 24.7% | 32.2% | 32.5% | 29.0% |
| Met | 13.7% | 7.9% | 22.3% | 13.7% | 16.2% |
| Exceeded | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Approaching or Above | 46.2% | 32.6% | 54.5% | 46.2% | 45.2% |
| N Met or Above | 16 | 7 | 27 | 16 | 34 |
| % Met or Above | 13.7% | 7.9% | 22.3% | 13.7% | 16.2% |

Overall PARCC Math status

- Increase in overall proficiency.
- Strong 6th grade proficiency. Movement from “did not meet” in Grade 7.

| | Math | | | | |
|-----------------------------|---------|-------|---------|-------|-------|
| | Grade 6 | | Grade 7 | Total | |
| | 2016 | 2017 | 2017 | 2016 | 2017 |
| Did Not Meet | 23.8% | 26.7% | 14.2% | 23.8% | 19.5% |
| Partially Met | 37.7% | 32.2% | 50.8% | 37.7% | 42.9% |
| Approached | 32.0% | 22.2% | 27.5% | 32.0% | 25.2% |
| Met | 6.6% | 18.9% | 7.5% | 6.6% | 12.4% |
| Exceeded | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Approaching or Above | 38.5% | 41.1% | 35.0% | 38.5% | 37.6% |
| N Met or Above | 8 | 17 | 9 | 8 | 26 |
| % Met or Above | 6.6% | 18.9% | 7.5% | 6.6% | 12.4% |

Compass Cluster Ranking by Grade and Subject For Percent of Students in Top Performance Categories

8 Schools in Comparison Cluster

* Above cluster average

**Better than Strive-Westwood

| Math | Met and Above | Met + Approach |
|-----------------------|--------------------|-------------------|
| 6 th Grade | 1 st ** | 4 th * |
| 7 th Grade | 3 rd * | 5 th |

| ELA | Met and Above | Met + Approach |
|-----------------------|--------------------|--------------------|
| 6 th Grade | 7 th | 6 th |
| 7 th Grade | 3 rd ** | 3 rd ** |

Cluster comparison status – 6th grade

| 6th Grade | % Met or Above | | % Approaching or Above | |
|------------------------------|----------------|------------|------------------------|------------|
| | ELA | Math | ELA | Math |
| Bryant Webster Dual Language | 33% | 10% | 75% | 40% |
| Compass Academy MS | 8% | 19% | 33% | 41% |
| DCIS at Montbello MS | 4% | 1% | 18% | 13% |
| Marie L. Greenwood Academy | 13% | 8% | 45% | 26% |
| Place Bridge Academy | 24% | 9% | 53% | 37% |
| STRIVE Prep - Federal | 20% | 10% | 55% | 31% |
| STRIVE Prep - Westwood | 18% | 11% | 44% | 45% |
| West Leadership Academy MS | 16% | 6% | 37% | 25% |
| Average | 17% | 9% | 45% | 32% |

Cluster comparison status – 7th grade

| 7th Grade | % Met or Above | | % Approaching or Above | |
|------------------------------|----------------|-----------|------------------------|------------|
| | ELA | Math | ELA | Math |
| Bryant Webster Dual Language | 29% | 2% | 64% | 36% |
| Compass Academy MS | 22% | 8% | 55% | 35% |
| DCIS at Montbello MS | 9% | 4% | 35% | 20% |
| Marie L. Greenwood Academy | 13% | 5% | 46% | 48% |
| Place Bridge Academy | 19% | 6% | 43% | 32% |
| STRIVE Prep - Federal | 35% | 10% | 63% | 52% |
| STRIVE Prep - Westwood | 21% | 16% | 52% | 59% |
| West Leadership Academy MS | 14% | 2% | 41% | 29% |
| Average | 20% | 6% | 50% | 39% |

Cluster comparison status – schoolwide and look at demographic breakdown of cluster schools

- This Compares Compass 6th and 7th grade to their 6th to 8th , causing Compass to Fall to 6th place in both Math and ELA

| Launch Year | | % Met or Above | | Student Demographics | | | | |
|-------------|------------------------------|----------------|------------|----------------------|------------|------------|------------|------------|
| | | ELA | Math | FRL | ELL | Non-ELL | ReDes | On IEP |
| 2004 | Bryant Webster Dual Language | 37% | 15% | 90% | 49% | 22% | 30% | 7% |
| 2015 | Compass Academy MS | 16% | 12% | 94% | 42% | 35% | 23% | 10% |
| 2006 | DCIS at Montbello MS | 6% | 2% | 92% | 53% | 23% | 24% | 11% |
| 2004 | Marie L. Greenwood Academy | 20% | 14% | 93% | 58% | 22% | 19% | 14% |
| 2007 | Place Bridge Academy | 24% | 14% | 95% | 71% | 15% | 14% | 8% |
| 2006 | STRIVE Prep - Federal | 35% | 19% | 92% | 58% | 17% | 26% | 15% |
| 2009 | STRIVE Prep - Westwood | 25% | 19% | 93% | 61% | 10% | 29% | 13% |
| 2011 | West Leadership Academy MS | 16% | 6% | 96% | 40% | 33% | 27% | 13% |
| 2015 | Average | 22% | 13% | 93% | 56% | 21% | 23% | 11% |

Path to Green

Our goal was 20% proficient in Math and ELA which would add 2 SPF points.

- Actual was 12.4% in Math and 16.2% in ELA. Both were increases (particularly Math) but we didn't reach that critical threshold for the SPF.

Goal was to be within 0-10% of Cluster Average for Math and ELA status

- Compass is 6 percentage points or 27% below the cluster average for ELA and within 1 point and 1 % in Math.
- This should translate to + 4 points for Math being within 0-5 of cluster not sure about ELA.

MAP Growth Analysis by Prior Year PARCC Status

Catch Up-Not Proficient

Keep Up-Proficient

Reading

| | Reading - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|--|--------|----|
| | Total N | Number | % |
| Grade 6 | 64 | 31 | 48 |
| Grade 7 | 96 | 48 | 50 |
| Total | 160 | 79 | 49 |

| | Reading - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|--|--------|----|
| | Total N | Number | % |
| Grade 6 | 11 | 7 | 64 |
| Grade 7 | 12 | 5 | 42 |
| Total | 23 | 12 | 52 |

Math

| | Math - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|---|--------|----|
| | Total N | Number | % |
| Grade 6 | 60 | 29 | 48 |
| Grade 7 | 99 | 48 | 48 |
| Total | 159 | 77 | 48 |

| | Math - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|---|--------|----|
| | Total N | Number | % |
| Grade 6 | 16 | 11 | 69 |
| Grade 7 | 8 | 5 | 63 |
| Total | 24 | 16 | 67 |

MAP Growth Analysis-by proximity to moving up a PARCC proficiency level i.e. catching up

Within 10 Scale Points of Next PARCC Level

Reading

| | Reading - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|---|--------|----|
| | Total N | Number | % |
| Grade 6 | 29 | 17 | 59 |
| Grade 7 | 37 | 20 | 54 |
| Total | 66 | 37 | 56 |

Not Within 10 Scale Points

| | Reading - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|---|--------|----|
| | Total N | Number | % |
| Grade 6 | 52 | 21 | 40 |
| Grade 7 | 79 | 38 | 48 |
| Total | 131 | 59 | 45 |

Math

| | Math - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|--|--------|----|
| | Total N | Number | % |
| Grade 6 | 25 | 16 | 64 |
| Grade 7 | 39 | 19 | 49 |
| Total | 64 | 35 | 55 |

| | Math - Gain 3 or More Percentile Fall-Spring MAP | | |
|---------|--|--------|----|
| | Total N | Number | % |
| Grade 6 | 56 | 26 | 46 |
| Grade 7 | 74 | 35 | 47 |
| Total | 130 | 61 | 47 |

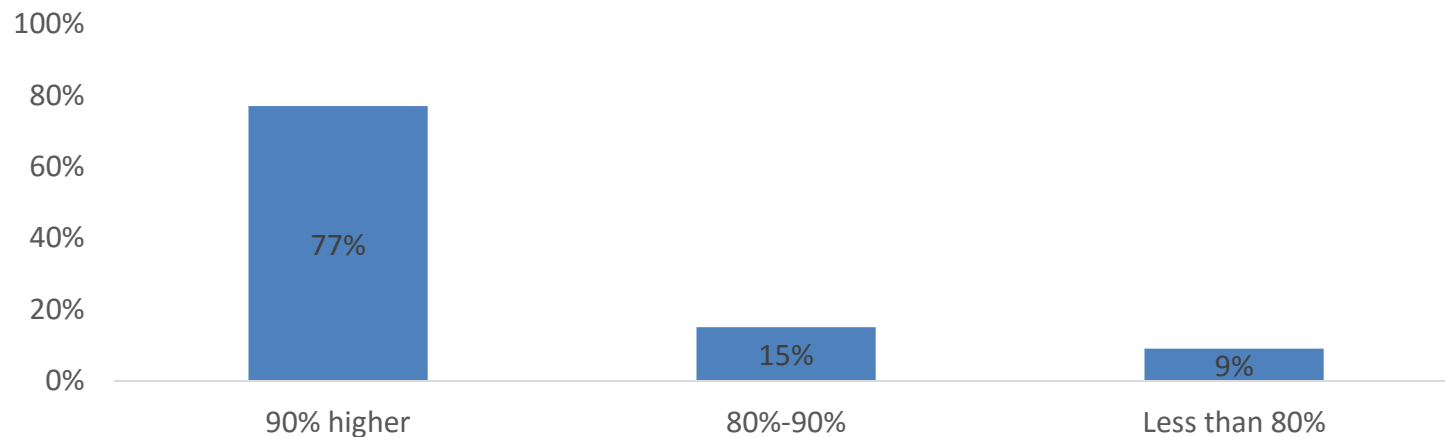
MAP Growth Data-Insights into PARCC

- Half of our students show signs of growing at a faster rate than their peers. This indicates a fighting chance of making our Path to Green growth goals
- A greater percent of students who were closest to moving up a PARCC proficiency level showed good growth relative to peers than students who were further away. This indicates that our targeting had an impact and increases the odds that will meet our Path to Green Catch Up Goals

Attendance results

- Average Daily Attendance – 92.4%
- 47% of students attended 95% or higher

2016-2017 Percent of Compass Students by Average Daily Attendance



Holistic Student Assessment End of Year Data

- Compass students report statistically significant positive change in 15 of 16 social-emotional categories tracked by HSA
- More 6th graders than 7th graders report improvements (though 7th grade still significant).
- 60% or more of students report positive change in the following areas-Action Orientation, Empathy, Reflection, Relationship with Peers, Relationship with Adults, Collaboration, Learning Interest, Critical Thinking, Perseverance, and Academic Motivation
- Areas of concern-Trust Scale for 7th graders shows negative change. School Bonding flat for 7th graders. Emotional control does not show significant positive change (though 50% do report improvements).



GOVERNING BOARD RETREAT

JULY 18, 2017

HIGH SCHOOL TASK FORCE



Readiness Indicators

The decision to move forward with Compass HS potentially rests on the Board determining we are ready with regard to four things (1) Current Compass Data & Performance, (2) Prospects and likelihood of securing a strong leader for the HS, (3) Ensuring that the larger team has secured the MS to be in a place where work can shift to the HS, (4) Affordable facility options. Below, I'll outline elements and share additional context around three of these categories to help the Board determine what lines of readiness we should work toward in building out the HS. The Facilities discussion is addressed separately.

1. Current Compass Data & Performance:

- SPF data - board has seen and there is no fall data yet
- SQR metrics - DPS quality review (attached)
- Internal metrics and review – board has reviewed
- Blueprint data – board has reviewed
- CSSI data – board has reviewed

In my analysis, all the above metrics point to a school that is on its way, but is at a critical juncture. I am very excited and optimistic about moving into our third year of implementation. We have a strong leadership team, had a robust hiring and student recruitment season, have more of the systems and structures in place, have a strong and shared strategic vision for the coming year, and have had a good working summer to prepare for the year. We continue to be working with extreme urgency to both succeed on traditional metrics as well as on the indicators of success we know are equally important to the success of our students.

2. Securing Strong Leadership: With the additional funding from XQ, we can recruit and hire a High School leader during year zero. Since we have learned from experience how critical this role is to the success of the school, we have partnered with the SDD to run a robust process to find the perfect candidate as soon as possible. It is my recommendation to find our leader by October of 2017 to ensure a strong start in the fall of 2018. This is a critical step in our readiness to open on time.

3. Infrastructure: building and maintaining the MS while focusing on the HS

a. Challenges we faced in our first year:

- i. Key leadership challenges/turnover – Fabricio, Brian, Carla, Kat, Mark, Ivan
- ii. Work streams got behind and couldn't really recover:
 1. L&L - curriculum for Competency development, platform for L&L plans, data to inform progress monitoring
 2. Integration of Values and Competencies at the school
 3. Evaluation tools
 4. Instructional Priorities – no strategic plan in place

5. No behavior management system
 6. Seminar curriculum development and methodology
 7. Scope and Sequence for curriculum – alignment across grade and content, integration of Learning Sciences, ELL supports, Spanish demands,
 8. Language supports and programming
 9. Student recruitment was successful in first year and more of a scramble second year (much stronger third year!)
 10. Teacher hiring process with school works less successful
- iii. A shift in our design to include a robust Biliteracy/Bilingual program
 - iv. Facility move
 - v. Teachers that have needed basic cultural and instructional support
 - vi. No Dean of Students – inconsistent behavior supports and small mental health team in first year
 - vii. Undefined relationship with SDD – not leveraged to its full potential
- b. Rebuilding in year two:
- i. With Ryan’s support last year, we now have the infrastructure to build out consistent instructional supports:
 1. Consistent Evaluation processes
 2. Hiring processes (huge barrier in the past)
 3. Seminar vision for cycles and placement routines
 4. Instructional Leadership/Programming Meeting routines and practices
 5. Coaching supports and PD planning
 6. Action Plan progress monitoring routines
 7. Programmatic supports: Wellbeing, Special Educators, Chelsea
 - ii. With Denise’s support, we now have:
 1. Cultural routines and practices in place
 2. Shared expectations in common spaces
 3. Behavior plans for students on tier 2 and 3
 4. Stronger communications with families
 5. Student recruitment vision and plan
 6. A strong cultural and instructional leader in place!
 - iii. With SDD support, we now have:
 1. A stronger vision for our collaboration moving forward
 2. A stronger SOW being drafted
 3. Student recruitment vision and plan – implementation supports
 4. Board supports in place
 5. A vision for next year’s staffing that will support the relationship and work streams in the SOW
 6. Hiring support

- c. Design work: We started our first year knowing that we would need to fly the plane while also building the plane – this is the nature of start-up and being in a robust learning environment that believes in following the evidence. However, the complex nature of our model, and the lack of core tools, made our first years much harder than we expected. While this learning cycle will always be a part of our culture, by design, we have many elements of our design to shore up to see the results of a strong implementation. We need to invest in deep design work on key elements such as, but not limited to:
- i. Designing L&L time (goal setting, competency development, badging/micro credentialing, progress monitoring, finding the unique potential of every child)
 - ii. Establishing the routines, rituals, branding, experiences, curriculum, and common practices that bring the Values and Competencies to life
 - iii. Developing Personalized Learning Lanes – having the systems and structures to be truly responsive – the right assessments, strong curriculum and assessments, standards based grading practices, CM PD for this purpose – just to name a few
 - iv. Stabilizing assessments/curriculum/scope and sequence to the best of our ability and then refine their use and implementation to meet the needs of the school
 - v. Naming and developing the roadmap for our Corps at CA (playbook) – rituals, routines, intervention supports, cultural supports, SEL training – what does it take to be a successful CM at CA – different from other sites? What are the PD supports? What is the role of CY Denver in this work – is it different from other sites?
 - vi. Defining out aspirations for a culturally responsive environment aligned to behavior management system
 - vii. Leveraging the EWI space – getting the data cycle, interventions, accountability structures to support the other structures in the school (L&L, Personalized Lane, Classroom Teacher interventions, Behavioral interventions, Wellbeing team, etc.)
 - viii. Implementing an attendance campaigns that shift the data
 - ix. Naming and executing on how our language program can lift the mission and vision.
 - x. Engaging with our families
 - xi. Differentiating PD for our CMs for different roles and content
 - xii. Transition from MS to HS: Our HS design is not simply a continuation of the MS. This means building a whole new school again, which also means tremendous energy needs to go into it. We have a model to draw from (Chicago model) and a desire to work backwards from a vision that is very innovative (XQ). There is the design of the school and then the development of those systems and infrastructures – a heavy and important lift.
 - xiii. In addition, our teachers need to be developed so that they can live out this robust mission and vision. (Planning, data analysis, instruction, assessment, leveraging competency development, bridging and sheltering, understanding mastery and standards based grading, strong cultural and behavioral practices, the list goes on.)

The reason I accepted the position of ED at Compass Academy was because I believe in the work and the design of Compass Academy. It is beautiful. When we are fully implementing, we can all find peace in knowing that we are serving our students with integrity and preparing them for their future in a way that honors the whole child.



Compass Academy Board Retreat

July 18, 2017



HS Taskforce Report Out Agenda

1. DPS Update on Facilities
2. Private Facilities Research
3. Updated High School Plan submission
4. School Readiness Discussion
5. Next Steps

DPS Facilities Options

July 7th: Meeting with Jen Holladay and Maya Lagana

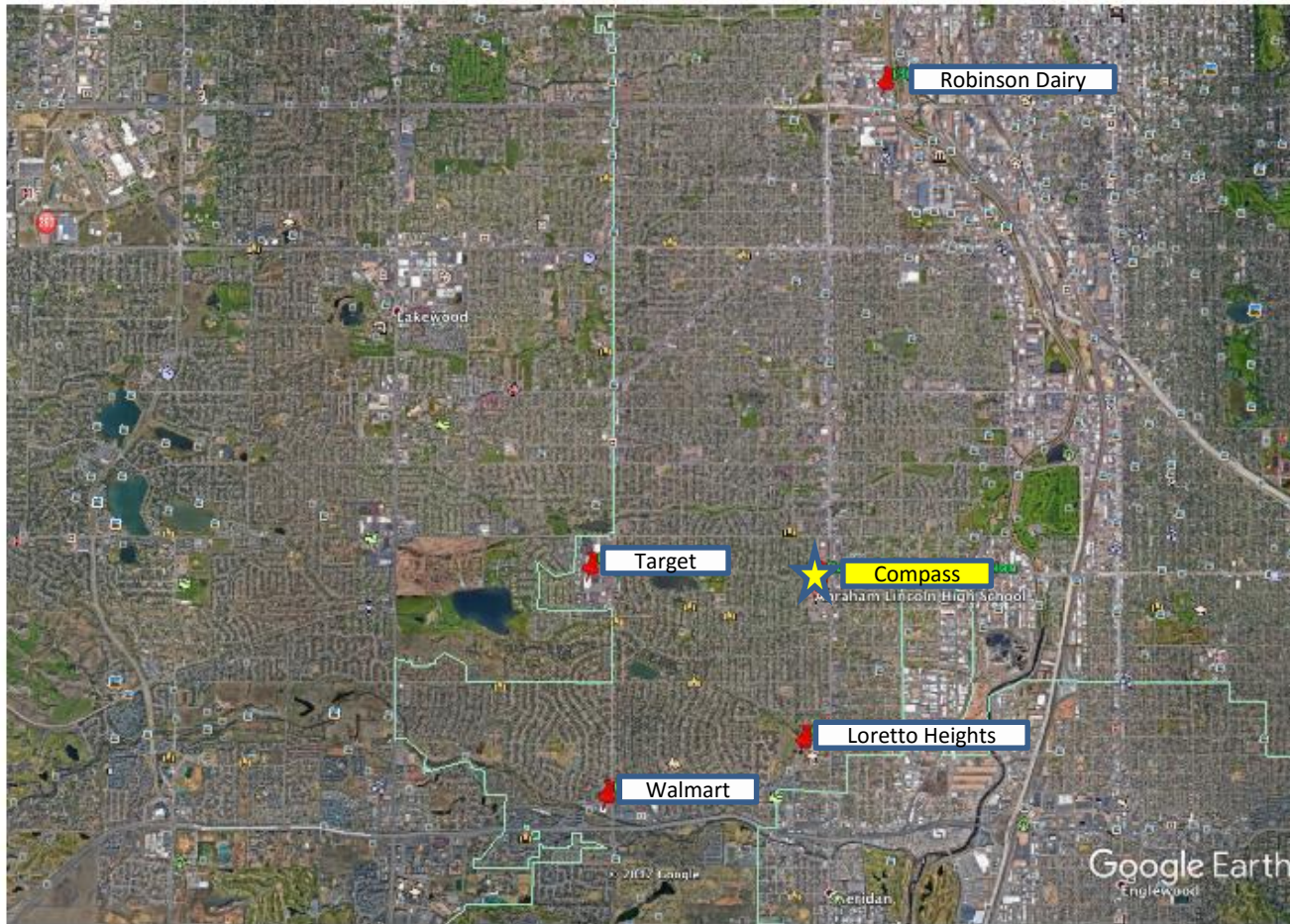
Key Take-Aways:

- Lincoln will need to be Red on SPF to start process for repurpose
- If Lincoln is repurposed, schools applying for space will go before a Community Board for approval
- Historically, no school has made it through without multiple years of green on SPF; therefore Compass HS space at Lincoln is unlikely
- Highly unlikely that Compass will be able to incubate 9th grade at Lincoln

Private Facilities Update

- Compass and SDD contracted with Education Facilities Solutions (EFS) to determine market and options for a private HS Facility
- Four options were found in the SW Zone:
 - Walmart Neighborhood Market
 - Target Village
 - Robinson Dairy Properties
 - Loretto Heights Campus

Location of Properties



★ = Lincoln Campus

● = Potential Properties



Properties Identified

Walmart Neighborhood Market, 3125 S Sheridan Blvd



- 41,179 SF
- Lease Option Only
- \$10/SF
- 11.76% 5 year Occupancy Cost Average
- Will Need to Add on In Year 2021/22

Properties Identified

Robinson Dairy Properties, 677 Alcott Street



- 95,231 SF
- Purchase Option Only
- \$11,900,000
- Purchase Building A and B. Structure Assumes Tenant Buy-out of Lease
- 10.89% 5 year Occupancy Cost Average
- Assumes Refinancing in 2021/22 As Well as New Construction Dollars to Meet Student Growth Needs

Properties Identified

Target Village, 2155 S. Sheridan Blvd

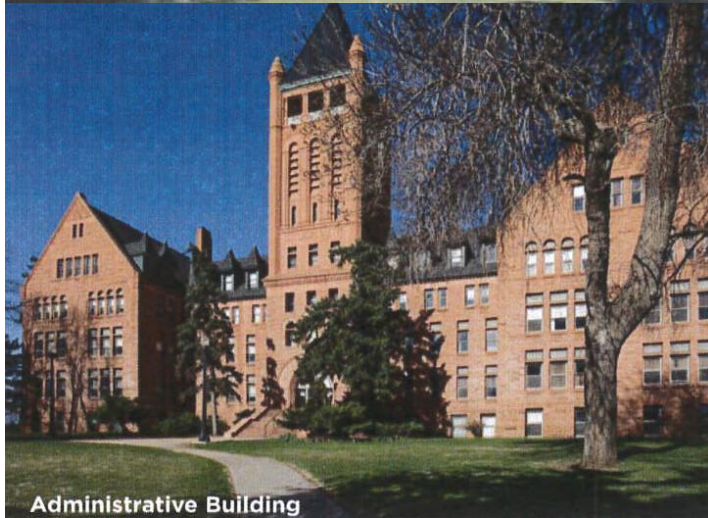


- 110,567 SF
- Purchase Option Only
- \$6MM
- 10.53% 5 year Occupancy Cost Average
- Assumes Refinancing in 2021/22 As Well as Disposition of Excess Sq Ft
- Configure School Facility in Light of Current Tenants with Long Term Leases



Properties Identified

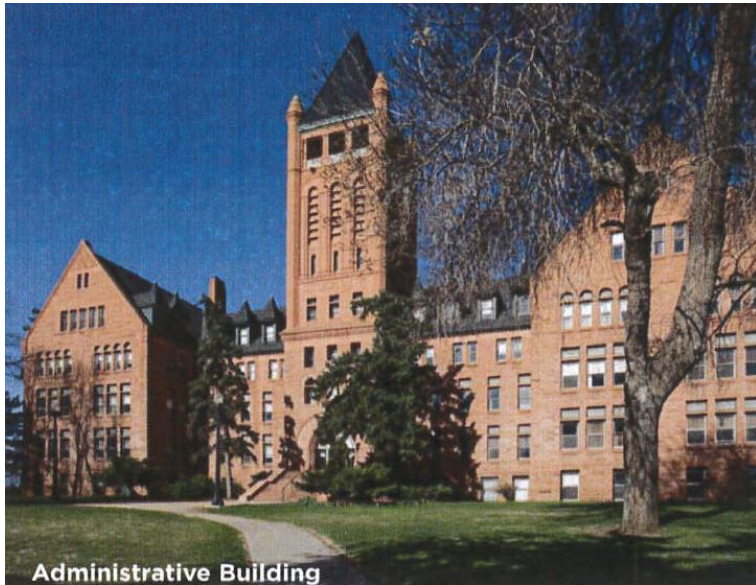
Loretto Heights, 3001 S Federal Blvd



Administrative Building

- Main Building: 98,880 SF
- Cafeteria: 39k SF; Theatre 38k SF, Library 47k SF
- Purchase Option, looking at only Main Building
- \$1,975,000 (proposed)
- 11.41% 5 year Occupancy Cost (Annual Debt Service/Annual Revenue)
- ***Loretto Heights is clearly the best option due to location and readiness to host a school***
- EFS, G&G and Taskforce are running analysis and scenarios on financing and build out

Loretto Heights: LOI



- The HS Task Force and EFS are submitting an LOI to make sure Compass is “in the game” on Loretto
- Includes proposed purchase price for Administration Building of \$1,975,000
- Outlines due diligence process
- Non-binding but shows intent and allows us to be at the table and begin conversations with prospective developers

Loretto Heights: Next Steps



- ✓ Submit LOI and continue conversations with seller and developers
- ✓ Continue to run financial and operational scenarios and analysis
- ✓ Due diligence on property in the coming months

High School Plan Submission

- Compass needs to submit an updated HS Plan to DPS
- Due 9/1, DPS requested it by mid-August if possible
- Sections include Culture, Education Program, Teaching, and Ops/Budget for the HS
- Next Steps: SDD and Compass leadership will work on draft, submit to board for approval in August

Readiness

The decision to move forward with Compass HS potentially rests on the Board determining we are ready with regard to four things:

- Current Compass Data & Performance,
- Prospects and likelihood of securing a strong leader for the HS,
- Ensuring that the larger team has secured the MS to be in a place where work can shift to the HS,
- Affordable facility options (separate discussion)

Next Steps

- HS Taskforce will shift to focus on Facilities, continue to run analysis and work through bid process
- Submit HS plan to DPS by mid to late August
- DPS Engagement Strategy needed around HS submission, SPF and facilities

fill in these cells as needed

formulas: DO NOT TOUCH

DO NOT SORT; ONLY FILTER

Hide Blank Rows

Unhide Blank Rows

| Description | | | | General | Grants | Total | | | | | Object Roll-up |
|--|--------------|---------------------|-----------------------|----------------------|----------------------|----------------------------|---------------|---------------|---------------|---------------|----------------|
| | FY16 Actuals | FY17 Adopted Budget | FY17 Est'd YE Actuals | FY18 Proposed Budget | FY18 Proposed Budget | Total FY18 Proposed Budget | FY19 Forecast | FY20 Forecast | FY21 Forecast | FY22 Forecast | |
| BEGINNING FUND BALANCE | - | 207,042 | 207,042 | 222,058 | - | 222,058 | 288,859 | 137,877 | (69,424) | (175,845) | |
| Tuition from Individuals | - | - | - | - | - | - | - | - | - | - | 1310 |
| CCAP | - | - | - | - | - | - | - | - | - | - | 1341 |
| DPP | - | - | - | - | - | - | - | - | - | - | 1342 |
| Earnings on Investments | 31 | - | - | - | - | - | - | - | - | - | 1500 |
| Food Services | - | - | - | - | - | - | - | - | - | - | 1600 |
| Fees | 1,122 | - | - | - | - | - | - | - | - | - | 1740 |
| Fund Raisers | - | - | - | - | - | - | - | - | - | - | 1700 |
| Gifts and Contributions from Pupil Activities: Uniforms | 16,151 | 13,000 | 13,000 | 13,000 | - | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 1700 |
| Other Pupil Activities Income | - | 13,000 | 13,000 | - | - | - | - | - | - | - | 1700 |
| Rentals/Leases | - | - | - | - | - | - | - | - | - | - | 1910 |
| Contributions and Donations from Private Sources | 451,500 | 241,418 | 241,418 | 63,000 | - | 63,000 | 63,000 | 63,000 | 63,000 | 63,000 | 1920 |
| School Design Division | - | - | - | - | - | 850,500 | 727,125 | 400,670 | 305,818 | 215,888 | 1920 |
| Walton Anonymous | - | - | - | - | 12,000 | 12,000 | - | - | - | - | 1920 |
| Instructional Material Fees | - | - | - | - | - | - | - | - | - | - | 1940 |
| 2012 Mill Levy Secondary Arts | 16,821 | 30,054 | 30,054 | - | 44,707 | 44,707 | 61,964 | 76,681 | 91,097 | 105,217 | 1954 |
| 2012 Mill Levy Other Enrichment & Student Supports | 14,996 | 25,946 | 25,946 | - | 39,670 | 39,670 | 54,983 | 68,042 | 80,834 | 93,363 | 1954 |
| 2012 Mill Levy Instructional Support | 33,435 | 50,800 | 50,800 | - | 74,507 | 74,507 | 103,266 | 127,792 | 151,817 | 175,348 | 1954 |
| 2012 Mill Levy Technology | 7,537 | 13,141 | 13,141 | - | 20,234 | 20,234 | 28,044 | 34,704 | 41,229 | 47,619 | 1954 |
| 2012 Mill Levy Curricular Materials | 7,537 | 13,141 | 13,141 | - | 20,234 | 20,234 | 28,044 | 34,704 | 41,229 | 47,619 | 1954 |
| 2012 Mill Levy Extended Day Kindergarten | - | - | - | - | - | - | - | - | - | - | 1954 |
| 1998 Mill Levy Student Literacy | 15,578 | 27,216 | 27,216 | - | 40,061 | 40,061 | 55,524 | 68,711 | 81,629 | 94,281 | 1954 |
| 1998 Mill Levy Technology | 4,249 | 7,422 | 7,422 | - | 10,925 | 10,925 | 15,142 | 18,738 | 22,261 | 25,711 | 1954 |
| 2003 Mill Levy Improving HS Graduation Rates | - | - | - | - | - | - | 9,128 | 18,073 | 26,839 | 35,428 | 1954 |
| 2003 Mill Levy Improving Academic Achievement | 3,540 | 6,186 | 6,186 | - | 9,104 | 9,104 | 12,618 | 15,615 | 18,551 | 21,426 | 1954 |
| 2003 Mill Levy Elementary Arts | - | - | - | - | - | - | - | - | - | - | 1954 |
| 2003 Mill Levy Textbooks | 4,957 | 8,659 | 8,659 | - | 12,746 | 12,746 | 17,665 | 21,861 | 25,971 | 29,996 | 1954 |
| 2003 Mill Levy Kindergarten/ECE | - | - | - | - | - | - | - | - | - | - | 1954 |
| 2016 Early Literacy | - | - | - | - | - | - | - | - | - | - | 1954 |
| 2016 College and Career Readiness | - | - | - | - | - | - | 11,536 | 22,841 | 33,919 | 44,773 | 1954 |
| 2016 Technology | - | 18,422 | 18,422 | - | 27,340 | 27,340 | 37,893 | 46,893 | 55,709 | 64,344 | 1954 |
| 2016 Great Teachers | - | 40,469 | 40,469 | - | 60,071 | 60,071 | 83,258 | 103,032 | 122,401 | 141,374 | |
| 2016 Whole Child | - | 41,858 | 41,858 | - | 62,138 | 62,138 | 86,123 | 106,577 | 126,613 | 146,238 | 1954 |
| FY17-19 Tech Bond | - | - | - | - | 28,728 | 28,728 | - | - | - | - | 1954 |
| MLO Equalization | - | 23,009 | 23,009 | - | 45,450 | 45,450 | 62,993 | 77,954 | 92,609 | 106,964 | 1954 |
| Miscellaneous Revenue | 231 | - | - | 21,000 | - | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 1990 |
| Capital Construction - Charter Schools | 15,768 | 22,788 | 22,788 | - | 44,157 | 44,157 | 61,201 | 75,737 | 89,975 | 103,921 | 3954 |
| At Risk Supplemental Aid | - | - | - | - | - | - | - | - | - | - | 3954 |
| ELPA-Professional Development and Student Support | - | 17,843 | 17,843 | - | 17,843 | 17,843 | 17,665 | 17,488 | 17,313 | 17,140 | 3954 |
| State ECEA (Special Education) | - | - | - | - | - | - | - | - | - | - | 3954 |
| State ELPA | - | 12,415 | 12,415 | - | 12,415 | 12,415 | 12,291 | 12,168 | 12,046 | 11,926 | 3954 |
| E-Care | - | - | - | - | - | - | - | - | - | - | 3954 |
| State Gifted and Talented | - | - | - | - | - | - | - | - | - | - | 3954 |
| State Transportation | - | - | - | - | - | - | - | - | - | - | 3954 |
| Start Smart Nutrition | - | - | - | - | - | - | - | - | - | - | 3954 |
| Child Nutrition: School Lunch Protection Program: Free and Reduced for Expelled and At Risk Students | - | - | - | - | 200,000 | 200,000 | 200,000 | 150,000 | 100,000 | - | 3956 |
| | - | - | - | - | 200,000 | 200,000 | 200,000 | 150,000 | 100,000 | - | 3954 |

| | | | | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------|
| School Counselor Grant | - | 26,125 | 26,125 | | 76,643 | 76,643 | 80,000 | 80,000 | - | - | 3954 |
| READ Act: Formula Distribution | - | - | - | | - | - | - | - | - | - | 3954 |
| State Grants to Libraries | - | - | - | | - | - | - | - | - | - | 3954 |
| Stipends for National Board Certifies Educators | - | - | - | | - | - | - | - | - | - | 3954 |
| Additional At-Risk Aid | - | - | - | | - | - | - | - | - | - | 3954 |
| No Child Left Behind, Title I, Part A: Improving Basic Programs Operated | 288,397 | 87,118 | 87,118 | | 116,800 | 116,800 | 161,885 | 200,332 | 237,995 | 274,884 | 4954 |
| Special Education: Grants to States IDEA Part B (formula driven) CFDA# 8 | - | - | - | | - | - | - | - | - | - | 4954 |
| Individuals with Disabilities Education Act, Part B (IDEA): Special Educati | - | - | - | | - | - | - | - | - | - | 4954 |
| No Child Left Behind: Title III Part A: English Language Acquisition: Langu | - | 8,418 | 8,418 | | 8,418 | 8,418 | 8,334 | 8,250 | 8,168 | 8,086 | 4954 |
| No Child Left Behind, Title II, Part A. Teacher and Principal Training and F | - | 10,654 | 10,654 | | 15,040 | 15,040 | 20,845 | 25,796 | 30,646 | 35,396 | 4954 |
| School Breakfast Program CFDA# 10.553 | - | - | - | | - | - | - | - | - | - | 4956 |
| National School Lunch Program CFDA# 10.555 | - | - | - | | - | - | - | - | - | - | 4956 |
| Federal Fresh Fruit & Vegetable Program CFDA# 10.582 | - | - | - | | - | - | - | - | - | - | 4956 |
| Charter Credit | - | 16,143 | 16,143 | | 15,982 | 15,982 | 15,822 | - | - | - | 4954 |
| No Child Left Behind, Title V, Part B. Public Charter School Grant CFDA# | - | 215,000 | 215,000 | | - | - | - | - | - | - | 4954 |
| Fund Transfers | - | - | - | | - | - | - | - | - | - | 5200 |
| Per Pupil Funding | 975,836 | 1,732,225 | 1,732,225 | 2,589,923 | | 2,589,923 | 3,662,151 | 4,623,466 | 5,603,641 | 6,602,957 | 5710 |
| TOTAL REVENUE | 1,857,686 | 2,722,470 | 2,722,470 | 2,686,923 | 1,015,210 | 4,552,633 | 5,732,500 | 6,533,125 | 7,515,308 | 8,546,899 | |
| Salaries: Administrator | 230,653 | 277,360 | 277,360 | 411,304 | | 411,304 | 436,003 | 449,083 | 462,556 | 476,432 | 0100 |
| Salaries: Administrator | | | | | 12,000 | 12,000 | | | | | 0100 |
| Salaries: Teachers | 426,926 | 923,524 | 923,524 | 618,088 | | 618,088 | 1,656,343 | 2,116,899 | 2,497,799 | 2,845,162 | 0100 |
| Salaries: Teachers | | | | | 17,843 | 17,843 | | | | | 0100 |
| Salaries: Teachers | | | | | 7,157 | 7,157 | | | | | 0100 |
| Salaries: Teachers | | | | | 71,682 | 71,682 | | | | | 0100 |
| Salaries: Teachers | | | | | 8,418 | 8,418 | | | | | 0100 |
| Salaries: Teachers | | | | | 15,040 | 15,040 | | | | | 0100 |
| Salaries: Teachers | | | | | 38,000 | 38,000 | | | | | 0100 |
| Salaries: Teachers | | | | | 39,670 | 39,670 | | | | | 0100 |
| Salaries: Teachers | | | | | 74,507 | 74,507 | | | | | 0100 |
| Salaries: Teachers | | | | | 40,061 | 40,061 | | | | | 0100 |
| Salaries: Teachers | | | | | 9,104 | 9,104 | | | | | 0100 |
| Salaries: Teachers | | | | | 60,071 | 60,071 | | | | | 0100 |
| Salaries: Teachers | | | | | 32,138 | 32,138 | | | | | 0100 |
| Salaries: Teachers | | | | | 56,650 | 56,650 | | | | | 0100 |
| Salaries: Teachers | | | | | 15,982 | 15,982 | | | | | 0100 |
| Salaries: Teachers | | | | 106,090 | | 106,090 | 109,273 | 112,551 | 115,927 | 119,405 | 0100 |
| Salaries: Teachers | | - | - | 65,000 | | 65,000 | 212,077 | 287,281 | 295,900 | 304,777 | 0100 |
| Salaries: Teachers | | - | - | | 60,000 | 60,000 | | | | | 0100 |
| Salaries: Teachers | | - | - | | 50,000 | 50,000 | | | | | 0100 |
| Salaries: Other Professionals | 75,800 | 56,600 | 56,600 | - | | - | - | - | - | - | 0100 |
| Salaries: Other Professionals | | - | - | 58,195 | | 58,195 | 59,941 | 61,739 | 63,591 | 65,499 | 0100 |
| Salaries: Clerical | 34,101 | 35,120 | 35,120 | 50,020 | | 50,020 | 66,971 | 68,980 | 71,049 | 73,181 | 0100 |
| Salaries: Clerical | - | - | - | - | 15,000 | 15,000 | | | | | 0100 |
| Additional/Extra Duty Pay/Stipend: Administrator | | - | - | - | | - | 309 | 318 | 328 | 338 | 0100 |
| Additional/Extra Duty Pay/Stipend: Administrator | | - | - | | 300 | 300 | | | | | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | 11,500 | | 11,500 | 31,930 | 32,888 | 33,875 | 34,891 | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | | 19,500 | 19,500 | | | | | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | - | | - | 206 | 212 | 219 | 225 | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | | 200 | 200 | | | | | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | - | | - | 309 | 318 | 328 | 338 | 0100 |
| Additional/Extra Duty Pay/Stipend: Teachers | | - | - | | 300 | 300 | | | | | 0100 |
| Additional/Extra Duty Pay/Stipend: Other Professionals | | - | - | - | | - | 103 | 106 | 109 | 113 | 0100 |
| Additional/Extra Duty Pay/Stipend: Other Professionals | | - | - | | 100 | 100 | | | | | 0100 |

| | | | | | | | | | | |
|--|--------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Additional/Extra Duty Pay/Stipend: Other Professionals | - | - | - | - | - | 103 | 106 | 109 | 113 | 0100 |
| Additional/Extra Duty Pay/Stipend: Other Professionals | - | - | - | 100 | 100 | - | - | - | - | 0100 |
| Additional/Extra Duty Pay/Stipend: Clerical | - | - | - | - | - | 103 | 106 | 109 | 113 | 0100 |
| Additional/Extra Duty Pay/Stipend: Clerical | - | - | - | 100 | 100 | - | - | - | - | 0100 |
| Medicare: Administrator | 3,344 | 4,022 | 4,022 | 6,142 | 6,142 | 6,327 | 6,516 | 6,712 | 6,913 | 0200 |
| Medicare: Teachers | 5,909 | 11,757 | 11,757 | 16,463 | 16,463 | 24,480 | 31,172 | 36,709 | 41,761 | 0200 |
| Medicare: Teachers | - | - | - | 1,541 | 1,541 | 1,587 | 1,635 | 1,684 | 1,735 | 0200 |
| Medicare: Teachers | - | 1,539 | 1,539 | 947 | 947 | 3,080 | 4,170 | 4,295 | 4,424 | 0200 |
| Medicare: Teachers | - | - | - | - | 870 | 870 | - | - | - | 0200 |
| Medicare: Teachers | - | - | - | - | 725 | 725 | - | - | - | 0200 |
| Medicare: Other Professionals | 1,230 | 821 | 821 | - | - | - | - | - | - | 0200 |
| Medicare: Other Professionals | - | - | - | 845 | 845 | 871 | 897 | 924 | 951 | 0200 |
| Medicare: Other Professionals | - | - | - | 1 | 1 | 863 | 889 | 915 | 943 | 0200 |
| Medicare: Clerical | 439 | 509 | 509 | 944 | 944 | 973 | 1,002 | 1,032 | 1,063 | 0200 |
| PERA: Administrator | 6,790 | 12,052 | 12,052 | 23,679 | 23,679 | 27,880 | 31,368 | 34,901 | 38,523 | 0200 |
| PERA: Teachers | 12,040 | 35,270 | 35,270 | 56,985 | 56,985 | 107,881 | 150,055 | 190,888 | 232,708 | 0200 |
| PERA: Teachers | - | - | - | - | 3,167 | 3,167 | - | - | - | 0200 |
| PERA: Teachers | - | - | - | - | 1,418 | 1,418 | - | - | - | 0200 |
| PERA: Teachers | - | - | - | - | 1,900 | 1,900 | - | - | - | 0200 |
| PERA: Teachers | - | - | - | 5,942 | 5,942 | 6,996 | 7,871 | 8,757 | 9,666 | 0200 |
| PERA: Teachers | - | 4,608 | 4,608 | 3,642 | 3,642 | 13,571 | 20,074 | 22,336 | 24,653 | 0200 |
| PERA: Teachers | - | - | - | - | 3,362 | 3,362 | - | - | - | 0200 |
| PERA: Teachers | - | - | - | - | 2,795 | 2,795 | - | - | - | 0200 |
| PERA: Other Professionals | 2,736 | 2,458 | 2,458 | - | - | - | - | - | - | 0200 |
| PERA: Other Professionals | - | - | - | 3,259 | 3,259 | 3,837 | 4,317 | 4,803 | 5,301 | 0200 |
| PERA: Other Professionals | - | - | - | 6 | 6 | 3,803 | 4,279 | 4,761 | 5,255 | 0200 |
| PERA: Clerical | 1,018 | 1,523 | 1,523 | 3,640 | 3,640 | 4,286 | 4,822 | 5,365 | 5,922 | 0200 |
| PCOPs: Administrator | 22,552 | 27,761 | 27,761 | 40,666 | 40,666 | 43,151 | 43,727 | 43,789 | 43,815 | 0200 |
| PCOPs: Teachers | 41,511 | 81,243 | 81,243 | 97,316 | 97,316 | 166,970 | 209,174 | 239,496 | 264,677 | 0200 |
| PCOPs: Teachers | - | - | - | - | 4,183 | 4,183 | - | - | - | 0200 |
| PCOPs: Teachers | - | - | - | - | 3,700 | 3,700 | - | - | - | 0200 |
| PCOPs: Teachers | - | - | - | - | 3,800 | 3,800 | - | - | - | 0200 |
| PCOPs: Teachers | - | - | - | 10,204 | 10,204 | 10,827 | 10,972 | 10,987 | 10,994 | 0200 |
| PCOPs: Teachers | - | 10,613 | 10,613 | 6,261 | 6,261 | 21,005 | 27,983 | 28,023 | 28,040 | 0200 |
| PCOPs: Teachers | - | - | - | - | 5,768 | 5,768 | - | - | - | 0200 |
| PCOPs: Teachers | - | - | - | - | 4,800 | 4,800 | - | - | - | 0200 |
| PCOPs: Other Professionals | 6,383 | 5,661 | 5,661 | - | - | - | - | - | - | 0200 |
| PCOPs: Other Professionals | - | - | - | 5,596 | 5,596 | 5,938 | 6,018 | 6,026 | 6,030 | 0200 |
| PCOPs: Other Professionals | - | - | - | 10 | 10 | 5,886 | 5,964 | 5,973 | 5,976 | 0200 |
| PCOPs: Clerical | 3,383 | 3,509 | 3,509 | 5,252 | 5,252 | 6,634 | 6,722 | 6,732 | 6,736 | 0200 |
| PCOPs: Clerical | - | - | - | - | 1,000 | 1,000 | - | - | - | 0200 |
| Health: Administrator | 4,229 | 9,792 | 9,792 | 13,056 | - | 13,056 | 14,362 | 15,798 | 17,378 | 0200 |
| Health: Teachers | 11,681 | 52,224 | 52,224 | 75,072 | 75,072 | 118,483 | 161,927 | 204,186 | 243,720 | 0200 |
| Health: Teachers | - | - | - | 6,528 | 6,528 | 7,181 | 7,899 | 8,689 | 9,558 | 0200 |
| Health: Teachers | - | 4,896 | 4,896 | 6,528 | 6,528 | 14,362 | 19,747 | 21,722 | 23,894 | 0200 |
| Health: Teachers | - | - | - | - | 3,264 | 3,264 | - | - | - | 0200 |
| Health: Other Professionals | 3,566 | 3,264 | 3,264 | - | - | - | 3,949 | 4,344 | 4,779 | 0200 |
| Health: Other Professionals | - | - | - | 3,264 | 3,264 | 3,590 | 3,949 | 4,344 | 4,779 | 0200 |
| Health: Clerical | - | - | - | 6,528 | 6,528 | 7,181 | 7,899 | 8,689 | 9,558 | 0200 |
| Banking Service Fees | 343 | 2,400 | 2,400 | 2,412 | 2,412 | 2,424 | 2,436 | 2,448 | 2,461 | 0300 |
| Professional-Educational Services | 55,697 | - | - | - | - | - | - | - | - | 0300 |
| Contracted Services | - | 192,000 | 192,000 | 554,499 | 554,499 | 679,999 | 535,749 | 526,249 | 515,750 | 0300 |
| Contracted Services | - | - | - | - | 50,000 | 50,000 | - | - | - | 0300 |
| Contracted Services | - | - | - | - | 40,000 | 40,000 | - | - | - | 0300 |

| | | | | | | | | | | | |
|---|---------|---------|---------|---------|--------|---------|---------|---------|---------|---------|------|
| Substitutes | - | 18,000 | 18,000 | 30,000 | | 30,000 | 40,000 | 50,000 | 60,000 | 70,000 | 0300 |
| Whole Child Enrichment-Afterschool support | - | 25,000 | 25,000 | - | | - | 30,150 | 30,301 | 30,452 | 30,605 | 0300 |
| Whole Child Enrichment-Afterschool support | - | | | | 30,000 | 30,000 | | | | | 0300 |
| Legal Services | - | 1,500 | 1,500 | 2,221 | | 2,221 | 3,125 | 3,925 | 4,734 | 5,551 | 0300 |
| Audit Services | 3,500 | 7,500 | 7,500 | 7,500 | | 7,500 | 7,538 | 7,575 | 7,613 | 7,651 | 0300 |
| Consultant Services | 7,500 | 5,000 | 5,000 | - | | - | - | - | - | - | 0300 |
| Consultant Services | | 11,450 | 11,450 | - | | - | - | - | - | - | 0300 |
| Other Professional Services - G&G | 38,688 | 57,500 | 57,500 | 68,700 | | 68,700 | 85,000 | 40,000 | 50,000 | 60,000 | 0300 |
| Technical Services | 25,503 | 44,700 | 44,700 | 29,614 | | 29,614 | 67,200 | 84,000 | 100,800 | 117,600 | 0300 |
| Technical Services | | | | | 20,234 | 20,234 | | | | | 0300 |
| Other Purchased Professional and Technical Services | 3,884 | - | - | - | | - | - | - | - | - | 0300 |
| Repairs and Maintenance Services | 1,196 | - | - | - | | - | - | - | - | - | 0430 |
| Rental of Equipment | 4,395 | 11,200 | 11,200 | 11,000 | | 11,000 | 17,000 | 18,000 | 20,000 | 20,000 | 0400 |
| Contracted Field Trips | 5,959 | 15,000 | 15,000 | 22,080 | | 22,080 | 31,067 | 39,027 | 47,067 | 55,186 | 0513 |
| Liability Insurance | 11,695 | 13,024 | 13,024 | 21,760 | | 21,760 | 30,464 | 38,080 | 45,696 | 53,312 | 0520 |
| Unemployment Compensation Insurance | 2,275 | 3,878 | 3,878 | 5,601 | | 5,601 | 5,629 | 5,657 | 5,685 | 5,714 | 0520 |
| Workers' Compensation Insurance | 5,611 | 10,082 | 10,082 | 14,563 | | 14,563 | 14,636 | 14,709 | 14,783 | 14,856 | 0520 |
| Phone | - | 10,000 | 10,000 | 3,600 | | 3,600 | 30,400 | 34,400 | 38,400 | 42,400 | 0500 |
| Phone | - | | | | 14,000 | 14,000 | | | | | 0500 |
| Postage | 2,477 | 2,213 | 2,213 | 2,000 | | 2,000 | 2,010 | 2,020 | 2,030 | 2,040 | 0500 |
| Online services | 14,411 | 35,000 | 35,000 | 21,868 | | 21,868 | 66,304 | 82,880 | 99,456 | 116,032 | 0500 |
| Online services | - | - | - | - | 5,258 | 5,258 | | | | | 0500 |
| Online services | - | - | - | - | 20,234 | 20,234 | | | | | 0500 |
| Advertising | 13,358 | 10,000 | 10,000 | - | | - | - | - | - | - | 0500 |
| Student Recruitment | | | | 7,000 | | 7,000 | 7,035 | 7,070 | 7,106 | 7,141 | 0500 |
| Staff Recruitment | | | | 7,000 | | 7,000 | 7,035 | 7,070 | 7,106 | 7,141 | 0500 |
| Printing and Binding | 1,416 | 3,400 | 3,400 | - | | - | - | - | - | - | 0500 |
| Travel, Registration, and Entrance | 28,949 | 28,000 | 28,000 | 20,000 | | 20,000 | 38,039 | 38,229 | 38,421 | 38,613 | 0580 |
| Travel, Registration, and Entrance | | | | | 10,850 | 10,850 | | | | | 0580 |
| Travel, Registration, and Entrance | | | | | 7,000 | 7,000 | | | | | 0580 |
| Staff Activities | - | - | - | 6,000 | | 6,000 | 6,030 | 6,060 | 6,090 | 6,121 | 0580 |
| District Purchased Services | 187,851 | 60,709 | 60,709 | 101,152 | | 101,152 | 142,321 | 178,791 | 215,621 | 252,816 | 0594 |
| District Purchased Services | - | 86,521 | 86,521 | 125,352 | | 125,352 | 146,992 | 190,848 | 235,308 | 279,768 | 0594 |
| District Purchased Services | - | 17,604 | 17,604 | 40,000 | | 40,000 | 40,200 | 40,401 | 40,603 | 40,806 | 0594 |
| District Purchased Services | - | 178,260 | 178,260 | 203,168 | | 203,168 | 347,986 | 437,157 | 527,212 | 618,156 | 0594 |
| District Purchased Services | - | - | - | - | 44,157 | 44,157 | | | | | 0594 |
| District Admin Overhead | 32,910 | 55,839 | 55,839 | 98,240 | | 98,240 | 138,224 | 173,643 | 209,414 | 245,538 | 0595 |
| SFA Purchased Services | | 472 | 472 | - | | - | - | - | - | - | 0596 |
| General Supplies | 74,650 | 84,500 | 84,500 | 43,009 | | 43,009 | 118,340 | 168,932 | 219,776 | 270,875 | 0600 |
| General Supplies | | | | | 1,007 | 1,007 | | | | | 0600 |
| General Supplies | | | | | 5,925 | 5,925 | | | | | 0600 |
| General Supplies | | | | | 8,059 | 8,059 | | | | | 0600 |
| Office Supplies | 9,808 | 8,000 | 8,000 | 8,040 | | 8,040 | 11,312 | 15,916 | 22,394 | 31,509 | 0600 |
| Student Incentives/Activities | - | - | - | 3,200 | | 3,200 | 3,216 | 3,232 | 3,248 | 3,264 | 0600 |
| Food | 5,227 | 8,000 | 8,000 | 22,400 | | 22,400 | 22,512 | 22,625 | 22,738 | 22,851 | 0630 |
| Books and Periodicals | 36,473 | 26,028 | 26,028 | 7,254 | | 7,254 | 40,100 | 60,301 | 80,602 | 101,005 | 0640 |
| Books and Periodicals | | | | | 12,746 | 12,746 | | | | | 0640 |
| Electronic Media Materials | 11,740 | 964 | 964 | 1,500 | | 1,500 | 1,508 | 1,515 | 1,523 | 1,530 | 0600 |
| Other Supplies | 6,849 | 13,500 | 13,500 | - | | - | - | - | - | - | 0600 |
| Furniture and Fixtures | 29,074 | 375 | 375 | - | | - | - | - | - | - | 0700 |
| Furniture and Fixtures | | 720 | 720 | - | | - | - | - | - | - | 0700 |
| Technology Equipment | 115,913 | 89,227 | 89,227 | 5,032 | | 5,032 | 80,000 | 80,400 | 80,802 | 81,206 | 0730 |
| Technology Equipment | | | | | 17,340 | 17,340 | | | | | 0730 |
| Technology Equipment | | | | | 28,728 | 28,728 | | | | | 0730 |

| | | | | | | | | | | |
|----------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Technology Equipment | 1,000 | 1,000 | 5,000 | | 5,000 | 10,050 | 10,100 | 10,151 | 10,202 | 0730 |
| Technology Equipment | | | | 5,000 | 5,000 | | | | | 0730 |
| Non-Capital Equipment | 449 | - | - | - | - | - | - | - | - | 0735 |
| Dues and Fees | 1,345 | 2,100 | 2,100 | 2,374 | 2,374 | 2,386 | 2,398 | 2,410 | 2,422 | 0800 |
| Interest | 2,410 | - | - | - | - | - | - | - | - | 0830 |
| Contingency | | 211 | 211 | 40,468 | 40,468 | 140,670 | 141,373 | 142,080 | 142,791 | 0840 |
| Miscellaneous Expenditures | 2,143 | 450 | 450 | 1,000 | 1,000 | 1,005 | 1,010 | 1,015 | 1,020 | 0800 |
| Redemption of Principal | 95,223 | - | - | 205,500 | 205,500 | 114,625 | 59,080 | 34,563 | 30,280 | 0910 |
| TOTAL EXPENDITURES | 1,733,213 | 2,707,454 | 2,707,454 | 3,470,622 | 1,015,210 | 4,485,832 | 5,883,482 | 6,740,427 | 7,621,729 | 8,486,143 |
| NET INCOME | 124,473 | 15,016 | 15,016 | (783,699) | (0) | 66,801 | (150,981) | (207,302) | (106,421) | 60,757 |
| | | | | | | | \$82K | \$92K | \$82K | |
| TABOR RESERVE | 125,000 | 71,554 | 71,554 | | | 131,892 | 165,768 | 188,962.39 | 217,155 | 246,856 |
| ASSIGNED FUND BALANCE (15% rule) | - | - | - | | | | | 500,000 | 1,300,000 | |
| UNASSIGNED FUND BALANCE | (527) | 150,504 | 150,504 | (561,641) | (0) | 156,967 | (27,891) | (258,387) | (893,000) | (1,661,944) |



GOVERNING BOARD RETREAT

JULY 18, 2017

2017-2018 CALENDAR



2017-2018 BOARD OF DIRECTORS CALENDAR

| Year | Executive and Finance Committees <i>Tuesdays</i> <i>3:30 - 4:30 PM MT</i> | Board Meeting <i>Thursdays</i> <i>4:30 - 6:30 PM MT</i> |
|-------------|--|--|
| 2017 | 8-Aug | 17-Aug |
| | 12-Sep | 21-Sep |
| | 10-Oct | 19-Oct |
| | 7-Nov | 16-Nov |
| | <i>Dec- No meeting</i> | <i>Dec-No Meeting</i> |
| 2018 | 9-Jan | 18-Jan |
| | 6-Feb | 15-Feb |
| | 6-Mar | 15-Mar |
| | 10-Apr | 19-Apr |
| | 8-May | 17-May |
| | <i>June-No meeting</i> | <i>June-No meeting</i> |
| | <i>July-Retreat TBS</i> | <i>July-Retreat TBS</i> |



2017-2018 BOARD OF DIRECTORS CALENDAR

Board Meeting

Executive and Finance Committees

Calendar will be reviewed upon identification of Academic Committee schedule.

| JULY RETREAT | | | | | | |
|--------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|-----------------------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| No meeting in December 2017 | | | | | | |

| JANUARY | | | | | | |
|---------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|----------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| APRIL | | | | | | |
|-------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| MAY | | | | | | |
|-----|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| JUNE | | | | | | |
|-------------------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| No meeting in June 2018 | | | | | | |

| JULY | | | | | | |
|------|----|----------|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 21 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | Date TBD | | | | |



GOVERNING BOARD RETREAT

JULY 18, 2017

ED BONUS STRUCTURE

Compass Academy Proposed Bonus Structure

The Executive Director of Compass Academy will be eligible for a performance bonus of up to 10% of the ED base salary each year. For the purposes of this bonus the base salary will be the salary at the time of the work being assessed, that is the prior school year. The bonus will be awarded once results of the financial audit have been obtained and DPS has published the SPF ratings for the prior school year (anticipated to be October) and will be awarded based on final scores in all categories of the Executive Director evaluation. As part of the school leader evaluation process the Compass Academy Executive Committee will make a recommendation to the Board of Directors for an award amount and the BOD will finalize the amount.

In the case that the Executive Director decides not to continue in the role for the subsequent school year (when SPF and Audit results are released) the Executive Director will be eligible for a performance bonus of up to 5% of the ED base salary based on progress in the categories of the evaluation that are not related to SPF and Audit results. The Board of Directors, based on a recommendation from the Executive Committee and the ED evaluation, will determine the ED bonus.

Original Wording in the ED Evaluation Plan:

Performance Bonus: (October - November 2017)

Once results of the school's FY 17 financial audit have been obtained and DPS has published the SPF ratings for the 2016-17 school year (anticipated in October 2017), the Compass BOD will finalize the ED bonus of up to 10% of the ED base salary, awarded based upon the final scores in all categories of the evaluation.