

# April 2021 Board Agenda



Time	Min	Title and Description	Action
04:00 PM	15	<b>Ripples and Joys</b> <ul style="list-style-type: none"><li>Parent Appreciation</li></ul>	Participate
04:15 PM	5	<b>Approval of Minutes</b> ( <i>Jessica/Jim</i> )	Approve
04:20 PM	25	<b>Financial Update</b> ( <i>Chris / Marcia / Jessica</i> ) <ul style="list-style-type: none"><li>Monthly Financials</li><li>Review FY22 Budget for May approval</li></ul>	Inform, Discuss, and Approve
04:45 PM	15	<b>Board Equity Work</b>	
05:00 PM	30	<b>Internal Review</b> ( <i>Denise/Alexis/Nate/Marcia</i> ) <ul style="list-style-type: none"><li>Strategic Planning Process</li><li>Total Wellness Dashboard/Data Review Tool</li></ul>	Inform
05:30 PM	30	<b>ED / MS Director Update</b> ( <i>Marcia / Denise</i> ) <ul style="list-style-type: none"><li>Summer School Design/Base Camp</li><li>Hiring Updates</li><li>End of Year Events</li><li>State Report/Pathway Recommendation</li></ul>	Inform and Discuss
06:00 PM		<b>Adjourn</b>	Approve



Theodore Andrew Martinez! Our newest Lobo!!



# COMPASS ACADEMY

## STRATEGIC PLANNING DASHBOARD

### 2020-2021

#### #LOBOSONTHERISE

Strategic Planning Dashboard 2020/2021

**Home**

- Academics
- Whole Child
- Culture

Resources

### Teaching and Learning in the time of COVID 19

Compass Academy's approach to serving our community includes a continued commitment to social and emotional programming, the integration of a bilingual/biliterate focus, and rigorous standards-based curriculum. None of these elements of design, nor our Major Improvement Strategies, can be compromised as we shift between in person and remote learning as it would magnify the educational inequities our students historically face.

Academics	Whole Child	Culture
		
<ul style="list-style-type: none"><li>A clear approach to cognitive engagement (intrinsic, extraneous, germane) that guides instructional</li></ul>	<ul style="list-style-type: none"><li>Compass competencies lead school wide culture as a trauma informed school</li></ul>	<ul style="list-style-type: none"><li>Compass academy commits to the revolution by examining and dismantling systems of oppression</li></ul>

# Internal Review: Assessments



## Attendance During Testing

Grade	April 5-9 (comparison)	April 12	April 13	April 14	April 15	April 16	April 19
6th	71.86%	94.64%	90.08%	92.12%	94.01%	92.43%	86.13%
7th	73.14%	83.09%	75.49%	79.36%	83.09%	72.77%	74.64%
8th	69.98%	93.52%	90.13%	87.66%	90.90%	82.42%	84.27%
Whole School (Testing and Remote)	71.70%	90.21%	84.96%	86.17%	89.15%	82.23%	81.47%

### Testing Overview

- Least number of straight click throughs we've had
- Highest number of kids using over an hour we've ever had
- A lot of wiggles!

# Internal Review: Strategic Planning Process



Week Of	Step in the Process
April 5th	Denise meets with L'Ancla to design parent voice opportunities
April 19th	Denise and L'Ancla complete student and parent listening sessions
April 26th	Leadership Team Reviews the Internal Campus and listening session data and complete synthesis
May 3rd	Leadership team completes the first review of Compass against <a href="#">Total Wellness Rubric</a> and invites teachers who are interested to do the same
May 10th	Leadership team uses <a href="#">rubric ratings</a> and data synthesis to identify major improvement strategies for the 2021/ 2022 school year. Teachers provide feedback about priorities.
May 17th	Marcia, Alexis and Denise identify data for metrics and goals
Ongoing with new leader and in the summer	<ul style="list-style-type: none"><li>● Review and Solidify Major Improvement strategies with LT</li><li>● Finalize metrics and goals</li><li>● Create calendar of the year with milestones and internal reviews</li></ul>



- Close high leverage learning gaps in ELA and Math (Context can be larger)
- Plan learning experiences through projects that have meaning and purpose
- Ensure that it doesn't feel like traditional summer school - we want students to experience joy and belonging during each 3 week cycle
- Help students track their own growth on identified power standards and skills which means;
  - We want to support teachers with creating a larger tool box of practices and strategies to promote Cognitive Engagement
  - We want to support teachers with a vision and the tools for how to plan for PLT - short cycle target focused instruction



# ED/Director Update: Summer Learning Goals

Goals	Measurement
<ul style="list-style-type: none"><li>● Standard aligned academic growth in ELA /Math</li><li>● Students experience belonging, joy, and excitement during learning</li><li>● Teacher growth on building their tool kit:<ul style="list-style-type: none"><li>○ Cognitive Engagement strategies</li><li>○ Planning through projects that could be used for PLTs (short cycle target focused experiences; HDWord training)</li><li>○ Goal Navigation practices allowing students to track progress toward proficiency</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Pre, during, post assessments in ways that put kids in the driver's seat<ul style="list-style-type: none"><li>○ ANet</li><li>○ Student work</li><li>○ Rubrics</li></ul></li><li>● PERT survey</li><li>● Coaching tools and feedback</li><li>● Artifacts that teachers create<ul style="list-style-type: none"><li>○ Planning documents</li><li>○ Video of Cog. Eng strategies</li><li>○ Video of students speaking to their body of evidence and learning experience</li></ul></li></ul>

# ED/Director Update: Summer Learning Schedule



V2 Summer School then Camp	6th Grade	7th Grade	8th Grade
May 31	Break		
June 7	Summer School Session #1		
June 14			
June 21			
June 28	Summer School Session #2		
July 5	Break		
July 12			
July 19			
July 26	Break		
Aug 2	Prep M/T Camp W/Th/F	Prep M/T Camp W/Th/F	Prep M/T Camp W/Th/F
Aug 9	Induction		
Aug 16			
Aug 23	First Week of School		



## Teacher Hiring:

- Carlos Rivera, a current AmeriCorps Member at Compass, will be our 7th grade SS/bilingual teacher - so excited to have him join the team.
- Tia Greer (Marcia has known her since she was 5!) is also joining the 7th grade team as the ELA bilingual teacher, replacing Sirak who was accepted into the Harvard Graduate School of Education. Whoop!!!
- We are in the hiring process for a Spanish teacher and we are adding a Special Education teacher to the team to meet the needs of our students

## Admin Hiring:

- Welcome back Celine Wuarin as our Dean of Special Education!
- The MS Director and Dean of Culture hiring process is still underway in partnership with Jacq Bennett
  - ◆ Ana and Corey are your board representatives in the process - THANK YOU!
  - ◆ Look for a calendar invite for a community “Meet the Candidates Q&A” in late May





April 21-

- Virtual Town hall to answer parent questions and concerns

April 26th-

- 73% of the campus returns to in person learning!

April 27-

- School Accountability Committee Meeting

April 28th-

- Outdoor Test Fest hosted by City Year

May 26th

- Outdoor Continuation- any board members interested in joining?

# ED/Director Update: State Report/Pathways NOT NEEDED unless we move into a year 5



## Panel's Recommendation:

**The State Review Panel recommends replacing the operator (with a consideration for restructuring the operator) for Compass Academy, based on an analysis of compiled data and documentation, as well as a site visit conducted on February 25-26, 2021.**

- The State Review Panel recommends Compass Academy (with the support of its Board) identify an external management partner who will work with the Governing Board to restructure and/or replace the current leadership team to build capacity and strengthen the instructional leadership of the school to further support the school's curriculum, instruction, assessment, and professional learning systems.
- Expertise and capacity to consider ways to restructure the current school leadership team and help develop a strong academic infrastructure by increasing the team's instructional leadership skills
- Collaboration with the current partner, Achievement Network (ANet)
- Support for the school to identify a relentless commitment to school turnaround strategies, to identify high priority goals and actions, and to identify the right achievement data to analyze and monitor instruction that will promote dramatic achievement gains

**COMPASS ACADEMY  
BUDGET BOARD REPORT  
MARCH 2021  
Compiled 4/16/21**

**Overview** – Attachments included in this report:

- General Fund Summary
- Balance Sheet compared to previous year as of March 31, 2021
- Profit & Loss Budget vs. Actual through March 31, 2021
- Cash Flow Projections
- Bank Transaction Detail for March 2021
- Profit & Loss Budget vs. Actual Expanded

**Highlights and Exceptions to the Report –**

**Balance Sheet**

**Assets** – Cash in the bank accounts as of March 31st was \$2,291,595 up from \$1,101,506 in March 2020. Total accounts receivable was \$18,501 compared to \$178,407 in the previous year. Total assets were \$2,310,096 on March 31st, up 80% from \$1,279,913 at the same time last year.

**Liabilities** – Accounts payable as of March 31st was \$9,125 compared to \$26,088 last year. Credit cards totaled \$0 compared to \$0 last year. Other current liabilities were \$124,922 versus last year's \$154,143. Total liabilities were \$134,048 versus \$180,231 at the same time last year.

**Equity** – As of March 31st, net income was \$557,085 compared to \$432,896 at the same time last year. Total modified accrual equity is \$2,176,048 compared to \$1,099,682 the previous year. Of this amount, TABOR is \$124,000 and the unassigned fund balance is \$2,052,048.

**Income Statement Compared to Budget**

**Income** – Total income to date is \$3,319,799 or 84% of the \$3,955,826 budgeted.

**Expense** – Expenses incurred to date are \$2,762,714 or 69% of the \$3,992,213 budgeted. We are 75% of the way through the year.

Line items to note that are currently greater than 10% or \$10K over budget are:

- Other Purchased Services (0500) – 105% of budget spent – Over by \$5,691

**COMPASS ACADEMY  
GENERAL FUND SUMMARY  
March 2021 Financials**

	3/31/2021	FY21 Budgeted	Percentage Actual to Budget	Projected Year- End	Percentage Projected to Budget
<b>Beginning Non-Spendable Fund Balance</b>	-	-	0%	-	0%
<b>Beginning TABOR Fund Balance</b>	124,000	124,000	100%	124,000	100%
<b>Beginning Unrestricted Fund Balance</b>	1,494,963	1,487,391	101%	1,494,963	101%
<b>FY21 Total Beginning Fund Balance</b>	1,618,963	1,611,391	100%	1,618,963	100%
<b>Income</b>	3,319,799	3,955,826	84%	4,411,804	112%
<b>Expenses</b>	2,762,714	3,991,213	69%	3,843,854	96%
<b>Net Income</b>	557,085	-35,387	-1574%	567,949	-1605%
<b>Ending TABOR Fund Balance</b>	124,000	102,402	121%	116,080	113%
<b>Ending Unassigned Fund Balance</b>	2,052,048	1,473,602	139%	2,070,832	141%
<b>FY21 Ending Fund Balance</b>	2,176,048	1,576,004	138%	2,186,913	139%

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04/16/21  
Accrual Basis

**Compass Academy**  
**Balance Sheet Prev Year Comparison**  
As of March 31, 2021

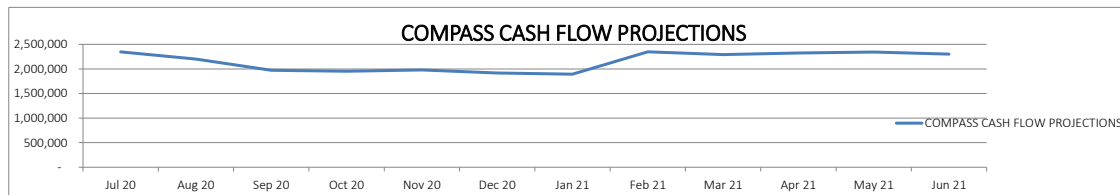
	<u>Mar 31, 21</u>	<u>Mar 31, 20</u>	<u>\$ Change</u>	<u>% Change</u>
<b>ASSETS</b>				
Current Assets				
Checking/Savings				
8101 - First Bank	2,291,395.19	1,101,306.39	1,190,088.80	108.06%
8101a - Petty Cash	200.00	200.00	0.00	0.0%
<b>Total Checking/Savings</b>	<u>2,291,595.19</u>	<u>1,101,506.39</u>	<u>1,190,088.80</u>	<u>108.04%</u>
Accounts Receivable				
8142 - Grants Receivable	18,500.80	78,405.03	-59,904.23	-76.4%
8153 - Accounts Receivable	0.00	100,001.49	-100,001.49	-100.0%
<b>Total Accounts Receivable</b>	<u>18,500.80</u>	<u>178,406.52</u>	<u>-159,905.72</u>	<u>-89.63%</u>
<b>Total Current Assets</b>	<u>2,310,095.99</u>	<u>1,279,912.91</u>	<u>1,030,183.08</u>	<u>80.49%</u>
<b>TOTAL ASSETS</b>	<u><b>2,310,095.99</b></u>	<u><b>1,279,912.91</b></u>	<u><b>1,030,183.08</b></u>	<u><b>80.49%</b></u>
<b>LIABILITIES &amp; EQUITY</b>				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 - Accounts Payable	9,125.34	26,088.48	-16,963.14	-65.02%
<b>Total Accounts Payable</b>	<u>9,125.34</u>	<u>26,088.48</u>	<u>-16,963.14</u>	<u>-65.02%</u>
Other Current Liabilities				
7461 - YE Payroll Liabilities	124,922.18	154,142.64	-29,220.46	-18.96%
<b>Total Other Current Liabilities</b>	<u>124,922.18</u>	<u>154,142.64</u>	<u>-29,220.46</u>	<u>-18.96%</u>
<b>Total Current Liabilities</b>	<u>134,047.52</u>	<u>180,231.12</u>	<u>-46,183.60</u>	<u>-25.63%</u>
<b>Total Liabilities</b>	<u>134,047.52</u>	<u>180,231.12</u>	<u>-46,183.60</u>	<u>-25.63%</u>
Equity				
6721 - TABOR 3% Emergency Reserve	124,000.00	136,000.00	-12,000.00	-8.82%
6770 - Unassigned Fund Balance	1,494,963.18	530,786.22	964,176.96	181.65%
Net Income	557,085.29	432,895.57	124,189.72	28.69%
<b>Total Equity</b>	<u>2,176,048.47</u>	<u>1,099,681.79</u>	<u>1,076,366.68</u>	<u>97.88%</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>2,310,095.99</b></u>	<u><b>1,279,912.91</b></u>	<u><b>1,030,183.08</b></u>	<u><b>80.49%</b></u>

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04/16/21  
Accrual Basis

**Compass Academy**  
**Profit & Loss Budget vs. Actual Collap.**  
July 2020 through March 2021

	FY20				FY21			
	Jul '19 - Mar 20	Budget	\$ Over Budget	% of Budget	Jul '20 - Mar 21	Budget	\$ Over Budget	% of Budget
<b>Income</b>								
<b>1000 · Local Revenue Source</b>	933,193.09	1,067,700.00	-134,506.91	87.4%	565,150.43	809,008.00	-243,857.57	69.86%
<b>3000 · State Revenue</b>	203,026.14	361,769.00	-158,742.86	56.12%	60,166.65	160,350.00	-100,183.35	37.52%
<b>4000 · Federal Revenue</b>	138,117.20	224,613.00	-86,495.80	61.49%	336,467.45	542,422.00	-205,954.55	62.03%
<b>5500 · Loan Proceeds</b>	0.00	0.00	0.00	0.0%	507,600.00	0.00	507,600.00	100.0%
<b>5700 · PPR</b>	2,040,526.03	2,716,806.00	-676,279.97	75.11%	1,850,414.38	2,444,046.00	-593,631.62	75.71%
<b>Total Income</b>	<u>3,314,862.46</u>	<u>4,370,888.00</u>	<u>-1,056,025.54</u>	<u>75.84%</u>	<u>3,319,798.91</u>	<u>3,955,826.00</u>	<u>-636,027.09</u>	<u>83.92%</u>
<b>Gross Profit</b>	3,314,862.46	4,370,888.00	-1,056,025.54	75.84%	3,319,798.91	3,955,826.00	-636,027.09	83.92%
<b>Expense</b>								
<b>0100 · Salaries</b>	1,490,423.85	2,211,314.00	-720,890.15	67.4%	1,512,778.29	2,032,469.00	-519,690.71	74.43%
<b>0200 · Employee Benefits</b>	377,271.20	583,983.00	-206,711.80	64.6%	392,729.37	562,390.00	-169,660.63	69.83%
<b>0300 · Purchased Profess and Tech Serv</b>	360,461.67	486,629.00	-126,167.33	74.07%	209,338.75	310,190.00	-100,851.25	67.49%
<b>0400 · Purchased Prop. Services</b>	9,824.60	16,000.00	-6,175.40	61.4%	6,342.37	16,080.00	-9,737.63	39.44%
<b>0430 · Repairs and Maint</b>	0.00	2,010.00	-2,010.00	0.0%	0.00	2,020.00	-2,020.00	0.0%
<b>0500 · Other Purchased Services</b>	98,387.63	120,445.00	-22,057.37	81.69%	123,857.66	118,167.00	5,690.66	104.82%
<b>0511 · To &amp; From School Transportation</b>	3,225.06	8,000.00	-4,774.94	40.31%	0.00	7,689.00	-7,689.00	0.0%
<b>0513 · Contracted Field Trips</b>	4,740.71	21,000.00	-16,259.29	22.58%	400.00	20,184.00	-19,784.00	1.98%
<b>0515 · Shuttle Fees</b>	243.00	2,000.00	-1,757.00	12.15%	0.00	1,922.00	-1,922.00	0.0%
<b>0520 · Insurance Premiums</b>	34,993.25	43,509.00	-8,515.75	80.43%	30,546.32	38,049.00	-7,502.68	80.28%
<b>0580 · Travel, Regis, Ent</b>	11,652.41	22,211.00	-10,558.59	52.46%	10,099.95	20,462.00	-10,362.05	49.36%
<b>0594 · District Purchased Services</b>	349,627.20	502,175.00	-152,547.80	69.62%	341,629.60	528,649.00	-187,019.40	64.62%
<b>0595 · Denver Overhead Costs</b>	67,744.17	89,999.00	-22,254.83	75.27%	74,114.99	96,504.00	-22,389.01	76.8%
<b>0600 · Supplies</b>	60,245.05	100,706.00	-40,460.95	59.82%	33,646.93	116,017.00	-82,370.07	29.0%
<b>0640 · Books and Materials</b>	3,930.63	6,000.00	-2,069.37	65.51%	8,027.88	11,467.00	-3,439.12	70.01%
<b>0700 · Property</b>	4,645.97	36,030.00	-31,384.03	12.9%	15,305.09	34,431.00	-19,125.91	44.45%
<b>0800 · Other Objects</b>	122.43	71,005.00	-70,882.57	0.17%	1,132.56	70,966.00	-69,833.44	1.6%
<b>0810 · Dues and Fees</b>	4,428.06	3,700.00	728.06	119.68%	2,763.86	3,557.00	-793.14	77.7%
<b>Total Expense</b>	<u>2,881,966.89</u>	<u>4,326,716.00</u>	<u>-1,444,749.11</u>	<u>66.61%</u>	<u>2,762,713.62</u>	<u>3,991,213.00</u>	<u>-1,228,499.38</u>	<u>69.22%</u>
<b>Net Income</b>	<u><u>432,895.57</u></u>	<u><u>44,172.00</u></u>	<u><u>388,723.57</u></u>	<u><u>980.02%</u></u>	<u><u>557,085.29</u></u>	<u><u>-35,387.00</u></u>	<u><u>592,472.29</u></u>	<u><u>-1,574.27%</u></u>

COMPASS CASH FLOW PROJECTIONS	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Budget Totals	Actuals Combined with remaining budget	Potential Over/Under Budget based on Projections	
	Jul 20	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21				Jun 21
<b>INCOME</b>															
1000 - Local Revenue Source	164,822.39	5,019.23	906.39	79,569.75	71,614.68	52,570.42	63,525.19	63,576.61	63,545.77	63,561.00	63,561.00	90,561.00	809,008	782,833	(26,175)
3000 - State Revenue	-	3,832.83	34,306.19	3,765.59	3,803.90	-	7,628.20	3,414.97	3,414.97	60,000.00	33,000.00	7,000.00	160,350	160,167	(183)
4000 - Federal Revenue	222,068.48	1,107.78	-	36,890.17	11,580.05	30,080.85	11,580.05	11,580.02	11,580.05	50,000.00	59,000.00	97,000.00	542,422	542,467	45
5500 - Loan Proceeds	-	-	-	-	-	-	-	507,600.00	-	-	-	-	-	507,600	507,600
5700 - PPR	653,701.29	-	-	192,590.31	217,900.43	217,900.43	189,440.64	189,440.64	189,440.64	189,440.64	189,440.64	189,440.64	2,444,046	2,418,736	(25,310)
	1,040,592	9,960	35,213	312,816	304,899	300,552	272,174	775,612	267,981	363,002	345,002	384,002	3,955,826	4,411,804	455,978
<b>EXPENSE</b>															
0100 - Salaries	165,205.40	169,420.68	166,891.93	163,591.93	171,173.19	172,129.65	163,652.68	171,908.71	168,804.12	168,000.00	168,000.00	185,000.00	2,032,469	2,033,778	1,309
0200 - Employee Benefits	36,618.44	43,116.27	61,123.31	29,239.93	44,819.79	42,258.55	44,378.18	45,856.70	45,318.20	48,000.00	48,000.00	57,000.00	562,390	545,729	(16,661)
0300 - Purchased Profess and Tech Serv	18,613.82	12,920.60	10,572.55	12,380.32	39,352.91	38,590.60	10,531.63	14,427.61	51,948.71	35,000.00	38,000.00	34,000.00	310,190	316,339	6,149
0400 - Purchased Prop. Services	1,265.54	676.81	681.78	633.56	748.91	633.56	-	1,702.21	-	800.00	800.00	3,500.00	16,080	11,442	(4,638)
0430 - Repairs and Maint	-	-	-	-	-	-	-	-	-	800.00	1,000.00	168.33	2,020	1,968	(52)
0500 - Other Purchased Services	30,120.26	31,781.23	6,335.04	3,697.89	4,997.14	12,634.82	15,200.88	5,878.34	13,212.06	1,800.00	1,800.00	1,800.00	118,167	129,258	11,091
0511 - To & From School Transportation	-	-	-	-	-	-	-	-	-	-	-	7,600.00	7,689	7,600	(89)
0513 - Contracted Field Trips	-	-	400.00	-	-	-	-	-	-	14,000.00	4,000.00	1,600.00	20,184	20,000	(184)
0515 - Shuttle Fees	-	-	-	-	-	-	-	-	-	900.00	400.00	622.00	1,922	1,922	-
0520 - Insurance Premiums	3,296.06	2,741.91	3,140.36	2,739.76	2,733.31	7,084.52	3,201.14	3,177.20	2,432.06	3,200.00	3,200.00	1,200.00	38,049	38,146	97
0580 - Travel, Regis, Ent	1,799.60	-	144.73	33.89	3,062.42	3,743.87	523.50	384.00	407.94	2,000.00	2,000.00	2,600.00	20,462	16,700	(3,762)
0594 - District Purchased Services	106,873.71	-	-	47,781.06	31,590.64	44,044.81	37,943.41	37,943.39	35,452.58	35,452.58	35,452.58	35,452.58	529,649	447,987	(81,662)
0595 - Denver Overhead Costs	25,826.27	-	-	8,608.76	8,608.76	8,608.76	7,487.49	7,487.46	7,487.49	7,475.17	7,475.17	7,475.17	96,504	96,540	36
0600 - Supplies	3,593.56	7,118.54	392.08	18,160.78	(2,481.60)	1,974.38	2,545.16	657.11	1,686.92	11,500.00	11,500.00	11,500.00	116,017	68,147	(47,870)
0640 - Books and Materials	1,049.02	1,851.10	3,320.05	1,021.92	-	732.99	5.33	47.47	-	500.00	500.00	500.00	11,467	9,528	(1,939)
0700 - Property	-	-	1,045.29	-	-	13,174.80	-	1,085.00	-	2,000.00	2,532.24	4,735.03	34,431	24,572	(9,859)
0800 - Other Objects	203.67	1.72	890.04	1.72	2.85	4.03	3.88	6.65	18.00	-	-	70,000.00	70,967	71,133	166
0810 - Dues and Fees	2,404.86	-	-	249.00	10.00	100.00	-	-	-	300.00	-	-	3,556	3,064	(492)
	396,870	269,629	254,937	288,141	304,618	345,715	285,473	290,562	326,768	331,728	324,660	424,753	3,992,213	3,843,854	(148,359)
<b>Net Income</b>	<b>643,722</b>	<b>(259,669)</b>	<b>(219,725)</b>	<b>24,675</b>	<b>281</b>	<b>(45,164)</b>	<b>(13,299)</b>	<b>485,050</b>	<b>(58,787)</b>	<b>31,274</b>	<b>20,342</b>	<b>(40,751)</b>	<b>(36,387)</b>	<b>567,949</b>	<b>604,336</b>
<b>SUMMARY RECAP</b>															
Beginning Cash Balance	1,476,030	2,347,352	2,201,416	1,972,205	1,953,498	1,978,821	1,916,372	1,893,620	2,347,902	2,291,595	2,322,869	2,343,211			
Current Month Income/(Loss)	643,722	(259,669)	(219,725)	24,675	281	(45,164)	(13,299)	485,050	(58,787)	31,274	20,342	(40,751)			
Non-Current AP & Misc.	227,600	113,733	(9,486)	(43,383)	25,043	(17,285)	(9,453)	(30,768)	2,480						
Ending Cash Balance	2,347,352	2,201,416	1,972,205	1,953,498	1,978,821	1,916,372	1,893,620	2,347,902	2,291,595	2,322,869	2,343,211	2,302,459			
														\$ 116,080	TABOR



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Compass Academy  
Bank Transaction Detail  
As of March 31, 2021

Type	Date	Num	Name	Memo	Split	Amount	Balance
<b>1072 - Bill.com Money Out Clearing</b>							<b>0.00</b>
Bill Pmt -Check	03/02/2021	Bill.com	First Bank	https://app01.us.bill.com/BillPay?id=blp01NBKZVXKDR67x2yv	7421 - Accounts Payable	-2,521.68	-2,521.68
Bill Pmt -Check	03/02/2021	Bill.com	City Year, Inc	https://app01.us.bill.com/BillPay?id=blp01REQBRIWMA67x2ej	7421 - Accounts Payable	-28,000.00	-30,521.68
Bill Pmt -Check	03/02/2021	Bill.com	Kokua Education	https://app01.us.bill.com/BillPay?id=blp01GIMGWKCSE67x32c	7421 - Accounts Payable	-1,540.00	-32,061.68
General Journal	03/02/2021	bill.com		Bill.com 03/02/21 Payables Funding	8101 - First Bank	32,061.68	0.00
Bill Pmt -Check	03/08/2021	Bill.com	Eldorado Artesian Springs, Inc	https://app01.us.bill.com/BillPay?id=blp01TFHNYTHNT68ru4b	7421 - Accounts Payable	-22.00	-22.00
General Journal	03/08/2021	bill.com		Bill.com 03/08/21 Payables Funding	8101 - First Bank	22.00	0.00
Bill Pmt -Check	03/09/2021	Bill.com	T-Mobile 969	https://app01.us.bill.com/BillPay?id=blp01QFVPLJAWV68zgwv	7421 - Accounts Payable	-920.00	-920.00
Bill Pmt -Check	03/09/2021	Bill.com	T-Mobile 970	https://app01.us.bill.com/BillPay?id=blp01OPSMVEYJG68zgsww	7421 - Accounts Payable	-193.16	-1,113.16
Bill Pmt -Check	03/09/2021	Bill.com	Hanover	https://app01.us.bill.com/BillPay?id=blp01ERQDBSXQ68zh06	7421 - Accounts Payable	-2,140.90	-3,254.06
General Journal	03/09/2021	bill.com		Bill.com 03/09/21 Payables Funding	8101 - First Bank	3,254.06	0.00
Bill Pmt -Check	03/11/2021	Bill.com	G&G Consulting Group	https://app01.us.bill.com/BillPay?id=blp01HVSRENTPR69d23v	7421 - Accounts Payable	-7,213.35	-7,213.35
General Journal	03/11/2021	bill.com		Bill.com 03/11/21 Payables Funding	8101 - First Bank	7,213.35	0.00
Bill Pmt -Check	03/12/2021	Bill.com	United Healthcare	QuickBooks generated zero amount transaction for bill payment stub	7421 - Accounts Payable	0.00	0.00
Bill Pmt -Check	03/18/2021	Bill.com	Homies Unidos	https://app01.us.bill.com/BillPay?id=blp01OVPHYTLX16ag3fb	7421 - Accounts Payable	-3,500.00	-3,500.00
Bill Pmt -Check	03/18/2021	Bill.com	Kaiser Permanente	https://app01.us.bill.com/BillPay?id=blp01WLSLWPBAGZ6ag38f	7421 - Accounts Payable	-14,966.66	-18,466.66
General Journal	03/18/2021	bill.com		Bill.com 03/18/21 Payables Funding	8101 - First Bank	18,466.66	0.00
Bill Pmt -Check	03/19/2021	Bill.com	Denver Public Schools - PCOPS	https://app01.us.bill.com/BillPay?id=blp01GMONDZHHR6arygi	7421 - Accounts Payable	-14,430.70	-14,430.70
Bill Pmt -Check	03/19/2021	Bill.com	Jacq Bennett Consulting, LLC	https://app01.us.bill.com/BillPay?id=blp01BMOHPHOTYT6arxzn	7421 - Accounts Payable	-11,400.00	-25,830.70
Bill Pmt -Check	03/19/2021	Bill.com	Kokua Education	https://app01.us.bill.com/BillPay?id=blp01EHUAWORUX6arxv6	7421 - Accounts Payable	-4,320.00	-30,150.70
General Journal	03/19/2021	bill.com		Bill.com 03/19/21 Payables Funding	8101 - First Bank	30,150.70	0.00
Bill Pmt -Check	03/24/2021	Bill.com	Karla Martinez	https://app01.us.bill.com/BillPay?id=blp01FYLPMGPA6bdvwb	7421 - Accounts Payable	-54.40	-54.40
Bill Pmt -Check	03/24/2021	Bill.com	Pear & Clover, Inc. d/b/a Pear	https://app01.us.bill.com/BillPay?id=blp01PEHEGUZVZ6bdvsf	7421 - Accounts Payable	-1,232.00	-1,286.40
Bill Pmt -Check	03/24/2021	Bill.com	Unum Life Insurance Company	https://app01.us.bill.com/BillPay?id=blp01XDKKZSOFJ6bduua	7421 - Accounts Payable	-44.55	-1,330.95
Bill Pmt -Check	03/24/2021	Bill.com	Alerio Technology Group	https://app01.us.bill.com/BillPay?id=blp01TXFUGSINJ6bdw0o	7421 - Accounts Payable	-3,645.00	-4,975.95
General Journal	03/24/2021	bill.com		Bill.com 03/24/21 Payables Funding	8101 - First Bank	4,975.95	0.00
<b>Total 1072 - Bill.com Money Out Clearing</b>							<b>0.00</b>
<b>8101 - First Bank</b>							<b>2,349,063.02</b>
Bill Pmt -Check	03/01/2021	N/A	Delta Dental of Colorado	# MARCH-2021	7421 - Accounts Payable	-1,226.09	2,347,836.93
Bill Pmt -Check	03/01/2021	ACH	Bill.com	bill.com	7421 - Accounts Payable	-193.16	2,347,643.77
General Journal	03/02/2021	bill.com		Bill.com 03/02/21 Payables Funding	1072 - Bill.com Money Out Clearing	-32,061.68	2,315,582.09
Check	03/02/2021	ACH	Delta Dental of Colorado		7421 - Accounts Payable	-1,226.09	2,314,356.00
General Journal	03/08/2021	bill.com		Bill.com 03/08/21 Payables Funding	1072 - Bill.com Money Out Clearing	-22.00	2,314,334.00
General Journal	03/09/2021	bill.com		Bill.com 03/09/21 Payables Funding	1072 - Bill.com Money Out Clearing	-3,254.06	2,311,079.94
Check	03/10/2021	ACH	United Healthcare		-SPLIT-	-144.00	2,310,935.94
General Journal	03/11/2021	bill.com		Bill.com 03/11/21 Payables Funding	1072 - Bill.com Money Out Clearing	-7,213.35	2,303,722.59
General Journal	03/15/2021	3.15.21 PR	Support Program - 2000-5000:2500 - Business Services	First Bank	0313b - Payroll Expenses	-124,052.93	2,179,669.66
General Journal	03/15/2021	3.15.21 PR	Support Program - 2000-5000:2500 - Business Services	First Bank	0313b - Payroll Expenses	-26,584.61	2,153,085.05
General Journal	03/15/2021	3.15.21 PR	Support Program - 2000-5000:2500 - Business Services	First Bank	0313b - Payroll Expenses	-263.25	2,152,821.80
Bill Pmt -Check	03/15/2021	ACH	Amazon.com	QuickBooks generated zero amount transaction for bill payment stub	7421 - Accounts Payable	0.00	2,152,821.80
Check	03/16/2021	ACH	PERA		PERA Liability	-31,308.18	2,121,513.62
Check	03/16/2021	ACH	Voya Financial		401(k) Liability	-1,380.47	2,120,133.15
General Journal	03/18/2021	bill.com		Bill.com 03/18/21 Payables Funding	1072 - Bill.com Money Out Clearing	-18,466.66	2,101,666.49
Deposit	03/19/2021	bill.com		Deposit	-SPLIT-	221,605.81	2,323,272.30
General Journal	03/19/2021	bill.com		Bill.com 03/19/21 Payables Funding	1072 - Bill.com Money Out Clearing	-30,150.70	2,293,121.60
General Journal	03/24/2021	bill.com		Bill.com 03/24/21 Payables Funding	1072 - Bill.com Money Out Clearing	-4,975.95	2,288,145.65
Deposit	03/26/2021	bill.com		Deposit	3113 - Capital Construction Fund	3,414.97	2,291,560.62
Bill Pmt -Check	03/29/2021	ACH	Bill.com	bill.com	7421 - Accounts Payable	-172.01	2,291,388.61
Bill Pmt -Check	03/31/2021	ACH	Delta Dental of Colorado	QuickBooks generated zero amount transaction for bill payment stub	7421 - Accounts Payable	0.00	2,291,388.61
Check	03/31/2021	ACH		Service Charge	0313a - Bank Fees	-14.00	2,291,374.61
Deposit	03/31/2021	ACH		Interest	1500 - Interest Income	20.58	2,291,395.19
<b>Total 8101 - First Bank</b>							<b>-57,667.83</b>
<b>First Bank Credit Card</b>							<b>0.00</b>



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Bank Transaction Detail  
As of March 31, 2021

Type	Date	Num	Name	Memo	Split	Amount	Balance
Bill Pmt -CCard	03/01/2021	N/A	Loom, Inc.	# BB82C5FB-0005	7421 · Accounts Payable	-10.00	-10.00
Bill Pmt -CCard	03/02/2021	N/A	Slack	# 3DBAAEA3-0004	7421 · Accounts Payable	-15.03	-25.03
Bill Pmt -CCard	03/04/2021	N/A	Amazon.com	# 114-5623292-2772245	7421 · Accounts Payable	-15.49	-40.52
Bill Pmt -CCard	03/04/2021	N/A	Amazon.com	# 113-8607878-7036265	7421 · Accounts Payable	-179.96	-220.48
Bill Pmt -CCard	03/05/2021	N/A	Colorado League of Charter Schools	# 200009306	7421 · Accounts Payable	-50.00	-270.48
Bill Pmt -CCard	03/06/2021	N/A	DocuSign	# INV24073343	7421 · Accounts Payable	-41.92	-312.40
Bill Pmt -CCard	03/07/2021	N/A	Amazon.com	# 113-7689643-2084257	7421 · Accounts Payable	-453.00	-765.40
Bill Pmt -CCard	03/09/2021	N/A	The Studio	# 02-LPLPIN331486	7421 · Accounts Payable	-491.40	-1,256.80
Bill Pmt -CCard	03/11/2021	N/A	Really Great Reading	# 60462	7421 · Accounts Payable	-356.16	-1,612.96
Bill Pmt -CCard	03/12/2021	N/A	Microsoft	# E0500DYG1P	7421 · Accounts Payable	-68.00	-1,680.96
Bill Pmt -CCard	03/13/2021	N/A	Facebook	# 2WGGPP2X9V2	7421 · Accounts Payable	-7.00	-1,687.96
Bill Pmt -CCard	03/18/2021	N/A	Amazon.com	# 113-7330442-7238639	7421 · Accounts Payable	-161.98	-1,849.94
Bill Pmt -CCard	03/20/2021	N/A	Walmart	# 301079647172319	7421 · Accounts Payable	-169.63	-2,019.57
Credit Card Charge	03/20/2021		Amazon.com		7421 · Accounts Payable	-60.29	-2,079.86
Bill Pmt -CCard	03/22/2021	N/A	EZCater Mellow Mushroom	# 8G8Y1Y	7421 · Accounts Payable	-158.93	-2,238.79
Bill Pmt -CCard	03/23/2021	N/A	Walmart	# 581082594505789	7421 · Accounts Payable	-62.42	-2,301.21
Bill Pmt -CCard	03/23/2021	N/A	Little Caesars	# 697	7421 · Accounts Payable	-42.06	-2,343.27
Bill Pmt -CCard	03/26/2021	N/A	Little Caesars	# 735	7421 · Accounts Payable	-35.59	-2,378.86
Bill Pmt -CCard	03/26/2021	N/A	EZCater New York Deli	# 03/26/2021	7421 · Accounts Payable	-153.79	-2,532.65
Bill	03/29/2021	03/29/2021	First Bank	2/27/21-3/29/21 Statement	7421 · Accounts Payable	2,532.65	0.00
Total First Bank Credit Card						0.00	0.00
<b>TOTAL</b>						<b>-57,667.83</b>	<b>2,291,395.19</b>

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**Compass Academy**  
**Profit & Loss Budget vs. Actual Expanded**  
July 2020 through March 2021

	<u>Jul '20 - Mar 21</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
<b>Income</b>				
1000 - Local Revenue Source				
1500 - Interest Income	149.05			
1740 - Fees	0.00	6,695.00	-6,695.00	0.0%
1900 - Other Revenue from Local Source				
1990 - Other Revenue	948.15	7,000.00	-6,051.85	13.55%
Total 1900 - Other Revenue from Local Source	948.15	7,000.00	-6,051.85	13.55%
1920 - Grant income				
Daniels	5,000.00			
Margulf	20,000.00			
Denver Foundation	11,152.34			
El Pomar	28,000.00			
1920 - Grant income - Other	0.00	128,000.00	-128,000.00	0.0%
Total 1920 - Grant income	64,152.34	128,000.00	-63,847.66	50.12%
1954 - Mill Levy Funding				
2020 ML Facility 2020	50,852.10			
Other Mill Oth Instructional	30,559.30	41,356.00	-10,796.70	73.89%
Other Mill Poverty	33,517.51	39,270.00	-5,752.49	85.35%
Other Mill Text	25,754.88	32,903.00	-7,148.12	78.28%
Other Mill Tech	14,840.13	18,702.00	-3,861.87	79.35%
Other Mill Tutoring	61,467.87	79,316.00	-17,848.13	77.5%
Other Mill Arts/PE/Tutoring	71,356.09	88,202.00	-16,845.91	80.9%
2016 Support for Whole Child MS	50,028.83			
2016 MLO Classroom Technology	16,003.97	19,716.00	-3,712.03	81.17%
2016 MLO Equalization	53,281.43	65,402.00	-12,120.57	81.47%
2016 MLO Great Teachers	78,398.44	98,804.00	-20,405.56	79.35%
2016 MLO Support for WholeChild	13,840.34	82,647.00	-68,806.66	16.75%
2020 MLO Facilities	0.00	100,995.00	-100,995.00	0.0%
Total 1954 - Mill Levy Funding	499,900.89	667,313.00	-167,412.11	74.91%
Total 1000 - Local Revenue Source	565,150.43	809,008.00	-243,857.57	69.86%
3000 - State Revenue				
3160 - Transportation	50.15			
3113 - Capital Construction Fund	29,455.20	31,350.00	-1,894.80	93.96%
3139 - ELPA PD	16,135.20	16,000.00	135.20	100.85%
3140 - ELPA Special Ed	14,405.40	13,000.00	1,405.40	110.81%
3150 - Gifted and Talented	120.70			
3183 - EARSS	0.00	100,000.00	-100,000.00	0.0%
Total 3000 - State Revenue	60,166.65	160,350.00	-100,183.35	37.52%
4000 - Federal Revenue				
5012 - CRF At Risk	25,310.12			
4012 Corona Virus Relief	188,436.12	187,328.00	1,108.12	100.59%
4954 - Federal Revenue - passthrough				
8282 - Remote CSP	18,500.80	35,000.00	-16,499.20	52.86%
Parent Involvement	1,279.16	1,798.00	-518.84	71.14%
4010a - Title I	102,941.25	140,000.00	-37,058.75	73.53%
4365a - Title III	0.00	10,895.00	-10,895.00	0.0%
4367a - Title II	0.00	10,866.00	-10,866.00	0.0%
4424a - Title IV	0.00	4,606.00	-4,606.00	0.0%
4425 - ESSER	0.00	105,500.00	-105,500.00	0.0%
7365a - Title III Set Aside	0.00	429.00	-429.00	0.0%
9206a - Charter Credit	0.00	46,000.00	-46,000.00	0.0%
Total 4954 - Federal Revenue - passthrough	122,721.21	355,094.00	-232,372.79	34.56%
Total 4000 - Federal Revenue	336,467.45	542,422.00	-205,954.55	62.03%
5500 - Loan Proceeds	507,600.00			
5700 - PPR	1,850,414.38	2,444,046.00	-593,631.62	75.71%
Total Income	3,319,798.91	3,955,826.00	-636,027.09	83.92%
Gross Profit	3,319,798.91	3,955,826.00	-636,027.09	83.92%
<b>Expense</b>				
0100 - Salaries				
100 - Administration	190,860.02	278,914.00	-88,053.98	68.43%
200 - Professional Staff Salaries	1,036,108.76	1,481,709.00	-445,600.24	69.93%
300 - Other Professional	195,391.12	174,292.00	21,099.12	112.11%
400 - Paraprofessional	54,997.42	44,780.00	10,217.42	122.82%
500 - Clerical	35,420.97	52,774.00	-17,353.03	67.12%
Total 0100 - Salaries	1,512,778.29	2,032,469.00	-519,690.71	74.43%
0200 - Employee Benefits				
Clerical Benefits				
5.0221 - Medicare	570.59	765.00	-194.41	74.59%
5.0230 - PERA	2,390.81	4,607.00	-2,216.19	51.9%
5.0251 - Health Benefits	4,315.77	5,432.00	-1,116.23	79.45%
5.0290 - PCOPS	3,017.67	4,576.00	-1,558.33	65.95%
Total Clerical Benefits	10,294.84	15,380.00	-5,085.16	66.94%

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**Compass Academy**  
**Profit & Loss Budget vs. Actual Expanded**  
**July 2020 through March 2021**

	<u>Jul '20 - Mar 21</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
<b>Other Professional Benefits</b>				
3.0221 - Medicare	2,860.09	2,527.00	333.09	113.18%
3.0230 - PERA	16,203.28	15,216.00	987.28	106.49%
3.0251 - Health Benefits	12,234.52	16,297.00	-4,062.48	75.07%
3.0290 - PCOPS	16,758.52	15,111.00	1,647.52	110.9%
<b>Total Other Professional Benefits</b>	<b>48,056.41</b>	<b>49,151.00</b>	<b>-1,094.59</b>	<b>97.77%</b>
<b>Paraprofessional Benefits</b>				
4.0221 - Medicare	790.04	649.00	141.04	121.73%
4.0230 - PERA	4,528.50	3,909.00	619.50	115.85%
4.0251 - Health Benefits	7,887.82	5,432.00	2,455.82	145.21%
4.0290 - PCOPS	4,687.65	3,882.00	805.65	120.75%
<b>Total Paraprofessional Benefits</b>	<b>17,894.01</b>	<b>13,872.00</b>	<b>4,022.01</b>	<b>128.99%</b>
<b>Principal / Director Benefits</b>				
1.0221 - Medicare	2,688.96	4,044.00	-1,355.04	66.49%
1.0230 - PERA	15,486.90	24,349.00	-8,862.10	63.6%
1.0251 - Health Benefits	8,808.02	10,865.00	-2,056.98	81.07%
1.0290 - PCOPS	16,041.95	24,182.00	-8,140.05	66.34%
<b>Total Principal / Director Benefits</b>	<b>43,025.83</b>	<b>63,440.00</b>	<b>-20,414.17</b>	<b>67.82%</b>
<b>Teachers/Certified Benefits</b>				
2.0211 - L&STD Insurance	423.24			
2.0221 - Medicare	14,594.11	21,485.00	-6,890.89	67.93%
2.0230 - PERA	84,633.53	129,353.00	-44,719.47	65.43%
2.0251 - Health Benefits	87,562.91	141,245.00	-53,682.09	61.99%
2.0252 - Dental Benefits	-1,459.80			
2.0253 - Vision Benefits	59.92			
2.0290 - PCOPS	87,644.37	128,464.00	-40,819.63	68.23%
<b>Total Teachers/Certified Benefits</b>	<b>273,458.28</b>	<b>420,547.00</b>	<b>-147,088.72</b>	<b>65.02%</b>
<b>Total 0200 - Employee Benefits</b>	<b>392,729.37</b>	<b>562,390.00</b>	<b>-169,660.63</b>	<b>69.83%</b>
<b>0300 - Purchased Profess and Tech Serv</b>				
0313a - Bank Fees	2,059.07	6,448.00	-4,388.93	31.93%
0313b - Payroll Expenses	2,528.25			
0320 - Educational Prof Services				
0320a - Contracted services	84,150.00	117,000.00	-32,850.00	71.92%
0320b - Substitutes	11,980.00	44,220.00	-32,240.00	27.09%
0320c - Whole Child Enrichment	3,500.00	19,223.00	-15,723.00	18.21%
0320 - Educational Prof Services - Other	0.00	2,005.00	-2,005.00	0.0%
<b>Total 0320 - Educational Prof Services</b>	<b>99,630.00</b>	<b>182,448.00</b>	<b>-82,818.00</b>	<b>54.61%</b>
0331 - Legal	266.50	1,988.00	-1,721.50	13.41%
0332 - Audit	7,500.00	9,045.00	-1,545.00	82.92%
0339 - Business Services	58,650.05	64,125.00	-5,474.95	91.46%
0340 - Technical Services	38,704.88	46,136.00	-7,431.12	83.89%
<b>Total 0300 - Purchased Profess and Tech Serv</b>	<b>209,338.75</b>	<b>310,190.00</b>	<b>-100,851.25</b>	<b>67.49%</b>
<b>0400 - Purchased Prop. Services</b>				
0442 - Rental of Equipment	6,342.37	16,080.00	-9,737.63	39.44%
<b>Total 0400 - Purchased Prop. Services</b>	<b>6,342.37</b>	<b>16,080.00</b>	<b>-9,737.63</b>	<b>39.44%</b>
<b>0430 - Repairs and Maint</b>	0.00	2,020.00	-2,020.00	0.0%
<b>0500 - Other Purchased Services</b>				
0531 - Phone/Office	6,660.34	5,427.00	1,233.34	122.73%
0533 - Postage	1,736.63	2,020.00	-283.37	85.97%
0534 - Online Services	72,563.56	73,500.00	-936.44	98.73%
0540 - Advertising				
Staff Recruitment	11,400.00	7,070.00	4,330.00	161.25%
Student Recruitment	31,477.13	30,150.00	1,327.13	104.4%
0540 - Advertising - Other	20.00			
<b>Total 0540 - Advertising</b>	<b>42,897.13</b>	<b>37,220.00</b>	<b>5,677.13</b>	<b>115.25%</b>
<b>Total 0500 - Other Purchased Services</b>	<b>123,857.66</b>	<b>118,167.00</b>	<b>5,690.66</b>	<b>104.82%</b>
<b>0511 - To &amp; From School Transportation</b>	0.00	7,689.00	-7,689.00	0.0%
<b>0513 - Contracted Field Trips</b>	400.00	20,184.00	-19,784.00	1.98%
<b>0515 - Shuttle Fees</b>	0.00	1,922.00	-1,922.00	0.0%
<b>0520 - Insurance Premiums</b>				
0521 - Liability Insurance	19,268.10	19,380.00	-111.90	99.42%
0525 - Unemployment Insurance	5,689.22	5,186.00	503.22	109.7%
0526 - Worker's Comp Insurance	5,589.00	13,483.00	-7,894.00	41.45%
<b>Total 0520 - Insurance Premiums</b>	<b>30,546.32</b>	<b>38,049.00</b>	<b>-7,502.68</b>	<b>80.28%</b>
<b>0580 - Travel, Regis, Ent</b>				
0584 - Staff Appreciation	5,069.02	7,370.00	-2,300.98	68.78%
0580 - Travel, Regis, Ent - Other	5,030.93	13,092.00	-8,061.07	38.43%
<b>Total 0580 - Travel, Regis, Ent</b>	<b>10,099.95</b>	<b>20,462.00</b>	<b>-10,362.05</b>	<b>49.36%</b>
<b>0594 - District Purchased Services</b>				
0594.8 - Shared Campus	16,538.39			
0594.1 - SPED FEE 1700	67,150.05			
0594.2 - NURSE/PSYCH- 0594	73,687.38			

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04/16/21  
Accrual Basis

**Compass Academy**  
**Profit & Loss Budget vs. Actual Expanded**  
July 2020 through March 2021

	<u>Jul '20 - Mar 21</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
0594.3 · Facility Use Fee	184,253.78			
0594 · District Purchased Services - Other	0.00	528,649.00	-528,649.00	0.0%
<b>Total 0594 · District Purchased Services</b>	<b>341,629.60</b>	<b>528,649.00</b>	<b>-187,019.40</b>	<b>64.62%</b>
0595 · Denver Overhead Costs	74,114.99	96,504.00	-22,389.01	76.8%
<b>0600 · Supplies</b>				
0610 · General Supplies				
Office Supplies	9,061.33	24,029.00	-14,967.67	37.71%
0610 · General Supplies - Other	14,255.47	62,475.00	-48,219.53	22.82%
<b>Total 0610 · General Supplies</b>	<b>23,316.80</b>	<b>86,504.00</b>	<b>-63,187.20</b>	<b>26.96%</b>
0612 · Student Incentives	1,332.34	3,074.00	-1,741.66	43.34%
0630 · Food -Snack (BOLD FS FUND ONLY)	1,002.65	14,417.00	-13,414.35	6.96%
0650 · Software	1,559.39	1,449.00	110.39	107.62%
0690 · Uniforms	6,435.75	10,573.00	-4,137.25	60.87%
<b>Total 0600 · Supplies</b>	<b>33,646.93</b>	<b>116,017.00</b>	<b>-82,370.07</b>	<b>29.0%</b>
0640 · Books and Materials	8,027.88	11,467.00	-3,439.12	70.01%
<b>0700 · Property</b>				
0733 · Furnitures and Fixtures	0.00	10,602.00	-10,602.00	0.0%
0734 · Technology Equipment	15,305.09	23,829.00	-8,523.91	64.23%
<b>Total 0700 · Property</b>	<b>15,305.09</b>	<b>34,431.00</b>	<b>-19,125.91</b>	<b>44.45%</b>
<b>0800 · Other Objects</b>				
0840 · Contingency	1,000.00	70,000.00	-69,000.00	1.43%
0890 · Bad Debt	132.56	966.00	-833.44	13.72%
<b>Total 0800 · Other Objects</b>	<b>1,132.56</b>	<b>70,966.00</b>	<b>-69,833.44</b>	<b>1.6%</b>
0810 · Dues and Fees	2,763.86	3,557.00	-793.14	77.7%
<b>Total Expense</b>	<b>2,762,713.62</b>	<b>3,991,213.00</b>	<b>-1,228,499.38</b>	<b>69.22%</b>
<b>Net Income</b>	<b>557,085.29</b>	<b>-35,387.00</b>	<b>592,472.29</b>	<b>-1,574.27%</b>

**COMPASS ACADEMY**

**Denver Public School District**

**Denver County**

**2021 - 2022**

**Working Budget**

April 26, 2021

**APPROPRIATION RESOLUTION**

Be it resolved by the Board of Education of COMPASS ACADEMY located in Denver Public School District in Denver County that the amounts shown in the following schedule be appropriated to each fund as specified in the Working Budget for the ensuing fiscal year beginning July 1, 2021 and ending June 30, 2022

Be it further resolved, in accordance with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the Fiscal Year 2021-22 Beginning Fund Balance from the General Fund in the amount of \$ 123,118 to cover the shortfall resulting from a drop in PPR

Be it further resolved, that the use of this portion of the beginning fund balance for the purposes set forth above will not lead to an ongoing deficit, provided the use of funds from fund balance is one time only.

FUND	APPROPRIATION AMOUNT	EXPENDITURES + APPROPRIATED RESERVES
1. General Fund	1 4,279,916	4,279,916
1a. Charter Schools	1a. -	-
1b. Insurance Reserve Fund	1b. -	-
1c. Pre-School Fund	1c. -	-
Special Revenue Funds:		
2. Capital Reserve Special Revenue Fund	2 -	-
3. Governmental Designated-Purpose Grants Fund	3 -	-
4. Pupil Activity Special Revenue Fund	4 -	-
5. Full Day Kindergarten Mill Levy Override Fund	5 -	-
6. Transportation Fund	6 -	-
7. Other Special Revenue Funds	7 -	-
7. Bond Redemption Fund	8 -	-
Capital Projects Funds:		
9. Building Fund	9 -	-
10. Special Building and Technology Fund	10 -	-
11. Capital Reserve Capital Projects Fund	11 -	-
Enterprise Funds:		
12. Food Service Fund	12 -	-
13. Other Enterprise Funds	13 -	-
Internal Service Funds:		
14. Risk-Related Activity Fund	14 -	-
15. Other Internal Service Funds	15 -	-
Trust/Agency Funds:		
16. Fiduciary Fund	16 -	-
17. Private Purpose Trust Funds	17 -	-
18. Agency Fund	18 -	-
19. Pupil Activity Agency Fund	19 -	-
20. Foundations	20 -	-
21. Component Units	21 -	-
<b>TOTAL APPROPRIATION</b>	<b>22 4,279,916</b>	<b>4,279,916</b>

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Date of Adoption                      Signature of Board President

**COMPASS ACADEMY  
2021 - 2022 Working Budget**

	FY21 Amended Budget	FY21 Est'd YE Actuals	FY22 Working Budget	Notes
<b>Beginning Fund Balance</b>	<b>\$ 1,611,391</b>	<b>\$ 1,611,391</b>	<b>\$ 2,083,604</b>	
<b>Revenue</b>				
Local Revenue	809,008	809,008	750,858	primarily MLO
State Revenue	160,350	160,350	119,155	reduced competitive state grants
Federal Revenue	542,422	542,422	600,660	ESSER II
Per Pupil Funding	2,444,046	2,444,046	2,686,125	PPR increase
<b>Total Revenue</b>	<b>3,955,826</b>	<b>3,955,826</b>	<b>4,156,798</b>	
<b>Other Sources</b>	<b>-</b>	<b>507,600.00</b>	<b>-</b>	
<b>Expenditures</b>				
Salaries	2,032,469	2,032,469	2,186,730	increase staff compensation structure
Employee Benefits	562,390	562,390	609,380	increase benefits cost
Purchased Professional and Technical Services	310,191	310,191	381,956	teacher residents
Purchased Property Services	16,080	16,080	16,080	
Repairs and Maintenance Services	2,020	2,020	2,020	
Student Transportation	7,689	7,689	7,689	
Contracted Field Trips	20,184	20,184	20,184	
Student Transportation Purchased from Contractor	1,922	1,922	1,922	
Insurance Premiums	38,049	38,049	38,700	
Other Purchased Services	118,167	118,167	118,167	
Tuition - Other	-	-	-	
Travel, Registration, and Entrance	20,462	20,462	21,175	
District Purchased Services	528,649	528,649	529,371	
District Admin Overhead	96,504	96,504	109,944	
SFA Purchased Services	-	-	-	
Supplies	101,600	101,600	101,600	
Food	14,417	14,417	14,417	
Books and Periodicals	11,467	11,467	11,467	
Land and Improvements	-	-	-	
Buildings	-	-	-	
New Construction	-	-	-	
Equipment	23,829	23,829	23,990	
Property	10,602	10,602	10,602	
Non-Capital Equipment	-	-	-	
Other Objects	4,522	4,522	4,522	
Interest	-	-	-	
Contingency	70,000	70,000	70,000	Maintain Contingency
Indirect Costs	-	-	-	
Other Uses of Funds	-	-	-	
Redemption of Principal	-	-	-	
<b>Total Expenditures</b>	<b>3,991,213</b>	<b>3,991,213</b>	<b>4,279,916</b>	
<b>Net Income</b>	<b>(35,387)</b>	<b>472,213</b>	<b>(123,118)</b>	access reserves from PPP
<b>Non-spendable</b>	<b>-</b>	<b>-</b>	<b>-</b>	
TABOR Reserve	102,402	102,402	106,684	
Multi-Year Obligations	-	-	-	
Appropriated Fund Balance	-	-	-	
Unassigned Fund Balance	1,473,602	1,981,202	1,853,802	
<b>Ending Fund Balance</b>	<b>\$ 1,576,004</b>	<b>\$ 2,083,604</b>	<b>\$ 1,960,486</b>	

	FY21 Amended Budget	FY21 Est'd YE Actuals	FY22 Working Budget	MULTIPLIER
Instructional Program Code	0020	0020	0020	
<b>Enrollment Assumptions</b>				
Total Enrollment	285	285	285	
Total K-12 Enrollment	285	285	285	
Funded Pupil Count	285	285	285	
ECE	0	0	0	
Grade K	0	0	0	
Grade 1	0	0	0	
Grade 2	0	0	0	
Grade 3	0	0	0	
Grade 4	0	0	0	
Grade 5	0	0	0	
Grade 6	100	100	100	
Grade 7	100	100	100	
Grade 8	85	85	85	
Grade 9	0	0	0	
Grade 10	0	0	0	
Grade 11	0	0	0	
Grade 12	0	0	0	
ECARE/PPP slots	0	0	0	
DPP slots	0	0	0	
CCAP eligible students	0	0	0	
% Free Lunch	88%	88%	88%	
% Reduced Lunch	10%	10%	10%	
% Free & Reduced Lunch	89%	89%	89%	
% SPED	10%	10%	10%	
% Gifted and Talented	5%	5%	5%	
% ELL	10%	10%	10%	
<b>Revenue Assumptions</b>				
<b>PPR</b>				
PPR	8,575.60	8,575.60	9,425.00	per middle and high school student
<b>Change in PPR</b>			4.00%	
<b>Local Revenue</b>				
Tuition from Individuals	-	-	-	per ECE-12 student
CCAP	-	-	-	per CCAP eligible student
DPP	-	-	-	per DPP slot
Earnings on Investments	-	-	-	total
Food Service Revenue from Students	-	-	-	per ECE-12 student
Student Activity and Other Fees	23.49	23.49	23.49	per funded pupil
Fundraisers	-	-	-	total
Gifts and Contributions from Pupil Activities:Uniforms	-	-	-	total
Other Pupil Activities	-	-	-	total
FY17-19 Tech Bond	-	-	14,000.00	total
Rentals and Leases	-	-	-	total
Contributions and Donations from Private Sources	128,000.00	128,000.00	45,000	total



Contributions and Donations from Private Sources XQ	-	-	-	total
Contributions and Donations from Private Sources	-	-	-	total
Contributions and Donations from Private Sources	-	-	-	total
Contributions and Donations from Private Sources	-	-	-	total
Instructional Material Fees	-	-	-	per K-12 student
Miscellaneous Revenue	7,000.00	7,000.00	7,000	total
<b>District Growth Rate</b>			1.00%	
1988 MLO Literacy	-	-	-	per middle and high school student
<b>Other Mill Levy - Pathways</b>	-	-	-	per middle and high school student
<b>Other Mill Levy - CTE</b>	-	-	-	per middle and high school student
<b>Other Mill Levy - Other Instructional Supports</b>	145.11	145.11	138.54	per middle and high school student
<b>Other Mill Levy - High Poverty</b>	137.79	137.79	150.62	per middle and high school student
2003 MLO Elementary Arts	-	-	-	per middle and high school student
2003 MLO Textbooks - NOW HIGH POVERTY	-	-	-	per middle and high school student
2003 MLO Kindergarten	-	-	-	per middle and high school student
2012 MLO Secondary Arts - NOW ARTS/PE/ENRICH	-	-	-	per middle and high school student
<b>Other Mill Levy - Arts/PE/Enrichment</b>	309.48	309.48	322.27	per middle and high school student
<b>Other Mill Levy - Tutoring</b>	278.30	278.30	278.30	per middle and high school student
<b>Other Mill Levy - Technology</b>	65.62	65.62	65.78	per middle and high school student
<b>Other Mill Levy - Textbooks</b>	115.45	115.45	117.27	per middle and high school student
<b>Other Mill Levy - Kindergarten</b>	-	-	-	per middle and high school student
<b>2016 MLO Early Literacy</b>	-	-	-	per middle and high school student
<b>2016 MLO College and Career Readiness</b>	-	-	-	per high school student
<b>2016 MLO Technology</b>	69.18	69.18	69.26	per middle and high school student
<b>2016 MLO Great Teachers</b>	346.68	346.68	358.68	per middle and high school student
<b>2016 MLO Whole Child</b>	289.99	289.99	291.86	per middle and high school student
<b>MLO Equalization</b>	229.48	229.48	232.57	per middle and high school student
<b>2020 MLO</b>	354.37	354.37	354.37	per middle and high school student
<b>State Revenue</b>				
<b>Change in State Revenue</b>				
Direct PERA Distribution	-	-	48,545.39	total
Capital Construction	110	110	146.00	per funded pupil
Supplemental At-Risk Aid	-	-	-	per funded pupil
ELPA PD	16,000	16,000	16,000.00	total
ECEA - SPED	-	-	-	per SPED student
ELPA	13,000	13,000	13,000.00	total
ECARE/CPP	-	-	-	per ECARE/CPP slot
Gifted and Talented	-	-	-	per GT student
State Transportation	-	-	-	total
Start Smart Nutrition	-	-	-	total
Child Nutrition	-	-	-	total
Expelled and At Risk Students	100,000	100,000	-	total
School Counselor Grant	-	-	-	total
READ Act: Formula Distribution	-	-	-	total
State Grants to Libraries	-	-	-	total
Stipends for National Board Certified Educators	-	-	-	total
Additional At-Risk Aid	-	-	-	per funded pupil
<b>Federal Revenue</b>				
<b>Change in Federal Revenue</b>				-1.00%

Title I	140,000.00	140,000.00	140,000.00	total
Title I	-	-	-	total
Coronavirus Relief Fund (CRF): K-12	187,328.00	187,328.00	-	total
Parent Involvement	1,797.84	1,797.84	1,797.84	total
IDEA Part B	-	-	-	per SPED student
IDEA Part B - Preschool	-	-	-	per preschool SPED student
Title II	10,866.24	10,866.24	10,866.24	total
Title III	10,894.95	10,894.95	10,895	total
Title III Set Aside	428.67	428.67	429	total
Title IV	4,606.47	4,606.47	4,606	total
ESSER Fund - Formula: 90% to LEAs	105,500.00	105,500.00	386,066	total
School Breakfast Program	-	-	-	per FRL student
National School Lunch Program	-	-	-	per FRL student
Federal Fresh Fruit & Vegetable Program	-	-	-	per FRL student
Charter Credit	46,000.00	46,000.00	46,000	total
Coronavirus Relief Fund (CRF): K-12 At-Risk Pupils	-	-	-	total
ESSER Fund: 10%	-	-	-	per FRL student
Remote CSP	35,000.00	35,000.00	-	total
CCSP Start-Up	-	-	-	total
Governor's Emergency Education Relief Fund (GEER Fund)	-	-	-	total
<b>Other Sources</b>				
Fund Transfers	-	-	-	total
Loan Proceeds	-	507,600.00	-	total
<b>Expense Assumptions</b>				
<b>Salaries and Benefits</b>				
<b>Annual Salary Increase</b>	3%	3%	5.50%	
Medicare	1.45%	1.45%	1.45%	rate
PERA	8.73%	8.73%	8.93%	rate
PCOPs	8.67%	8.67%	8.51%	rate
Other Post-Employment Benefits	0.00%	0.00%	2%	rate
<b>Health Benefit Rate Increase</b>	0.05	0.05	5%	
<b>Benefit Participation Rate</b>	0.90	0.90	90%	
Health	6,036	6,036	4,829	per employee
Dental	-	-	-	
Vision	-	-	-	
Other Benefits	-	-	-	
<b>Other Expense Assumptions</b>				
<b>Average Expense Increase</b>			0.50%	
<b>Purchased Professional and Technical Services</b>				
Banking Service Fees	195	195	195	per employee
Professional-Educational Services	-	-	-	total
Contracted Services	411	411	656	per funded pupil
Substitutes	1,340	1,340	1,340	per employee
Whole Child Enrichment	67	67	67	per funded pupil
Student Incentives/Activities	7	7	7	per funded pupil
Legal Services	7	7	7	per funded pupil
Audit Services	9,045	9,045	9,045	total
Negotiations Services	-	-	-	total
Consultant Services - Support Services for Instructional Staff	-	-	-	total

Consultant Services - Support Services for Administration	-	-	-	total
Consultant Services - Business	-	-	-	total
Medical Services	-	-	-	total
Other Professional Services - SPED	-	-	-	total
Other Professional Services - Support Services for Students	-	-	-	total
Other Professional Services - Business	225	225	225	per funded pupil
Technical Services - Central	162	162	162	per funded pupil
Technical Services - Facilities Acq and Construction	-	-	-	total
Other Purchased Professional and Technical Services	-	-	-	total
<b>Purchased Property Services</b>				
Utility Services	-	-	-	total
Water/Sewage	-	-	-	total
Disposal Services	-	-	-	total
Snow Removal Services	-	-	-	total
Custodial Services	-	-	-	total
Lawn Care	-	-	-	total
Repairs and Maintenance Services - Operations and Maintenance	2,020	2,020	2,020	total
Repairs and Maintenance Services - Facilities Acq and Construction	-	-	-	total
Rentals	-	-	-	total
Rental of Land and Buildings	-	-	-	total
Copier Rental	16,080	16,080	16,080	total
Contractor Services	-	-	-	total
<b>Other Purchased Services</b>				
Student Transportation	27	27	27	per funded pupil
Contracted Field Trips	71	71	71	per funded pupil
Contracted Field Trips	-	-	-	per K-12 student
Bus Passes	7	7	6.74	per funded pupil
Liability Insurance	68	68	68	per funded pupil
Unemployment Compensation Insurance	157	157	157	per employee
Workers' Compensation Insurance	409	409	409	per employee
District Multiple-Coverage Insurance	-	-	-	total
District Student Insurance	-	-	-	total
Phone	5,427	5,427	5,427	total
Postage Machine Rental	-	-	-	total
Postage	2,020	2,020	2,020	total
Online Services	212	212	212	per funded pupil
Online Services	46	46	46	per funded pupil
Advertising	-	-	-	total
Student Recruitment	30,150	30,150	30,150	total
Staff Recruitment	7,070	7,070	7,070	total
Printing and Binding	-	-	-	total
Concurrent Enrollment	-	-	-	per high school student
Travel, Registration, and Entrance	397	397	397	per employee
Staff Activities	223	223	223	per employee
Student Travel	-	-	-	total
District Purchased Service: Nurse/Psych/Social Worker/CSO	92,266	92,266	112,139	total
Authorizer Admin Fee	339	339	386	per funded pupil
Authorizer SpEd Fee	387	387	367	per funded pupil
District Shuttle Fee	158	158	167	per funded pupil

Shared Campus Fee (CSO, DPD)	109	109	76	per funded pupil
District Facility Use	844	844	821	per funded pupil
Other District Purchased Services	8,000	8,000	8,000	total
DPS Purchased Food Services	1,508	1,508	1,508	total
SFA Purchased Services	-	-	-	per ECE-12 student
<b>Supplies</b>				
Instructional Supplies	219	219	219	per funded pupil
Office Supplies	84	84	84	per funded pupil
Student Incentives/Activities	11	11	11	per funded pupil
Natural Gas	-	-	-	total
Electricity	-	-	-	total
Motor Vehicle Fuels	-	-	-	total
Food	51	51	51	per funded pupil
Books and Periodicals	40	40	40	per funded pupil
Electronic Media Materials	5	5	5	per funded pupil
Other Supplies	37	37	37	per funded pupil
<b>Property</b>				
Land and Improvements	-	-	-	total
Buildings	-	-	-	total
Leasehold Improvements	-	-	-	total
New Construction	-	-	-	total
Equipment	-	-	-	total
Vehicles	-	-	-	total
Furniture and Fixtures - Instructional	-	-	-	total
Furniture and Fixtures - Non-Instructional	37	37	37	per funded pupil
Technology Equipment - Instructional	67	67	67	per funded pupil
Technology Equipment - Non-Instructional	140	140	140	per employee
Non-Capital Equipment - Instructional	-	-	-	total
Non-Capital Equipment - Non-Instructional	-	-	-	total
<b>Other</b>				
Dues and Fees	12	12	12	per funded pupil
Interest	-	-	-	total
Contingency	70,000	70,000	70,000	total
Indirect Costs	-	-	-	total
Miscellaneous Expenditures	3	3	3	per funded pupil
Other Uses of Funds	-	-	-	total
Redemption of Principal	-	-	-	total

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
<b>Budgeted Pupil Count: 285</b>		
	<b>Object Source</b>	<b>10 General Fund</b>
<b>Beginning Fund Balance (Includes All Reserves)</b>		2,083,604
<b>Revenues</b>		
Local Sources	1000 - 1999	750,858
Intermediate Sources	2000 - 2999	-
State Sources	3000 - 3999	119,155
Federal Sources	4000 - 4999	600,660
<b>Total Revenues</b>		<b>1,470,673</b>
<b>Total Beginning Fund Balance and Reserves</b>		<b>3,554,277</b>
Total Allocations To/From Other Funds	5600,5700, 5800	2,686,125
Transfers To/From Other Funds	5200 - 5300	-
Other Sources	5100,5400, 5500,5900, 5990, 5991	-
<b>Available Beginning Fund Balance &amp; Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)</b>		<b>6,240,402</b>
<b>Expenditures</b>		
<b>Instruction - Program 0010 to 2099</b>		
Salaries	0100	1,548,997
Employee Benefits	0200	444,333
Purchased Services	0300,0400, 0500	455,417
Supplies and Materials	0600	103,456
Property	0700	19,223
Other	0800, 0900	70,000
<b>Total Instruction</b>		<b>2,641,426</b>
<b>Supporting Services</b>		
<b>Students - Program 2100</b>		
Salaries	0100	149,909

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
	<b>Object</b>	<b>10</b>
Employee Benefits	0200	40,338
Purchased Services	0300,0400, 0500	112,139
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Students</b>		<b>302,386</b>
<b>Instructional Staff - Program 2200</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	13,548
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Instructional Staff</b>		<b>13,548</b>
<b>General Administration - Program 2300, including Program 2303 and 2304</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	8,000
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total School Administration</b>		<b>8,000</b>
<b>School Administration - Program 2400</b>		
Salaries	0100	400,274
Employee Benefits	0200	101,881
Purchased Services	0300,0400, 0500	67,282
Supplies and Materials	0600	24,029
Property	0700	15,368

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
Other	<b>Object</b> 0800, 0900	<b>10</b> 4,522
<b>Total School Administration</b>		<b>613,356</b>
<b>Business Services - Program 2500, including Program 2501</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	79,843
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Business Services</b>		<b>79,843</b>
<b>Operations and Maintenance - Program 2600</b>		
Salaries	0100	87,550
Employee Benefits	0200	22,828
Purchased Services	0300,0400, 0500	235,863
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Operations and Maintenance</b>		<b>346,240</b>
<b>Student Transportation - Program 2700</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	57,207
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Student Transportation</b>		<b>57,207</b>
<b>Central Support - Program 2800, including Program 2801</b>		
Salaries	0100	-

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
	<b>Object</b>	<b>10</b>
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	216,403
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Central Support</b>		<b>216,403</b>
<b>Other Support - Program 2900</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Other Support</b>		<b>-</b>
<b>Food Service Operations - Program 3100</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	1,508
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Other Support</b>		<b>1,508</b>
<b>Enterprise Operations - Program 3200</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Enterprise Operations</b>		<b>-</b>



**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
	<b>Object</b>	<b>10</b>
<b>Community Services - Program 3300</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Community Services</b>		<b>-</b>
<b>Education for Adults - Program 3400</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Education for Adults Services</b>		<b>-</b>
<b>Total Supporting Services</b>		<b>1,638,491</b>
<b>Property - Program 4000</b>		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Property</b>		<b>-</b>
<b>Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure</b>		
Salaries	0100	-

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
	<b>Object</b>	<b>10</b>
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
<b>Total Other Uses</b>		-
<b>Total Expenditures</b>		4,279,916
<b>APPROPRIATED RESERVES</b>		
Other Reserved Fund Balance (9900)	<b>0840</b>	-
Other Restricted Reserves (932X)	<b>0840</b>	-
Reserved Fund Balance (9100)	<b>0840</b>	-
District Emergency Reserve (9315)	<b>0840</b>	-
Reserve for TABOR 3% (9321)	<b>0840</b>	-
Reserve for TABOR - Multi-Year Obligations (9322)	<b>0840</b>	-
<b>Total Reserves</b>		-
<b>Total Expenditures and Reserves</b>		4,279,916
<b>BUDGETED ENDING FUND BALANCE</b>		
Non-spendable fund balance (9900)	<b>6710</b>	-
Restricted fund balance (9990)	<b>6720</b>	-
TABOR 3% emergency reserve (9321)	<b>6721</b>	106,684
TABOR multi year obligations (9322)	<b>6722</b>	-
District emergency reserve (letter of credit or real estate) (9323)	<b>6723</b>	-
Colorado Preschool Program (CPP) (9324)	<b>6724</b>	-
Full day kindergarten reserve (9325)	<b>6725</b>	-
Risk-related / restricted capital reserve (9326)	<b>6726</b>	-
BEST capital renewal reserve (9327)	<b>6727</b>	-
Committed fund balance (9900)	<b>6750</b>	-

**FY22 SUMMARY BUDGET**

<b>COMPASS ACADEMY</b>		
<b>Working Budget</b>		
<b>Adopted April 26, 2021</b>		
	<b>Object</b>	<b>10</b>
Committed fund balance (15% limit) (9200)	<b>6750</b>	-
Assigned fund balance (9900)	<b>6760</b>	-
Unassigned fund balance (9900)	<b>6770</b>	1,853,802
Net investment in capital assets (9900)	<b>6790</b>	-
Restricted net position (9900)	<b>6791</b>	-
Unrestricted net position (9900)	<b>6792</b>	-
<b>Total Ending Fund Balance</b>		1,960,486
<b>Total Available Beginning Fund Balance &amp; Revenues</b>		
<b>Less Total Expenditures &amp; Reserves Less Ending Fund</b>		
<b>Balance (Shall Equal Zero (0))</b>		
		-
Use of a portion of beginning fund balance resolution required?		<b>Yes</b>



## Compass Academy Board Meeting Minutes

March 23, 2021 4:00 – 6:00 PM (MT)

### Minutes – March 2021

Marcia Fulton (Ex-officio), Jessica Roberts (Chair/Treasurer), Jim Balfanz (Vice-Chair), Ana Soler (Secretary), Jerry Torrez, Morris Price, Natalie DeSole, Bob Balfanz, Christine Morin, Corey Scholes

#### Guest and support:

- Compass Academy - Denise Thorne, Nate Kerr, Alexis Urquhart, Brandon Jones, Sjoukje
- Education Board Partners - Debbie Lister
- Accountant - Chris Scott

#### Ripples and Joys

- Corey – Got the shot!
- Brandon – Did ANET3 assessment today. Kids have shown up and teachers gave their all! Brandon is on it for getting the scores.
- Marcia – Summer planning is allowing teachers to step into leadership roles and get into the design of it all. A joy to work with them all! Also, good meeting with Kathy Esparza from Lincoln High School who might join the board.
- Denise – Teachers felt acknowledged and appreciated by the extra thank you. Thank you to the board, to Billy and to Marcia for supporting teachers. And Eva, an involved parent, has been recruiting and Denise asked her to touch base with students who were lagging behind and they have been showing up.

#### Approval of Minutes (*Jessica/Jim*)

- Jess introduced Debbie from Education Board Partners (EBP).
- *Natalie moved to approve February board 2021 minutes as written and Corey second. Motion passes.*

#### Financial Update (*Chris/Marcia/Jessica*)

- No major changes from last month. Positive report. Nothing is out of line with the budget at this point.
- Q: After the salary discussion last year, is there an expectation that we would keep comparing our rate with the district? Marcia: We try to get within 5 percent of the Denver Public School salary schedule. Staff felt positive about this.
- *Jessica motioned to approve the financial statements for February 2021. Corey second. Motion passes.*

#### Equity Conversation (*Jess/Natalie/Debbie*)

Debbie introduced herself and EBP. Debbie is leading the equity institute work in Denver.

She reviewed the scope of work. How does being a part of this board and diving into equity impact the school at every level? Some topics include onboarding, working with an equity lens, and recruitment.

Q: Christine – timeline – How are we sequencing this and how it aligns with the recruitment process? Debbie is open to setting it up so it works for our timeline. Jess shared that as people transition off we want to have new board members identified and are ready to jump in with the start of the new year.

#### Internal Review (*Denise/Alexis/Marcia*)

##### Academics:

- We are very excited to see ANET Results.
- Please see power point.
  - STAR reading assessment happened between board meetings in February.
  - ANET day was successful.

- Piloting math standards targets and goal setting – students will be able to reflect and set goals.
- Whole child
  - Some great parent support and it has been a challenging to bring students in with the weather. They are still logging on but it will be a challenge next year to bring those kids in who are used to engaging by video this year. What are attendance contracts? What incentives can we institute?
  - City Year corps members have taken on a larger responsibility. Staff jumped on the opportunity to engage members and have them work with students who come into school to actually have an in-person experience (and not stare at the screen).
- Culture
  - Great updates!
  - Q: Do we have an anti-racist statement? How are we processing events with the kids? Marcia shared that we don't have an anti-racist statement per se, but we do have a revolution statement. Staff is positioned to help kids process authentically. The work will take years. Everything we create is with an equity lens but we need partners to help us. It is only in linking arms that we can get the work done. Denise shared that staff has been working an meeting yearlong goals that were established with the revolution statement. Staff will be starting to meet in affinity groups, parents will also be asked to be a part of this work. How can we continue to support our teachers to be able to reflect, unpack equity issues? Brandon we are working toward being an anti-racist school. How do we onboard new staff to all the work that has been done?

Welcome – moving into the teacher pilot – Brandon/Sjoukje (7<sup>th</sup> grade math)

- Brandon introduced the portfolio project and Sjoukje's tremendous work on this project.
- Amazing presentation by Sjoukje.
- Q: Are all teachers doing this? How will it be used? Right now, it is in the pilot stage. This will help with teacher competency projects at the end of the year. Yes, ultimately, all teachers will be able to do this.

*ED/MS Director updates. Please see power point on all topics.*

- Denver Public Schools/charter renewal process/public comment – The collaborative council wanted to share what they were doing to advocate. Morris suggested a training for board members, talking points, when should we speak out?
- Hiring consultant contract and process – We now have a potential process in place.
  - Volunteers for hiring committee: Ana Soler, Corey Scholes
- Intent to Return for teaching staff – There are a few vacancies. Staff was appreciative of additional compensation.
- CMAS testing - Approach and schedule was shared.
  - Q: Jim - Is there a way to use ANET, Star, or another assessment? Marcia shared that MAP has been named as a potential proxy. We have all the components to reconsider a proposal. Jim suggested a third party to come and look at data for an independent assessment. Natalie suggested Rick Voorhies. Jerry suggested someone who is familiar with DPS. Natalie suggested Marian Enriquez who worked with DPS and is willing to make a connection.
- Community enrollment results – Celebration pause for staff and school and all the hard work! 100% home visits.
- Return to school updates – Will have great strategies to re-engage. A struggle is how to handle vaccinations.
- State Report (tentative) – We do not have it yet. When Marcia receives it; she will share it via email.

Meeting adjourned – 5:51 p.m.



## 2020-2021 State Review Panel Recommendation Form

<b>School/code &amp; District/code:</b>	Compass Academy/1939 & Denver County 1/0880
<b>State Review Panelists:</b>	Starla Sieveke-Pearson & Amy Weed
<b>Recommendation Meeting Date:</b>	March 11, 2021
<b>Panel's Recommendation:</b>	
<p><b>The State Review Panel recommends replacing the operator (with a consideration for restructuring the operator) for Compass Academy, based on an analysis of compiled data and documentation, as well as a site visit conducted on February 25-26, 2021.</b></p>	
<b>Evidence and Rationale:</b>	
<p>The State Review Panel (SRP) reviewed, interpreted, and identified school leadership as the operator of a single-site charter school, given the following responsibilities: hiring; school scheduling; selecting academic resources; instructional delivery; teachers' performance outcomes; as well as school operations and finances. It is the view of the SRP that Denver Public Schools (DPS) serves as the current authorizer and is responsible for overseeing the charter contract and renewal process. DPS has a process to review and accept/reject charter applications and monitor the school's programs and has provided some level of support to the school through internal reviews from district departments, and with pass-through funding. The SRP determined the district is upholding their responsibilities as the authorizer of the charter school. The school's Governing Board is responsible for monitoring the school's academic, financial, and operational processes. The SRP found the Governing Board to be providing appropriate oversight of the school, including the evaluation of the Executive Director.</p> <p><b>The State Review Panel recommends Compass Academy (with the support of its Governing Board) identify an external management partner who will work with the Governing Board to restructure and/or replace the current leadership team to build capacity and strengthen the instructional leadership of the school to further support the school's curriculum, instruction, assessment, and professional learning systems. An external partner would provide clear direction and oversight for the school's instructional improvement efforts and lead the turnaround changes necessary to increase the school's student growth and achievement.</b> Evidence from the site visit indicated there is a lack of evidence that the current school leadership team has the capacity to act as a strong change agent to drive dramatic achievement gains. The SRP recommends hiring an external management partner that has strong turnaround and instructional leadership experience to help facilitate the necessary changes needed to increase student achievement. Evidence from the site visit showed that school leaders engaged effectively in working with external partners and taking feedback and showed readiness and apparent capacity to engage with, and benefit from, the assistance provided by an external partner.</p> <p><b>The State Review Panel recommends the external management partner provide the following:</b></p> <ul style="list-style-type: none"> <li>● <b>Expertise and capacity to consider ways to restructure the current school leadership team and help develop a strong academic infrastructure by increasing the team's instructional leadership skills</b> The SRP found a lack of strong instructional leadership to support and develop high-quality instruction in the school that will dramatically increase academic achievement and growth. The SRP indicated in the site visit report that school leaders are beginning to provide effective instructional leadership; however, the school is not yet providing high-quality instruction. The SRP recognizes a need for clear instructional leadership from the school's leadership team to support improved teacher practice and student learning; effective and targeted support provided by an external management partner will help develop and build leadership capacity.</li> </ul>	



- **High-quality, proven turnaround professional development focused on increasing instructional leadership skills that will effectively lead Compass Academy through a turnaround initiative and plan**

The external management partner should build the capacity of, and support, the school leadership team with a clearer focus on Tier I instruction, rigor and understanding what standards and grade level proficiency looks like, whereas the greater focus seems to be on the social/emotional needs of students. While classroom observations from the site visit team found strong evidence of supportive, caring, and respectful classroom environments, the team observed limited examples of effective rigorous instruction and higher-order thinking skills that are essential to increasing academic achievement.

- **Support for the school to identify a relentless commitment to school turnaround strategies, to identify high priority goals and actions, and to identify the right achievement data to analyze and monitor instruction that will promote dramatic achievement gains**

School leaders and staff have an established process for analyzing data and planning for next instructional steps; however, data sources used at the school are not driving changes in practice that ensure students are engaging with grade-level materials or are engaging as critical thinkers. Additionally, school leaders refer to high growth in Assessing Comprehension and Communication in English State-to-State (ACCESS) data as a mark of academic improvement, rather than as an indicator of how well students are acquiring English language reading, writing, and speaking skills.

- **Support for the school leadership team with implementing coherent, comprehensive, and aligned resources, curriculum, and systems**

The SRP observed multiple strategies, initiatives, and programs, some with a lack of coherence and focus. Some examples included sheltered instruction and Guided Language Acquisition Design (GLAD) strategies, cognitive engagement, trauma-informed practices, equity training, Pack planning, Conscious Discipline, restorative practices, and Positive Behavior Intervention Supports (PBIS); yet there was no evidence of how these systems worked together to promote academic achievement.

- **Collaboration with the current partner, Achievement Network (ANet)**

The SRP also recommends the continuation and expansion of the partnership with ANet with the following suggestions: increase the current time and support ANet provides; provide a stronger role in professional development and coaching; collect and analyze data to plan for effective Tier I instruction; and expand ANet to include English language arts (ELA) alongside the current focus on mathematics.

A review of documents and evidence indicate that the school is showing slight improvements in academic growth, according to the 2019 School Performance Framework (SPF). The Colorado Measure of Academic Success (CMAS) Academic Growth section on the SPF has a rating of *meets* in English language arts (ELA), CMAS=51% median growth percentile (MGP) and a rating of *approaching* in math CMAS=46% MGP. However, the school falls well below the State's expectations in Academic Achievement in both ELA=16% meet/exceed and math=6% meet/exceed. The 2020-21 Unified Improvement Plan reported significant increases in language growth on the 2019-20 ACCESS data from 46% MGP in 2019 to 70% MGP in 2020.

The SRP discussed the impact the school is beginning to have with some schoolwide improvements and there are some established structures and conditions. For example, the school has a time and process for data cycles and professional development, coaching structures, a strong school culture, and teachers integrating cross-content planning. In addition, the school's Governing Board provides guidance and holds the school accountable (see below). However, the school could strongly benefit from having an external management partner to support building the instructional capacity of the school leadership team and providing support in identifying priority improvement strategies that will have the greatest impact, therefore enabling the team to take the school to the next level.

**The State Review Panel does not recommend replacing the Governing Board.** Although this was initially considered by the SRP, and the Governing Board suggested this as a recommendation for the SRP to consider, further analysis

indicated the Board serves as an effective team that plays an important role in the school and follows best practices in its structure and function. The Board is governing appropriately and not involved in the school's daily operations or micromanagement of the school. In addition, the members have diversified experiences that comprise strong Board representation to meet the needs of the school. The Board meets consistently twice a month. Its members are involved in appropriate oversight of the school, such as monitoring data related to student achievement, strong oversight of the financial processes, and hiring and evaluating the Executive Director. Review of Board meeting minutes show updates and reports focused on parent engagement, finances, and results of student achievement data.

Governing Board members indicated that the SRP should consider replacing the Governing Board as its recommendation because the other two options in the Educational Accountability Act of 2009 protocol are not appropriate and would not benefit the staff and students at the school. The SRP does not believe there is evidence to show that a different Governing Board could better support the operations of the school and improve student achievement. The current Board is upholding its responsibilities and replacing them would be an unnecessary disruption to the school; however, the SRP recommends the Governing Board play a critical role in the selection and oversight of the external management partner to ensure strong instructional leadership and that the right academic priorities are identified, implemented, and monitored.

**The State Review Panel does not recommend Charter Revocation.** The school's capacity to affect change is rated *developing* in the areas of school leadership, infrastructure, and return on investments and rated *effective* in the areas of capacity and readiness of personnel, as well as in the capacity to effectively benefit from an external partner. The SRP noted evidence of improved school culture with sound foundations that included a high staff retention rate, a shared commitment from leaders and staff with a focus on the instruction, and the staff's strong commitment to students and student achievement.

The State Review Panel reviewed the Colorado Department of Education's (CDE) SchoolView and DPS websites which show several nearby middle schools as possible options that may lead to better student outcomes. After further analysis, the SRP found the enrollment processes or capacity levels for the schools are currently unknown. All schools listed are either charter schools, district magnet schools, or innovation schools that emphasize a specific focus with specialized options. In addition, evidence from the site visit indicated a necessity the school remain in operation. It serves a unique population of students who are second language learners. Also, the school includes a bilingual program with a Transitional Native Language Instruction (TNLI) model, a newcomer program designed for students who have little-or-no English proficiency, and the school schedule provides a dedicated time for English language development.



# State Review Panel School Review Feedback Form 2020-21



COLORADO  
Department of Education

**Purpose:** The State Review Panel (SRP) was created by the Accountability Act of 2009 to provide a critical evaluation of the State’s lowest-performing schools’ and districts’ plans for dramatic action and provide recommendations to the Commissioner and the State Board of Education. The SRP’s work is informed by a holistic review of the school or district, including guiding documents (e.g., Unified Improvement Plan) and a site visit. The site visit component was added in 2014 to strengthen the Panelists’ understanding of the conditions in the schools and districts that are further along on the accountability clock and to make a recommendation to the Commissioner and the State Board of Education about required actions at the end of the accountability clock.

Prior to the site visit, Panelists conducted a document review aligned to the six key areas in the Accountability Act. During the site visit, Panelists used evidence collected through classroom observations, focus groups, interviews, and additional document review to come to consensus on capacity levels in relation to the six key areas. This report presents the school’s/district’s capacity levels in relation to the six key areas and a summary of evidence for each.

Reviewer Name(s): *Starla Sieveke-Pearson & Amy Weed*

Date: *February 25 – 26, 2021*

District Name/Code: *Denver County 1/0880*

School Name/Code: *Compass Academy/1939*

SRP School Review Site Visit Summary	Capacity Level:
1. The leadership is adequate to implement change to improve results.	Developing
2. The infrastructure is adequate to support school improvement.	Developing
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.	Effective
4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.	Effective
5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.	Developing
6. There is necessity that the school remain in operation to serve students.	Yes

# State Review Panel School Review Feedback Form 2020-21

State Review Panel Criteria		Claims & Evidence
<b>1. The leadership is adequate to implement change to improve results.</b>		Capacity Level: [ ] Highly Effective [ ] Effective [X] Developing [ ] Not Effective
<b>1.1: Leadership acts as a change agent to drive dramatic achievement gains.</b>	<ul style="list-style-type: none"> <li>• Leadership communicates a relentless commitment to the school turnaround.</li> <li>• Leadership makes data-driven changes to the academic program and organization to promote dramatic achievement gains.</li> <li>• Leadership conveys clear expectations for performance for all stakeholders, including leadership, teachers, students, and partners.</li> <li>• School leaders distribute leadership responsibilities to appropriate individuals or groups.</li> </ul>	<p><b>Leadership is beginning to act as a change agent; however, dramatic achievement gains have yet to be realized.</b></p> <ul style="list-style-type: none"> <li>• School leaders and staff communicated a strong commitment to the school and students, especially related to the social and emotional needs of students.</li> <li>• The school’s website and 20-21 Unified Improvement Plan (UIP) report both define the “Compass Points of Learning” to support students in developing integrated social-emotional learner and leader competencies that provide pathways for student success.</li> <li>• Teachers reported that school leaders set and share clear goals for academic performance and school culture through an internal review process that includes a comprehensive review of the school goals, as well as classroom walkthroughs to observe instruction.</li> <li>• School leaders and the 20-21 UIP described the school’s leadership team as including representation of all roles in the school (executive director, middle school director/principal, dean of instruction, dean of culture, director of operations, and the English language development [ELD] coordinator).</li> <li>• School leaders shared there are two primary instructional coaches on the team; however, all leadership team members take part in the monthly internal reviews. They also reported that the two instructional coaches work with teachers in the classroom modeling lessons and providing observations and feedback.</li> <li>• School leaders described their partnership with the School Design Division (SDD), including how they reviewed internal school and Assessing Comprehension and Communication in English State-to-State (ACCESS) data, then developed strategic priorities. The leadership team also shared that staff were able to initially provide input into the strategic priorities through monthly and quarterly</li> </ul>
<b>1.2: Leadership establishes clear, targeted, and measurable goals designed to promote student performance.</b>	<ul style="list-style-type: none"> <li>• Leadership communicates clear and focused goals that are understood by all staff.</li> <li>• Educators understand their responsibilities for achieving goals.</li> <li>• Leadership maintains school wide focus on achieving established goals.</li> <li>• Leadership allocates resources in alignment with goals and critical needs.</li> <li>• Leadership has established systems to measure and report interim results toward goals.</li> </ul>	
<b>1.3: Leadership analyzes data to identify and address high priority challenges, and to adjust implementation of the action plan.</b>	<ul style="list-style-type: none"> <li>• Leadership communicates data trends and issues, ensures timely access to data, and models and facilitates data use.</li> <li>• Leadership openly shares results and holds staff accountable for results and effective use of data.</li> <li>• Leadership first concentrates on a limited number of priorities to achieve early, visible wins.</li> <li>• There is regular progress monitoring of performance and implementation data and, as appropriate, results lead to elimination of tactics that do not work.</li> <li>• Benchmarks are used to assess progress toward goals; goals are adjusted as progress is made.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Data on progress toward goals drives organizational and instructional decision making.</li> </ul>	<p>reviews. Also, additional feedback will be gathered throughout the year.</p> <ul style="list-style-type: none"> <li>• The school’s website named nine Governing Board members, and the Board’s calendar showed two monthly meetings – one for the executive and finance committee and one regular Board meeting.</li> </ul>
<p><b>1.4: Leadership establishes high expectations for student learning and behavior.</b></p>	<ul style="list-style-type: none"> <li>• The school holds high expectations for academic learning.</li> <li>• Educators set high expectations for learning and clearly convey these to students.</li> <li>• Educators convey that students are responsible for raising their performance and encourage their participation in learning.</li> <li>• The school provides a safe environment to support students’ learning and ensures that students’ interactions between and among themselves and school staff are respectful and supportive.</li> <li>• Leadership ensures that the school’s physical environment is clean, orderly, and safe.</li> </ul>	<p><b>Leadership has established some clear and measurable goals designed to promote student performance; however, the evidence does not indicate significant gains in student performance.</b></p> <ul style="list-style-type: none"> <li>• Teachers indicated that they understand the schoolwide focus on achieving goals and consistently described those goals to include a focus on academics (e.g., cognitive engagement and increased achievement in literacy and math); whole child (e.g., trauma-informed school, Conscious Discipline, school bonding and belonging); and culture (e.g., strong parent communication, coaching and data cycles).</li> <li>• The 20-21 UIP and the school’s strategic plan identified four major improvement strategies: 1) Increase student attendance; 2) implement consistent data cycles and weekly coaching; 3) provide consistent and rigorous grade-level tasks in every classroom to close achievement gaps; and 4) focus on schoolwide culture as a trauma-informed school.</li> <li>• The 20-21 UIP listed academic growth goals including raising the median growth percentile (MGP) to 50 for the 20-21 year and to 53 for the 21-22 year for both English language arts (ELA) and math on the Colorado Measure Academic Success (CMAS) State assessment. However, it is not clear if these goals were set high enough or are dramatic enough to get the school off the accountability clock.</li> <li>• The 20-21 UIP states that 50% of Compass Academy students will attend school 95% of the time when learning in person and that 50% of the students will attend school 95% of the time in either synchronous or asynchronous learning models.</li> </ul>

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- The 20-21 Colorado Department of Education (CDE) UIP feedback form acknowledged the school's upward momentum and positive trends on internal data results reported in the 20-21 UIP. However, the report also indicated that the school still falls below State expectations.
- School leadership shared the school's dashboard-draft 20-21 metric that is used to record student assessment results throughout the year. The dashboard included data for ELA and math using Standardized Testing and Reporting (STAR) and Achievement Network (ANet) interim assessments, yearly goals, fall baseline-data results, and academic growth made in each content area/grade from the beginning of the year to October 2020. Baseline data were not provided for data cycles, coaching, trauma-informed school, culture (e.g., number of suspensions/ behavior incidents, Holistic Student Assessment [HAS] survey data), attendance/engagement or community and staff engagement.
- In addition, school leaders and teachers indicated that the leadership team has established a system for reviewing and analyzing data through weekly data meetings and monthly internal reviews.
- District leaders, board members, school leaders, and teachers referred to ANet as an important resource in collecting and analyzing data and in determining curricular resources for mathematics.
- The 20-21 UIP reported the school was identified in the 19-20 school year by the Every Student Succeeds Act (ESSA) for targeted support and improvement for students with Individualized Education Programs (IEPs).
- School leaders reported the school received the Expelled and At-Risk Student Services (EARSS) grant that provides support services for vulnerable youth in the areas of drop-out prevention, academic, behavioral and attendance, as well as opportunities for parent engagement.

- Both the 20-21 UIP and team member handbook described the role of the City Year AmeriCorps members as additional resources working to support students in the classrooms with co-teaching, small group tutoring, mini lessons, one-on-one tutoring and/or whole group instruction.
- A document review also revealed that an El Pomar grant supplemented the school’s budget to hire the City Year AmeriCorps members and paid for four Corps members over a three-year period.
- The Compass Academy strategic plan stated that the leadership team will provide consistent coaching/co-observations to norm themselves on the school’s framework for teaching and learning. It also mentioned that teachers meet with coaches to review the planning progress and establish coaching goals. Details regarding the amount of time spent coaching and norming is not provided.

**Leadership is beginning to analyze data to identify and address high priority challenges and is beginning to adjust implementation of the action plan.**

- The 20-21 UIP indicated, and school leaders confirmed, that the leadership team partners with the school design team monthly to look at and analyze schoolwide data reported in the UIP major improvement strategies and strategic plan and, if necessary, re-evaluate action steps.
- The Compass strategic plan and 20-21 UIP indicated, and school leaders and staff reported, that teachers meet weekly in grade-level and content teams to discuss formative data, review student work, and adjust instructional plans accordingly.
- The 20-21 UIP cited the use of STAR ELA and math assessment data to determine students’ academic progress and to make instructional decisions. Both leadership and teacher focus groups spoke to using results from STAR and ANet data to determine students’ progress toward standards and make adjustments in instruction.

- A review of Board meeting documents included a January 26, 2021 update on students' progress on STAR reading and ANet math assessment data, administered every two months. Reported results indicated that overall, 28% of students were proficient in a combination of reading literacy and vocabulary interpretation.
- The 20-21 UIP indicated that staff used four weeks of induction at the start of the school year prior to students' arrival to look at internal data and align needs with strategies. Furthermore, it stated that staff provide continued feedback about the school's needs and strategies during monthly and quarterly reviews.
- The 20-21 Compass Academy Strategic Plan listed four school improvement strategies that included: academic gap closure with a school-wide literacy and math focus; consistent data cycles and weekly coaching; a focus on schoolwide culture as a trauma-informed school; and a strong support plan that increases attendance. These improvement strategies are aligned with the 20-21 UIP major improvement strategies.
- Board members and school leaders reported that ANet was brought in as a resource for the school three years ago after analyzing and monitoring the school's continuous low student achievement data.
- School leaders also reported that the school was not getting results in math to show gains in student learning, so they adopted Illustrative Math curriculum that was recommended by ANet. School leaders reported they have now been using the math program for three years.
- The 20-21 UIP identified the root causes to the school's priority challenges as: 1) students not having enough experience with grade level material; 2) low level of instructional rigor; 3) lack of reliable internal assessments to provide data for instructional planning; and 4) students have experienced trauma that has negatively impacted academic performance.
- Additionally, the 20-21 UIP identified a priority performance challenge as low academic performance and growth for students on

		<p>IEPs, as well as chronic absenteeism with root causes of a failed attendance campaign and lack of consistent trauma-informed school practices.</p> <p><b>Leadership establishes high expectations for student behavior; however, high expectations for student learning are not always evident.</b></p> <ul style="list-style-type: none"> <li>● In 100% of classrooms visited (n=16), the site visit team observed effective student behavior in classrooms that included students consistently behaving appropriately and on-task in the chat room, and students following teachers' directions; no behavioral disruptions were observed in the instruction.</li> <li>● In 94% of classrooms visited, the site visit team observed a supportive environment in which the teacher and students were respectful and caring. There were positive relationships between the teachers and students, teachers used positive comments with students, and students appeared to feel included. In most classrooms, students were greeted by teachers.</li> <li>● The 20-21 UIP reported data from the HSA that included a high proportion (69%) of students at Tier II moderate support needed, and Tier III high/crisis support needed by those who have experienced significant trauma in their past. Two elements from the survey were prioritized as determination practices that build purpose and recognition for all students, and belonging practices that build consistency, community, and give students the tools to self-regulate their emotional needs.</li> <li>● School leaders reported they have monthly internal reviews that look at whole child data (e.g., belonging data from the HSA survey and attendance data), as well as academic STAR and ANet data.</li> <li>● School leaders and staff explained that the behavior programs and initiatives in the school include Conscious Discipline, Positive Behavior Interventions and Support (PBIS), Restorative Practices, and trauma-informed training for the staff.</li> </ul>
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	<ul style="list-style-type: none"> <li>● In focus groups, school leaders and teachers noted that behavior incidents have declined significantly in the past couple of years. They attributed this to a strong focus on school culture.</li> <li>● Additionally, district, school leaders, and parents reported positive differences over the past several years in students' behavior in hallways, classrooms, and when going in and out of the building.</li> <li>● Students indicated that there are high expectations for student behavior. They said when there are problems at the school, the students work it out and restore the problem versus school staff using a punishing approach.</li> <li>● The mission/vision/grants document provided by the school described "Pack" time as a 50-minute morning block dedicated to building belonging and explicit competency instruction, as well as a time for meaningful social-emotional development for both teachers and students.</li> <li>● All stakeholders described the school's commitment to the daily "Pack" structure as focusing on teaching all students a set of academic, social, and emotional competencies.</li> <li>● The 20-21 UIP described an Attendance Campaign that was implemented to address the high numbers of chronic absenteeism at the school. Some examples provided in the action steps of the UIP included "Pack" leaders connecting with families through home visits regarding attendance concerns, and monthly grade-level team meetings to analyze attendance data and discuss solutions.</li> <li>● The 20-21 UIP also cited all City Year AmeriCorps members will conduct weekly check-ins with students to ensure that attendance is over 90%.</li> <li>● The 2019 Denver Public Schools (DPS) Family Satisfaction and Engagement Survey reported that 92.7% of the parents felt that the school is a safe place to learn, and 90.2% of the parents felt that the school creates an environment that emphasizes the importance of positive relationships between school and home.</li> </ul>
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		<ul style="list-style-type: none"> <li>● School leaders also reported that a school camp was provided for all incoming sixth grade students. They explained that students met one week before the start of school, took a tour of the school, and expectations were explained for all the school’s competencies.</li> <li>● Shifting to academics, district leaders reported that there have been improvements at the school, especially in the school’s culture. The school has shifted some of its priorities to teaching to grade-level standards, ensuring that students are receiving rigorous grade-level work, and increasing the rigor with instruction.</li> <li>● School leaders indicated they have set common expectations in classrooms, including “Do Now’s,” exit tickets at the end of lessons, Guided Language Acquisition Design (GLAD) strategies, sheltered instruction for language support, and that all teachers submit lesson plans. They also reported that cognitive engagement strategies and feedback is evident in classrooms. However, the site visit team observed higher-order thinking skills that were partially ineffective in 63% of classrooms and observed feedback that was ineffective in 44% of classrooms, as already noted in section 2.5.</li> <li>● The 20-21 UIP lists five root causes that support the priority performance challenges. One cause related to grade-level experience stated, “Knowing that our students, on average, come to us anywhere between 1-3 years behind, our teachers are not fully equipped to know how to scaffold the learning at grade level.”</li> <li>● The 20-21 CDE UIP feedback form stated, “While most of the root causes fit the correct definition from CDE, the root cause of grade-level experience does point to causes outside the control of the school, and recommends the school reframe the language in the UIP.”</li> <li>● The mission/vision/grants document provided by the school describes the biliteracy language program as using the Transitional Native Language Instruction (TNLI) model that supports students’ native language development as they learn English and become</li> </ul>
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biliterate. The document also stated that ELD support is provided, as well as advanced English and Spanish language courses.

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State Review Panel Criteria		Claims & Evidence
<b>2. The infrastructure is adequate to support school improvement.</b>		Capacity Level: [ ] Highly Effective [ ] Effective [ X ] Developing [ ] Not Effective
<b>2.1: The district leads intentional, strategic efforts to ensure the effectiveness of the academic program and the sustainability of the organization.</b>	<ul style="list-style-type: none"> <li>The district/superintendent ensures ongoing leadership development for emerging and current school leaders with a focus on building leadership capacity to lead turnaround efforts and sustain improvement.</li> <li>The district/superintendent provides adequate oversight in schools' work to deliver the curriculum, monitors instruction on a regular basis, and provides adequate support and feedback to principals to improve instruction.</li> <li>The district provides adequate systems by which to capture and store data, report it to schools, and make it accessible for instructional staff to utilize.</li> </ul>	<p><b>The Governing Board provides oversight to ensure the effectiveness of the academic program and the organization. Denver Public Schools serves as the authorizer and provides some support to the school.</b></p> <ul style="list-style-type: none"> <li>Compass Academy has a Governing Board responsible for accountability structures and monitoring the school's operational and instructional processes. DPS serves as the school's authorizer and is responsible for overseeing the charter school contract and its related obligations.</li> <li>Compass Board members reported that the Board meets twice a month to monitor the instructional, financial, and operational goals and to review accountability structures set forth for the school. Members shared that they look at the data from the school's dashboard and conduct monthly internal reviews to ensure that the school is heading in the right direction.</li> <li>Board members shared other roles and responsibilities that included their role and involvement in the charter renewal process, securing financial resources for the school so they can hire programs such as ANet, and evaluating the executive director as another essential responsibility.</li> <li>Board members also indicated that they work on writing grants and engage in fundraising efforts. Some examples included raising money for the community equity training provided for teachers, and the action community grant with Johns Hopkins that focused on developing students' social-emotional strengths.</li> <li>Board members reported that they believe there are strong foundations for the school to accelerate moving forward that include, for example, having a curriculum for a biliteracy program, a staff that has been stable for a few years, a strong student and staff culture.</li> </ul>
<b>2.2: School leadership has a strong focus on recruiting and retaining talent; creates and implements systems to select, develop, and retain effective teachers and staff who can drive dramatic student gains; evaluates all staff; and dismisses those who do not meet professional standards and expectations.</b>	<ul style="list-style-type: none"> <li>Leadership has created and/or implemented an organizational and staffing structure that will drive dramatic student gains.</li> <li>Leadership recruits and hires teachers with commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area).</li> <li>Trained mentors provide beginning teachers with sustained, job-embedded induction.</li> <li>Leadership ensures the evaluation of all staff and dismisses those who do not meet standards and expectations.</li> <li>Leadership provides teachers with active, intense, and sustained professional development (PD), including guidance on data analysis and instructional practice, aligned to school improvement efforts.                             <ul style="list-style-type: none"> <li>PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs.</li> <li>PD requires teachers to demonstrate their learned competency in a tangible and accessible way.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing others, developing assessments), and provides follow-up sessions and ongoing support for teachers continued learning.</li> <li>○ The quality of professional development delivery is regularly monitored, evaluated, and improved.</li> </ul>	<p>Also, the school is beginning to see academic progress, higher attendance rates, and higher engagement rates.</p> <ul style="list-style-type: none"> <li>● Board members explained they have a diverse representation on the Board and have been intentional about adding members who are well-versed in educational policies, social work, coaching in schools. Also, some members have had experience with non-profit organizations.</li> </ul>
<p><b>2.3: School leadership ensures that the school has sound financial and operational systems and processes</b></p>	<ul style="list-style-type: none"> <li>● School leadership ensures that the organizational structure supports essential school functions, and that roles and responsibilities of all individuals at the school are clear.</li> <li>● School leadership has established effective means of communicating with school staff.</li> <li>● School leadership ensures that the school meets all compliance requirements and deadlines set by the State, including the submission of school improvement plans, financial statements, school audit, calendar, and student attendance.</li> <li>● School leadership effectively manages the school budget and cash flow; there is a plan for long-term financial sustainability.</li> <li>● The school leadership effectively manages operations (e.g., food services, transportation, school facilities).</li> </ul>	<ul style="list-style-type: none"> <li>● District and school leaders described how they have positive partnerships with the district’s multilingual education department (MLE) and the special education department. School leaders explained that the MLE supports the school with coaching and resources such as GLAD strategies. Also, the special education department supports the school with high numbers of special education students, IEP compliance and classroom walkthroughs to ensure students who qualify for an IEP are engaged in grade-level work .</li> <li>● School leaders indicated that Compass was the first TNLI charter school in the district and the support provided by the district's multilingual department was extraordinary.</li> <li>● The DPS portfolio management team provided the state review panel (SRP) the renewal site visit report from October 4, 2018. The report measured and rated five areas:             <ul style="list-style-type: none"> <li>a. Teaching-rated “Does Not Meet”</li> <li>b. Education program-rated “Partially Meets Expectations”</li> <li>c. Culture-rated “Partially Meets Expectations”</li> <li>d. Leadership-rated “Partially Meets Expectations”</li> <li>e. Governance-rated “Meets Expectations”</li> </ul> </li> </ul>
<p><b>2.4: School leadership provides effective instructional leadership.</b></p>	<ul style="list-style-type: none"> <li>● School leaders ensure that the school implements a coherent, comprehensive, and aligned curriculum.             <ul style="list-style-type: none"> <li>○ School leaders ensure that curriculum, instruction, and assessments are aligned with State standards, aligned with each other, and coordinated both within and across grade levels.</li> <li>○ School leaders ensure that instructional materials are selected and/or developed in accordance with a schoolwide instructional framework and aligned with established curriculum standards.</li> <li>○ School leaders ensure that the curriculum is periodically reviewed, and revisions are made accordingly.</li> </ul> </li> <li>● School leaders provide meaningful feedback on teachers’ instructional planning and practice.</li> </ul>	<p>Feedback provided in the “teaching” section of the report (see section 1-Teaching Overall Rating), indicated that in most classrooms, there was limited evidence of requirements for students to engage in higher-order thinking, often because the activity did not require it and teachers were observed doing some of the thinking for the students.</p>

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	<ul style="list-style-type: none"> <li>○ Leaders regularly provide meaningful feedback on instructional planning.</li> <li>○ Leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice.</li> <li>● School leaders provide conditions that support a school-wide data culture.             <ul style="list-style-type: none"> <li>○ Teachers have easy access to varied, current, and accurate student and instructional data.</li> <li>○ Teachers are provided time to collect, enter, analyze, and represent student data and use tools to help act on results.</li> <li>○ School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data, assessment literacy, use data tools and resources).</li> </ul> </li> </ul>	<p>Additional feedback indicated that while objectives could be read as grade-level aligned; they did not consistently result in grade-level and standards-aligned content being presented to students.</p> <ul style="list-style-type: none"> <li>● District and school leaders provided a DPS Charter ELA Program Review Follow Up document that rated three separate domains to ensure the school’s ELA services are meeting the needs of their English learners (ELs). The school received an overall rating of “Approaches” with no remedy plan required based on two school visits that occurred on March 20th and April 3rd, 2019.</li> <li>● The report stated the school received a rating of “Does Not Meet” in domain 2, indicator 2.b which measures the state assessment ELA and math MGP for in-program ELs at the school. Follow-up review comments from the report stated, “The overall rating reflects that the school is meeting district program implementation standards for charter schools; however, the school is not yet meeting student performance standards for ELs based on State assessment and ACCESS data.”</li> </ul>
<p><b>2.5: The school provides high-quality instruction.</b></p>	<ul style="list-style-type: none"> <li>● Classroom interactions and organization ensure a classroom climate conducive to learning.</li> <li>● Classroom instruction is intentional, engaging, and challenging for all students.</li> <li>● The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</li> </ul>	<p><b>School leadership has focused on recruiting, retaining, and developing its current staff.</b></p> <ul style="list-style-type: none"> <li>● A staff retention data document indicated that 94% of staff from 19-20 returned to the school in the 20-21 school year. This was an increase of 38% from the 17-18 to 18-19 school years, when the retention rate was only 56%. Teachers reported they like working at Compass and enjoy coming to work every day.</li> <li>● School leaders explained that they have been intentional in allocating resources and providing opportunities that meet the specific needs of the school. For example, the school hired a counselor after applying for, and receiving, the School Counselors Corps grant. In addition, nine City Year AmeriCorps members provide additional academic and social/emotional support to students in small groups and 1:1, and Regis University students help co-teach in the classrooms.</li> </ul>

- Staff stated they participate weekly in schoolwide professional development (PD) that is led by school leaders. Teachers shared examples of PD that included analyzing complexity of text, writing standards-based questions, and improving lesson planning – all related to the schools’ goals.
- District and school leaders uniformly reported that they believe the school has the right people on the bus, that the school is doing the right work, and the school is on the right trajectory.

**School leadership ensures that the school has sound financial and operational systems and processes.**

- A review of Board meeting documents showed that financial presentations to the Board occur periodically to ensure that school finances are reviewed – for example, a January 2021 meeting included a financial presentation that included balance sheets, year-to-date spending, and bank transactions.
- Board members indicated that the executive committee looks at the school’s financial reports monthly and reports back to the larger Board regularly.
- The district reported they use a financial standard metric as a universal screener for schools and that Compass Academy is currently at minimal risk, with a 4.8-month reserve, which they report as a healthy budget for a charter school.

**School leadership is beginning to provide effective instructional leadership.**

- School leaders and teachers shared several curricular resources used for instruction in English language arts (Expeditionary Learning), math (Illustrative Math), science (Science Education for Public Understanding Program (SEPUP), and social studies (National Geographic).
- School leaders and teachers spoke about support for ELs to include biliteracy instruction and an ELD block.

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- School leaders and teachers described a cross-content approach to connect standards between math and science and between language arts and social studies, which included bi-weekly planning time for teachers across these contents.
- The 20-21 UIP indicated that the school's curriculum is aligned with the Colorado Academic Standards and that it will prepare students to: master academic content; think critically to solve complex problems; work collaboratively; communicate effectively; reflect on, and incorporate, feedback; and become self-driven learners.
- The Integrated Content and Language Observation Checklist documents entitled SERVE was evidence as a tool to observe and measure the effectiveness of language instructional strategies in classrooms.
- Teachers reported that the SERVE checklist is an effective observation and feedback tool, and they receive feedback, monthly. Some examples of feedback they received included feedback on their use of graphic organizers and accountable talk between, and among, students.
- Teachers stated that all staff have an instructional coach with whom they meet weekly. The coach uses an instructional rubric to work with teachers to set instructional goals, observe the teacher's lesson, provide feedback, and conduct a post-observation meeting.
- Teachers indicated instructional coaching as being important in developing their instructional practices. Instructional coaching aligns with the major improvement strategy of consistent data cycles and weekly coaching described in the 20-21 UIP.
- Teachers reported meeting weekly with grade-level and content-area colleagues to engage in data analysis and co-plan for instruction. Additional information is provided in section 1.2 of this report.
- Teachers also mentioned the school participates in data dives using ANet interim data as a whole staff first, then in content teams for instructional planning.

- School leaders and teachers indicated that ANet and STAR provide sources of data for analysis. Further, teachers indicated that data are used to determine which standards require additional instruction.

**The school is not yet providing high-quality instruction.**

- Teachers and school leaders indicated a focus on improving academic performance through increased student cognitive engagement, which was described as holding knowledge long-term, and as teachers talking less and students talking more.
- When asked, teachers described high expectations for student achievement to include teachers talking less so students talk more, inquiry-based math instruction, use of grade-level material, fully implemented IEPs for students with disabilities, self-awareness skill development in morning “Pack” meetings, bi-literacy instruction, promoting students’ cognitive engagement, and planning for equity and social justice.
- Teachers shared that support for students with disabilities includes both a daily push-in to general education classrooms with small group instruction and a pull-out approach.
- In 63% of the classrooms visited (n=16), the site visit team observed a partially effective structured environment in which most teachers had materials available and were prepared, the learning time was maximized and paced appropriately by using a timer, and some teachers reviewed the previous day’s learning. Additionally, teachers posted standards and used a combination of auditory and visual aids.
- In 44% of classrooms visited, the site visit team observed partially effective instructional strategies in the classrooms. For example, in many classrooms the lesson included a variety of formats such as whole group and small group instruction. Also, a variety of materials were provided, such as a visual slide with guiding questions, writing notebooks, and Pear Deck. Teachers used visual presentations and students contributed through Idea Board and online journals.



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- In 50% of classrooms visited, the site visit team observed partially ineffective focused instruction in the classrooms. For example, in some classrooms, there was not a clear learning outcome, and it was not clear if students understood the learning task. Also, in most classrooms, a clear exemplar was not shared with students. Teachers often read text aloud to students, rather than students reading text.
- In 88% of classrooms visited, the site visit team observed limited rigor or use of higher-order thinking skills. In many classrooms visited, teachers were reading text to students, and the learning activities and tasks were not rigorous or challenging (e.g., students writing 1-to-2 sentence summaries, and many students were not required to justify their thinking or reasoning using complex text). Further, while students were asked to contribute using the chat feature of Zoom, students often did not respond.

State Review Panel Criteria		Claims & Evidence
<p><b>3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.</b></p>		<p>Capacity Level: [ ] Highly Effective [ X ] Effective [ ] Developing [ ] Not Effective</p>
<p><b>3.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.</b></p>	<ul style="list-style-type: none"> <li>● Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making.</li> <li>● Educators convey a shared commitment to the learning of all students in the school.</li> <li>● Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations.</li> <li>● Educators convey that it is important not to give up on any students, even if it appears that they do not want to learn.</li> <li>● Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals and tasks.</li> </ul>	<p><b>Educators' mindsets and beliefs mostly reflect a shared commitment to students' learning.</b></p> <ul style="list-style-type: none"> <li>● All stakeholder groups shared that school leaders and staff genuinely care for, and are committed to, the students in the school. School leaders and teachers conveyed a shared vision and discussed high expectations and a commitment to using strategies to support higher-order thinking in the classrooms.</li> <li>● Teachers shared that they are a collaborative group and hold each other accountable for student learning and that they are committed to never giving up on students.</li> <li>● Students reported that teachers are always available to meet with them after school when they are struggling. They also indicated that teachers treat everyone as an equal and want everyone to be inclusive and be a part of the school family.</li> <li>● While all staff expressed a deep care and concern about students' social and emotional well-being, with an emphasis on developing a healthy school culture focused on the whole child, some staff reported that most of the Compass students are reading three years below grade level when they come in as 6th grade students and that it will be difficult and almost impossible to close the large achievement gaps.</li> </ul> <p><b>The school has established conditions that support educators' learning culture.</b></p> <ul style="list-style-type: none"> <li>● All stakeholders reported there is a strong and healthy adult culture in the school, that the staff show respect for each other, and there is a strong focus on student achievement and well-being. They also</li> </ul>
<p><b>3.2: The school has established conditions that support educators' learning culture.</b></p>	<ul style="list-style-type: none"> <li>● Communications among all stakeholder groups are constructive, supportive, and respectful.</li> <li>● Communications between leadership and staff are fluid, frequent, and open.</li> <li>● School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk taking.</li> <li>● School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols).</li> <li>● School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student progress; create focus on linking results to instruction) and ensure that teachers utilize tools and time well.</li> </ul>	

## State Review Panel School Review Feedback Form 2020-21

	<ul style="list-style-type: none"> <li>• School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary or secondary; high- or low-poverty; large or small schools).</li> </ul>	<p>shared that they work well together as a team and the school feels like a family.</p> <ul style="list-style-type: none"> <li>• The Compass Board also reported that, due to the strong leadership team, the school has a strong and comfortable adult culture, high teacher retention rates, that teachers and leaders are committed to coaching, and that teachers feel comfortable interacting with school leaders.</li> <li>• Teachers indicated that the school environment is very supportive. It is easy to collaborate with teachers in the building, and they enjoy time outside of the school setting with each other.</li> <li>• Teachers consistently described the school leadership team as approachable and supportive with an open-door policy and that they are readily available.</li> <li>• School leaders reported that they meet with their instructional coaches weekly, who provide both support and feedback. School leaders also indicated they have positive relationships with the DPS multilingual, special education, and family and community engagement departments, and that there has been a strong focus on their own personal growth and development this past year.</li> </ul> <p><b>Educators collaborate regularly to learn about effective instruction and students' progress.</b></p> <ul style="list-style-type: none"> <li>• The school's 20-21 UIP and strategic plan indicated that grade-level and content teams meet weekly to discuss formative data, review student work, and adjust instructional plans accordingly. School leaders and teachers confirmed this in focus groups.</li> <li>• A review of the school documents included a yearlong PD calendar which listed weekly collaborative planning and data days and PD days, for approximately 2 hours and 50 minutes each week. Some topics in the calendar included ACCESS and CMAS administration and reminders, ANet data day, attendance initiative focus, and time for collaborative "Pack" planning.</li> </ul>
<p><b>3.3: Educators collaborate regularly to learn about effective instruction and students' progress.</b></p>	<ul style="list-style-type: none"> <li>• Educators meet frequently during regularly scheduled, uninterrupted times (e.g., staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.</li> <li>• Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.</li> <li>• Educators describe sharing knowledge and expertise among colleagues as an essential collaborative activity for job success.</li> <li>• Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies.</li> <li>• The school has created a performance-driven classroom culture in which teachers effectively use data to make decisions about daily instruction and the organization of students.</li> </ul>	
<p><b>3.4: The school engages the community and families in support of students' learning school improvement efforts.</b></p>	<ul style="list-style-type: none"> <li>• The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.</li> <li>• The school invites family participation in school activities (e.g., volunteering in classrooms or on committees; attendance at performances, sports events, organizational meetings) and regularly solicits their input.</li> <li>• The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning.</li> <li>• Educators communicate with parents/guardians about instructional programs and students' progress.</li> </ul>	

- Additionally, both leaders and teachers stated that teachers engage in cross-content planning between math and science and between English language arts and social studies to strengthen standards in ELA and math.
- A review of Board meeting documents for January 2021 indicated that teachers had recently engaged in more than 10 hours of PD that included health protocols and procedures, safety, teaching and learning in a hybrid model, and class culture online and in person.

**The school engages the community and families in support of student learning and school improvement efforts.**

- The DPS family satisfaction and engagement survey from 2019 indicated an 86.6% average positive response for the school – an increase from 2018 of 75.7%. Eighty-five percent of parents responded that they are satisfied with the parent workshops, training, or classes provided at the school. It should be noted that the number of survey responses returned in 2019 was 41, compared to 152 survey responses returned in 2018.
- A review of the school’s family engagement document indicated that a drive-thru back-to-school night was held on September 10, 2020, during which more than 4,000 pounds of books, school supplies, and food were distributed to more than 200 families. Other family engagement activities listed included parent town hall meetings, student/family conferences, and updates on the school’s Facebook page.
- A document review also indicated the use of parent town halls hosted through Facebook. Of the two shared with and reviewed by the SRP, school leaders presented an overview of the school schedule and school day in distance learning, offered information for families in need of additional support for food and shelter, and shared contact information if parents had additional questions or comments.
- The school’s website is translated in both English and Spanish, and the parent town hall meetings were also translated.

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- Parents indicated that they receive frequent communication from the school through email, telephone calls and text messages from staff. They reported that they can readily reach out to school leaders and teachers, and that staff are responsive and attentive.
- The school's website cited a partnership with the Colorado Food Cluster that provides seven free dinners and snacks each week to any Compass family who needs it. The website also cited a partnership with Everyone Graduates Center at Johns Hopkins University that identifies barriers that prevent students from graduating high school, that then develops strategic solutions to overcome barriers. Finally, the school's website described how AmeriCorps teams used Diplomas Now – an early warning system – to case manage students who are off-track based on attendance, behavior, and performance in English and math, then provide individualized academic and social-emotional support.
- School leaders and teachers reported that when they learned they may have to close due to COVID, they were proactive and sent every student home with a computer, a hotspot if needed, instructional materials, and food. This was all done through volunteer efforts of the staff.
- The 20-21 UIP action steps stated that teachers have 40 hours of paid flex time over the 2020 summer to connect with families to address needs, get feedback for Fall learning, and proactively support attendance for the start of the Fall school year.
- Documents provided also included links to fireside chats with various members of the LatinX community during LatinX heritage month. School leaders reported, and a review of documents revealed, the school partnered with L'Ancla in 20-21 to engage in an equity co-design process that focused on community participatory and action research aimed at dismantling oppression in data collection practices.

# State Review Panel School Review Feedback Form 2020-21

State Review Panel Criteria		Claims & Evidence
<b>4. There is readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner.</b>		Capacity Level: [ ] Highly Effective [ X ] Effective [ ] Developing [ ] Not Effective
<b>4.1: The school collaborates effectively with existing external partners.</b>	<ul style="list-style-type: none"> <li>The school seeks expertise from external partners, as appropriate (i.e., for professional development, direct support for students).</li> <li>The school ensures that roles and responsibilities of existing partners are clear.</li> <li>There are designated school personnel to coordinate and manage partnerships.</li> </ul>	<p><b>The school collaborates with existing external partners and leverages partnerships to support student learning.</b></p> <ul style="list-style-type: none"> <li>The school’s website, as well as the 20-21 UIP, indicate that Compass Academy is supported by two national non-profit educational organizations: City Year-AmeriCorps, and Everyone Graduates Center (EGC) at Johns Hopkins University. The website states that City Year AmeriCorps helps students by providing research-based classroom support for students to stay in school and on track to graduate.</li> <li>The school’s staff retention data document indicates that there were 10 City Year volunteers at Compass Academy during the 20-21 school year.</li> <li>The 20-21 UIP also noted the school’s partnership with ANet. School leaders indicated that ANet has provided PD opportunities for school leaders and staff in improving math practices and data analysis.</li> <li>A review of documents indicated several external partnerships including Action Community who is facilitating strategies related to re-entering school effectively, and L’Ancla, a community organization that provides equity training for staff.</li> <li>The school’s website reported that in August 2017, Compass Academy was awarded a \$2.5 million grant from the XQ-Super School Project to help design and launch an innovative high school model. A video is provided on the website that has information on the collaboration between XQ and Compass Academy. School leaders shared that not all the grant funding was used when DPS decided not to expand Compass beyond middle school.</li> <li>A review of school documents showed additional grants aligned to the school’s improvement efforts included an EARSS grant from CDE for \$100,000 to address dropout prevention, supporting academics,</li> </ul>
<b>4.2: The school leverages existing partnerships to support of student learning.</b>	<ul style="list-style-type: none"> <li>The school maximizes existing partners’ efforts in support of improvement efforts.</li> <li>All externally provided professional development is aligned to improvement efforts.</li> </ul>	
<b>4.3: Leadership is responsive to feedback.</b>	<ul style="list-style-type: none"> <li>Leadership seeks feedback on improvement plans.</li> <li>Leadership seeks feedback from key stakeholders</li> <li>Leadership integrates feedback into future improvement efforts.</li> </ul>	

		<p>behavior and attendance, a School Counselor Corps grant that provided a counselor and focus on Individualized Career and Academic Plan (ICAP), and El Pomar that supplemented the budget to allow for the hiring of four Corps members over three years.</p> <ul style="list-style-type: none"> <li>● School leaders reported they have a collaborative partnership with the DPS special education department and the multilingual education department. Leaders shared the departments support the school with specific ELA resources and/or strategies, such as the GLAD language acquisition model and supports for the high number of special education students at the school.</li> </ul> <p><b>Leadership is responsive to feedback.</b></p> <ul style="list-style-type: none"> <li>● The 20-21 CDE UIP summary feedback report showed that the school “Meets Expectations” in all five sections. The summary explained that the UIP includes an in-depth data analysis including multiple stakeholders, is positively working on priority performance challenges, and is able to develop strong action plans for the four major improvement strategies. Suggestions for improvement included revising the grade-level experience root cause to fit in CDE’s provided definition and providing turnaround strategies in the major improvement strategy section.</li> <li>● Compass Academy Board members shared that school leaders are responsive to, and invite, feedback. They indicated that difficult conversations and feedback had to be given a few years ago regarding the low-academic achievement at the school, and that school leaders were reflective and responsive, and chose ANet as an external partner to help with the low achievement scores.</li> <li>● School leaders reported they send short, weekly Possip reports, which is a quick and easy parent communication application, and allows the school to improve communication with families, gather feedback, and make changes. The December 20, 2020 Possip report asked parents, “Are you happy with Compass Academy this week?” Eighty-four parents responded with a 100% positive response.</li> </ul>
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State Review Panel Criteria		Claims & Evidence
<p><b>5. There is likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing.</b></p>		<p>Capacity Level: [ ] Highly Effective [ ] Effective [ X ] Developing [ ] Not Effective</p>
<p><b>5.1: Leadership monitors the return on investment of specific improvement initiatives and uses that data to inform decision-making.</b></p>	<ul style="list-style-type: none"> <li>• Leadership identifies turnaround strategies and implements programs/initiatives designed to improve student performance.</li> <li>• Leadership assesses the cost and impact (effect on student achievement and number of students served) of each program/initiative to determine its academic return on investment.</li> <li>• Leadership makes decisions regarding continuation or discontinuation of programs/initiatives based on this analysis.</li> <li>• Leadership establishes systems and structures to support regular and ongoing monitoring.</li> </ul>	<p><b>While leadership has identified programs and practices intended to promote school improvement, it is not evident that there is a coherent and prioritized turnaround plan that will dramatically improve student performance and has shown positive returns on investment.</b></p> <ul style="list-style-type: none"> <li>• School leaders reported they seek grants that specifically address the school’s needs as noted in sections 4.1 and 4.2.</li> <li>• School leaders identified turnaround strategies, programs, and initiatives. They described strategies for coaching teachers, conducting observations, providing feedback, and facilitating data meetings. They also described commitment to providing content planning time, structured ELD, and professional development time. However, it is not clear if the strategies, programs, or initiatives are designed to improve student achievement, and are not yet showing dramatic achievement results.</li> <li>• The CDE feedback form stated that the 20-21 UIP does not include at least one of the State’s required turnaround strategies and rated the school as “Does not Meet” in that category.</li> <li>• School leaders reported that ANet is their strongest academic partner who facilitates data conversations at the school and has been their strongest link to improved performance and has improved instruction.</li> <li>• Leaders reported that this is the 3rd year the school was able to supplement and pay for ANet because of the number of grants the school received for social and emotional development, which, as a result, opened up general funds for purchasing ANet and other academic resources. School leaders reported they are currently in consultation with ANet to determine what the school’s needs are for the following year.</li> </ul>
<p><b>5.2: Leadership has demonstrated an ability to produce positive returns on State investment and uses resources effectively.</b></p>	<ul style="list-style-type: none"> <li>• Programs and initiatives are designed to support turnaround efforts and have demonstrated results.</li> <li>• Leadership seeks resources aligned to its improvement efforts and programs/initiatives with high academic return on investment.</li> <li>• Any additional resources received (i.e., specialized grant funding) are aligned, strategic, and showing evidence of results.</li> <li>• Leadership treats resources flexibly and implements focused improvement efforts with a focus on early wins.</li> </ul>	
<p><b>5.3: Students demonstrate academic progress over time.</b></p>	<ul style="list-style-type: none"> <li>• Students demonstrate progress on internal measures linked with the school’s promotion or exit standards.</li> <li>• The performance of student subgroups on State assessments demonstrates that the school is making progress toward eliminating achievement gaps.</li> <li>• Students meet proficiency and grade-level targets across subjects and grade levels on norm-referenced benchmark assessments and State assessments.</li> </ul>	



- Matched cohorts of students who score proficient or advanced (or equivalent) on State assessments maintain or improve performance levels across continuous enrollment years.
- The percentage of all students performing at proficient or advanced (or equivalent) on State assessments increases over time.
- Students demonstrate academic growth as measured by value-added or State growth percentile measures.
- Students demonstrate progress toward attaining expected knowledge and skills as measured by interim assessments.

- Compass Board members and school leaders reported they conduct monthly internal reviews to support monitoring the school's improvements efforts, using the school's dashboard.
- District leaders reported that Title III funds go straight to the school as a passthrough, that the school is required to submit an application, and the district is responsible for approving/not approving the application.

**Students have demonstrated minimal academic progress over time.**

- Historical SPF data provided on the CDE SchoolView-School dashboard indicate the following past performance ratings for the school:
  - 2019-Turnaround with 47 points earned with a rating of "Does not meet" in Academic Achievement and "Approaching" in Academic Growth. Compass Academy is currently in year four of the accountability clock
  - 2018- Turnaround with 33 points earned with a rating of "Does not meet" in Academic Achievement and "Approaching" in Academic Growth
  - 2017- Turnaround with 44.6 points earned with a rating of "Does not Meet" in Academic Achievement and "Approaching" in Academic Growth
  - 2016- Turnaround with 45.4 points earned with a rating of "Approaching" in Academic Achievement and Academic Growth.
- The 20-21 UIP reported that in 2019 only 16.31% of students met or exceeded standards on the ELA CMAS and only 6.25% of students met or exceeded standards on the math CMAS.
- School leaders and teachers shared that nearly 20% of students have an IEP, and the 20-21 UIP noted that only 10% of students on IEPs were "Approaching" or above in ELA and 4% in math on the CMAS state assessment.
- The 2019 SPF Academic Growth section reported that the MGP for CMAS ELA was 51% with a rating of "Meets," CMAS math was 46% with a rating of "Approaching," and English language proficiency (ELP) was 46% with 31.5% of students on track to proficiency. This was an improvement from

		<p>the 2018 SPF Academic Growth results where the MGP for CMAS ELA was 38% with a rating of “Approaching,” CMAS math was 34% with a rating of “Does not Meet,” and ELP was 48% with a rating of “Approaching.” However, the ELP students on track to proficiency was much higher in 2018 with a 55.5% MGP.</p> <ul style="list-style-type: none"> <li>● The 20-21 UIP data analysis indicated the results for ELA STAR were above expectations for student growth in all categories (6th=76%; 7th=70%; 8th=66%; ELL’s=64%; Diverse Learners=86%).</li> <li>● The 20-21 UIP data analysis also indicated the ANet math results showed inconsistent results from 2019 to 2020 with a 12% decrease in 6th grade achievement, 2% increase in 7th grade, and a 11% increase in 8th grade. ANet ELA results showed more consistent results from 2019 to 2020 with a 2% increase in 6<sup>th</sup> grade achievement, 6% increase in 7<sup>th</sup> grade, and 8<sup>th</sup> grade remained the same.</li> <li>● Further, the data included the results for math interim assessments STAR math results reported that 45% of the students showed more than one year of growth in 19-20. (There was not STAR math data available from the previous year.)</li> <li>● The 20-21 UIP reported significant increases in growth on the 19-20 ACCESS assessment, which measures a student’s English academic language development. An increase was noted from a 46 MGP in 2019 to 70 in 2020 – a 24% gain.</li> <li>● The 20-21 UIP data analysis also indicated a positive increase in the average daily attendance (ADA) rate from 88.45% in 18-19 to 91.19% in 19-20. In addition, in 18-19, 35% of students were at 95% ADA or above, compared to 46.46% of students in 19-20.</li> </ul>
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State Review Panel Criteria		Claims & Evidence
<b>6. There is necessity that the school remain in operation to serve students.</b>		[X] Yes [ ] No
<b>6.1: The school is mission-driven, and its mission and vision meet a unique need.</b>	<ul style="list-style-type: none"> <li>All stakeholders share an understanding of, and commitment to, the mission and vision.</li> <li>School programs reflect the mission and vision.</li> <li>The mission and vision guide decisions about teaching and learning.</li> <li>The mission and vision meet the needs of an identified student population.</li> </ul>	<p><b>The school is mission-driven, and its mission and vision meet a unique need.</b></p> <ul style="list-style-type: none"> <li>The mission/vision/grants document provided by the school listed the school’s mission and vision statements and Compass Points (I seek excellence; I am determined; I am inclusive; I am a change-maker and I belong).</li> <li>When asked, teachers identified the mission of the school to educate the whole child by attending to students’ social-emotional well-being, to offer bilingual education, and to prepare students for secondary education and post-high school success. Teachers also described the Compass Points as a guide toward the mission of the school.</li> <li>Compass provided a strategic planning dashboard that included three major areas of focus that included academics, the whole child, and school culture.</li> </ul> <p><b>Other nearby schools may provide viable options, but it is unclear if the other schools’ specialized programming, enrollment capacity, or enrollment processes, would meet students’ needs.</b></p> <ul style="list-style-type: none"> <li>A review of CDE’s SchoolView and DPS websites showed there are several nearby middle schools that include district-managed innovation schools (Grant Beacon, Morey Middle School), district magnet schools (Kunsmiller Creative Arts Academy, Denver Center for International Studies), and charter schools (Denver School of Science and Technology (DSST), College View Middle School, KIPP Sunshine Peak Academy, and STRIVE Prep).</li> <li>The CDE SchoolView website reported the 2019 SPF results of the district-managed schools as follows: Grant Beacon at “Performance” level, Morey Middle School and Kunsmiller Creative Arts Academy at “Improvement” level, and Denver Center for International Studies at “Turnaround” level. Enrollment processes or capacity for the above-mentioned middle schools is currently unknown, and some of the nearby</li> </ul>
<b>6.2 There are no other viable options for enrolled students that will likely lead to better outcomes.</b>	<ul style="list-style-type: none"> <li>There are limited other school options available (e.g., online, charter, district).</li> <li>The school serves an isolated and/or remote community.</li> <li>Closure would have a significant negative impact on the community.</li> <li>Comparison schools do not promote better student outcomes.</li> </ul>	

		<p>schools are magnet schools that have a specific focus and specialized options that may or may not meet the needs of current Compass Academy students.</p> <ul style="list-style-type: none"><li>• District leadership reported that only two middle schools in Southwest Denver provide a bilingual program with a TNLI model and that Compass Academy is serving a population of students who are ELs. They also reported the school has strong systems to serve multilingual learners, and they have dedicated ELD time with appropriate language supports. Finally, district leadership explained that Compass provides an option for students living in the Southwest Denver area, especially for students who speak are English language learners.</li><li>• Teachers described the newcomer program at Compass as designed for students who have little-or-no English proficiency. They reported that Compass is a place where parents and students feel safe, and the school is able to provide academic and other supports that EL families need.</li></ul>
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