



Board Meeting Agenda

May 30, 2018 4:00 – 5:45 PM MT

789 Sherman St #400, Denver, CO 80203

Call Information: [LINK](#)

Phone: 617-927-2600 - **Access Code:** 992 391 885#

Attending in person: Jim Balfanz (Vice-Chair), Marcia Fulton (Ex-officio), Ana C. Soler, Christine Morin, Jessica Roberts (Treasurer), Morris Price, Mary Seawell (Chair)

Attending by phone: Bob Balfanz, Dexter Corto

Tentative: Pami Perea

Guest and support: Jason Guerrero, Jeff Jablow, Ryan Mick, Claire Rostov, Denise Thorne, Jon Randall, Lilibeth Sanchez, Emily Ward

Not Attending: Annie Proietti (Secretary)

Time	Min	Title and Description	Action
04:00 PM	10	Ripples and Joys	Participate
04:10 PM	10	Jerry Torrez Introduction and Questions (<i>Jim / Marcia</i>)	Participate
04:20 PM	5	April Minutes (<i>Jim</i>)	Approve
4:25 PM	15	Board Calendar 2018-19 (<i>Marcia</i>)	Discuss and Approve
04:40 PM	15	Financial Update (<i>Jason / Jessica</i>)	Inform and Discuss
04:55 PM	45	ED/Director Update (<i>Marcia / Denise / Mike / Jon</i>) <ul style="list-style-type: none"> • Enrollment Update • Hiring Update • High School Update • Facility Update • TQA Update 	Inform and Discuss

05:40 PM	5	New Board Member Approval (Jim)	Discuss and Approve
05:45 PM		Adjourn	

Compass Academy – Board Minutes

Date: April 19, 2018

Location: City Year Denver

In attendance: Jim Balfanz, Marcia Fulton, Annie Proietti, Ana C. Soler

On the phone: Christine Morin, Jessica Roberts, Bob Balfanz

Guest and support: Denise Thorne, Ryan Mick, Jason Guerrero, Emily Ward, Jon Randall, Claire Rostov

Absent: Mary Seawell, Dexter Corto

Jim called meeting to order at 4:31pm

Ripples and Joys

- Great design conversation, moving forward learner and leader competencies
- Refining definitions of success
- Appreciation for the amazing staff during testing
- Visit with our new school board member Angela Cobain

March Minutes

Ana made a motion to approve minutes. Jim seconds. Motion approved.

Financial Update

- Right on target - 75 percent of the way through the year and 75 percent of the way through budget
- Tracking behind on expenses which is really great
- Year-end projections, will probably come in around 150, which will get us close to 8 percent for overall reserve
- Shifts at the district and state level will increase funding 500 dollars more per student at Compass. Student spending will be higher than district average due to at risk population.
- Looking to make more investments in trauma informed approaches and professional development, want to make it part of mandatory training for teachers

Annie made a motion to approve the minutes. Jessica seconds. Motion approved.

High School Scenarios

- High school facility and high school charter approval discussion

Lobos on the Rise

- Release of new blog post
- Hosting a community event on May 22nd to bring definitions of success to students, teachers and families
- Stakeholder conversation
- Creating upcoming E-newsletters

ED/Director Update

- CMAS Testing – Kids were set up through success through a positive testing environment. Great work on student growth mindset and giving students the tools they needed to tackle tough problems. Teachers did great administering the tests and attendance was through the roof.
- Enrollment update – Choice process was entirely online this year. We were able to engage students in every part of southwest Denver, 72 students choiced us first, 81 students accepted total.
- Enrollment down in Southwest Denver overall, loss of 2000 students over the last 3 years.

- Recruitment wins: across-the-board results, home visits, many points of contact with students, attending community events, referral program results, more school visits and shadows, positive relationship-building at elementary schools. Compass is competitive in outcomes to comparison cluster schools.
- Hiring Update – 76% retention of teaching staff, huge growth compared to last year.

Board Meeting ends at 6:35pm



2018-2019 BOARD OF DIRECTORS CALENDAR

Board Meeting

Executive and Finance Committee Meeting

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

SEPTEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
Mo	Tu	We	Th	Fr	Sa	Su
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22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

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

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

MARCH						
Mo	Tu	We	Th	Fr	Sa	Su
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25	26	27	28	29	30	31

APRIL						
Mo	Tu	We	Th	Fr	Sa	Su
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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

JUNE						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Full Day Board Retreat June 20th						

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

**COMPASS ACADEMY
BUDGET BOARD REPORT
APRIL 2018
Compiled 5/3/18**

Overview – Attachments included in this report:

- Balance Sheet compared to previous year as of April 30, 2018
- Profit & Loss Budget vs. Actual through April 30, 2018
- Bank Transaction Detail for April 2018
- Profit & Loss Budget vs. Actual Expanded

Highlights and Exceptions to the Report –

Balance Sheet

Assets – Cash in the bank accounts as of April 30th was \$1,194,739 up from \$382,144 in April 2017. Total Accounts receivable were \$46,874 compared to \$0 in the previous year. Total assets were \$1,242,917 on April 30th, up from \$382,144 at the same time last year.

Liabilities – Accounts payable as of April 30th was negative (\$1,330) due to prepaid expenses compared to negative (\$2,200) last year. Other current liabilities were \$64,340 versus last year's \$23,497. Total liabilities were \$63,010 versus \$21,297 at the same time last year.

Equity – As of April 30th, net income was \$966,867 compared to \$143,655 at the same time last year. Total modified accrual equity is \$1,179,907 compared to \$360,846 the previous year. Of this amount TABOR is \$72,000, \$1,304 is reserved, and the unassigned fund balance is \$1,106,603.

Income Statement Compared to Budget

Income – Total income to date is \$4,231,836 or 97% of the \$4,349,914 budgeted.

Expense – Expenses incurred to date are \$3,264,969 or 77% of the \$4,216,714 budgeted. We are 83% of the way through the year.

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

- To & From School Transportation (0511) – \$0 budget, \$4,366 spent
- Dues and Fees (0810) – 116% of budget spent, \$378 over

Compass Academy
Balance Sheet Prev Year Comparison
As of April 30, 2018

	<u>Apr 30, 18</u>	<u>Apr 30, 17</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
8101 · First Bank	1,194,738.98	382,143.73	812,595.25	212.64%
Total Checking/Savings	<u>1,194,738.98</u>	<u>382,143.73</u>	<u>812,595.25</u>	<u>212.64%</u>
Accounts Receivable				
8142 · Grants Receivable	46,873.87	0.00	46,873.87	100.0%
Total Accounts Receivable	<u>46,873.87</u>	<u>0.00</u>	<u>46,873.87</u>	<u>100.0%</u>
Other Current Assets				
8182 · Prepaid Insurance	1,304.00	0.00	1,304.00	100.0%
Total Other Current Assets	<u>1,304.00</u>	<u>0.00</u>	<u>1,304.00</u>	<u>100.0%</u>
Total Current Assets	<u>1,242,916.85</u>	<u>382,143.73</u>	<u>860,773.12</u>	<u>225.25%</u>
TOTAL ASSETS	<u>1,242,916.85</u>	<u>382,143.73</u>	<u>860,773.12</u>	<u>225.25%</u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 · Accounts Payable	-1,330.00	-2,200.00	870.00	39.55%
Total Accounts Payable	<u>-1,330.00</u>	<u>-2,200.00</u>	<u>870.00</u>	<u>39.55%</u>
Other Current Liabilities				
7461 · YE Payroll Liabilities	63,741.59	24,697.47	39,044.12	158.09%
7471 · Payroll Liabilities	598.66	-1,200.04	1,798.70	149.89%
Total Other Current Liabilities	<u>64,340.25</u>	<u>23,497.43</u>	<u>40,842.82</u>	<u>173.82%</u>
Total Current Liabilities	<u>63,010.25</u>	<u>21,297.43</u>	<u>41,712.82</u>	<u>195.86%</u>
Total Liabilities	<u>63,010.25</u>	<u>21,297.43</u>	<u>41,712.82</u>	<u>195.86%</u>
Equity				
6710 · Non-Spendable Fund Balance	1,304.00	10,151.00	-8,847.00	-87.15%
6721 · TABOR 3% Emergency Reserve	72,000.00	48,000.00	24,000.00	50.0%
6770 · Unassigned Fund Balance	139,735.31	159,039.82	-19,304.51	-12.14%
Net Income	966,867.29	143,655.48	823,211.81	573.05%
Total Equity	<u>1,179,906.60</u>	<u>360,846.30</u>	<u>819,060.30</u>	<u>226.98%</u>
TOTAL LIABILITIES & EQUITY	<u>1,242,916.85</u>	<u>382,143.73</u>	<u>860,773.12</u>	<u>225.25%</u>

Compass Academy
Profit & Loss Budget vs. Actual Collap.
July 2017 through April 2018

	<u>Jul '17 - Apr 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
Income				
1000 · Local Revenue Source	1,065,434.47	1,097,555.00	-32,120.53	97.07%
3000 · State Revenue	276,222.59	337,255.00	-61,032.41	81.9%
4000 · Federal Revenue	185,018.92	224,702.00	-39,683.08	82.34%
5700 · PPR	2,705,160.26	2,690,402.00	14,758.26	100.55%
Total Income	<u>4,231,836.24</u>	<u>4,349,914.00</u>	<u>-118,077.76</u>	<u>97.29%</u>
Gross Profit	4,231,836.24	4,349,914.00	-118,077.76	97.29%
Expense				
0100 · Salaries	1,453,900.96	1,830,825.00	-376,924.04	79.41%
0200 · Employee Benefits	314,417.60	412,361.00	-97,943.40	76.25%
0300 · Purchased Profess and Tech Serv	519,054.45	787,889.00	-268,834.55	65.88%
0400 · Purchased Prop. Services	13,178.52	16,000.00	-2,821.48	82.37%
0430 · Repairs and Maint	1,634.15	2,000.00	-365.85	81.71%
0500 · Other Purchased Services	67,532.56	85,200.00	-17,667.44	79.26%
0511 · To & From School Transportation	4,366.22	0.00	4,366.22	100.0%
0513 · Contracted Field Trips	5,739.84	33,475.00	-27,735.16	17.15%
0515 · Shuttle Fees	258.50	8,000.00	-7,741.50	3.23%
0520 · Insurance Premiums	31,664.33	42,264.00	-10,599.67	74.92%
0580 · Travel, Regis, Ent	43,272.55	71,100.00	-27,827.45	60.86%
0594 · District Purchased Services	534,794.50	512,021.00	22,773.50	104.45%
0595 · Denver Overhead Costs	101,629.74	99,775.00	1,854.74	101.86%
0600 · Supplies	117,643.73	155,967.00	-38,323.27	75.43%
0640 · Books and Materials	16,392.13	20,000.00	-3,607.87	81.96%
0700 · Property	26,546.09	67,100.00	-40,553.91	39.56%
0710 · Land and Improvements	0.00	8,000.00	-8,000.00	0.0%
0721 · Leasehold Improvements	-2,412.64	0.00	-2,412.64	100.0%
0735 · Non-Capital Equipment	139.99	0.00	139.99	100.0%
0800 · Other Objects	622.03	41,468.00	-40,845.97	1.5%
0810 · Dues and Fees	2,752.46	2,374.00	378.46	115.94%
0900 · XQ Objects	11,841.24	20,895.00	-9,053.76	56.67%
Total Expense	<u>3,264,968.95</u>	<u>4,216,714.00</u>	<u>-951,745.05</u>	<u>77.43%</u>
Net Income	<u><u>966,867.29</u></u>	<u><u>133,200.00</u></u>	<u><u>833,667.29</u></u>	<u><u>725.88%</u></u>

Compass Academy
Bank Transaction Detail
As of April 30, 2018

Type	Date	Num	Name	Memo	Split	Amount	Balance
8101 - First Bank							713,410.49
Check	04/01/2018	DBT	Chalkbeat		Staff Recruitment	-149.00	713,261.49
Check	04/01/2018	DBT	Home Depot		0610 · General Supplies	-302.15	712,959.34
Check	04/02/2018	DBT	Chalkbeat		Staff Recruitment	-149.00	712,810.34
Check	04/02/2018	DBT	Santiago's		0584 · Staff Appreciation	-237.04	712,573.30
Liability Check	04/02/2018	ACH	City and County of Denver		Denver OPT Liability	-195.50	712,377.80
Check	04/02/2018	2166	Nathan Lazickas		0580 · Travel, Regis, Ent	-500.00	711,877.80
Bill Pmt -Check	04/02/2018	2167	Alerio Technology Group	Customer Number 2053	7421 · Accounts Payable	-4,145.00	707,732.80
Bill Pmt -Check	04/02/2018	2168	Denver Inner City Parish		7421 · Accounts Payable	-1,260.00	706,472.80
Bill Pmt -Check	04/02/2018	2169	Sharon Newman		7421 · Accounts Payable	-4,900.00	701,572.80
Check	04/02/2018	2170	Denver Public Schools	DPS Hiring Fair	Staff Recruitment	-200.00	701,372.80
Check	04/02/2018	DBT	OfficeDepot		0610 · General Supplies	-63.24	701,309.56
Check	04/02/2018	DBT	Print and Copy Centers		Student Recruitment	-509.20	700,800.36
Check	04/03/2018	2213	Whitlock, Sarah J		0630 · Food -Snack (BOLD FS FUND ONLY)	-52.99	700,747.37
Check	04/03/2018	DBT	Amazon.com		0610 · General Supplies	-10.00	700,737.37
Check	04/03/2018	DBT	Amazon.com		0650 · Software	-360.05	700,377.32
Check	04/04/2018	DBT	Chalkbeat		Staff Recruitment	-149.00	700,228.32
Check	04/04/2018	DBT	Amazon.com		Office Supplies	-85.35	700,142.97
Check	04/04/2018	DBT	Amazon.com		Office Supplies	-9.99	700,132.98
Check	04/04/2018	DBT	Amazon.com		0610 · General Supplies	-34.68	700,098.30
Check	04/04/2018	DBT	Amazon.com		0610 · General Supplies	-28.11	700,070.19
Check	04/04/2018	DBT	Amazon.com		0610 · General Supplies	-208.85	699,861.34
Check	04/04/2018	DBT	Amazon.com		0640 · Books and Materials	-147.20	699,714.14
Check	04/04/2018	DBT	Amazon.com		0610 · General Supplies	-103.17	699,610.97
Check	04/04/2018	DBT	Amazon.com		0610 · General Supplies	-54.35	699,556.62
Check	04/04/2018	DBT	Amazon.com		0640 · Books and Materials	-41.32	699,515.30
Check	04/05/2018	DBT	Simple Race Registration		0580 · Travel, Regis, Ent	-316.60	699,198.70
Check	04/05/2018	DBT	Amazon.com		Office Supplies	-56.43	699,142.27
Check	04/05/2018	DBT	Amazon.com		0610 · General Supplies	-108.70	699,033.57
Check	04/09/2018	DBT	Eon		0610 · General Supplies	-276.00	698,757.57
Check	04/09/2018	DBT	Sam's Club		0610 · General Supplies	-90.74	698,666.83
Deposit	04/09/2018			Deposit	1751 · Fundraising	662.43	699,329.26
Check	04/09/2018	DBT	Wrist-band.com		0610 · General Supplies	-142.20	699,187.06
Liability Check	04/10/2018	ACH	United Healthcare	06X6611	-SPLIT-	-119.91	699,067.15
Check	04/10/2018	DBT	Amazon.com		0650 · Software	-345.50	698,721.65
Bill Pmt -Check	04/11/2018	2171	Diana's Castle		7421 · Accounts Payable	-500.00	698,221.65
Deposit	04/11/2018			Deposit	0650 · Software	18.01	698,239.66
Check	04/11/2018	DBT	King soopers		0533 · Postage	-160.00	698,079.66
Check	04/11/2018	DBT	Sam's Club		0630 · Food -Snack (BOLD FS FUND ONLY)	-1,294.12	696,785.54
Check	04/11/2018	DBT	King soopers		0584 · Staff Appreciation	-69.20	696,716.34
Check	04/11/2018	DBT	Amazon.com		0610 · General Supplies	-63.12	696,653.22
Liability Check	04/12/2018		QuickBooks Payroll Service	Created by Payroll Service on 04/10/2018	-SPLIT-	-114,748.66	581,904.56
Check	04/12/2018	2172	Celeste Rodriguez		0580 · Travel, Regis, Ent	-500.00	581,404.56
Check	04/12/2018	2173	William Wallace		0610 · General Supplies	-25.04	581,379.52
Check	04/12/2018	2174	Rivera, Katiria M		0610 · General Supplies	-6.25	581,373.27
Deposit	04/12/2018			Deposit	0650 · Software	18.01	581,391.28
Check	04/12/2018	2175	William Wallace		0610 · General Supplies	-14.94	581,376.34

Compass Academy
Bank Transaction Detail
As of April 30, 2018

Type	Date	Num	Name	Memo	Split	Amount	Balance
Paycheck	04/13/2018		Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	1,212,644.01
Paycheck	04/13/2018		Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	1,212,644.01
Paycheck	04/13/2018		Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	1,212,644.01
Paycheck	04/13/2018		Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	1,212,644.01
Liability Check	04/13/2018	ACH	Colorado Department of Revenue	30132874	Colorado State Withholding	-4,838.00	1,207,806.01
Liability Check	04/13/2018	ACH	Internal Revenue Service	47-1698243	-SPLIT-	-16,089.50	1,191,716.51
Check	04/13/2018	DBT	Cluck Chicken		0584 · Staff Appreciation	-38.50	1,191,678.01
Check	04/14/2018	DBT	Microsoft		0534 · Online Services	-26.95	1,191,651.06
Liability Check	04/16/2018	ACH	PERA	488	-SPLIT-	-20,601.03	1,171,050.03
Liability Check	04/16/2018	ACH	Internal Revenue Service	47-1698243	-SPLIT-	-25.86	1,171,024.17
Check	04/16/2018	DBT	Sirchie		0610 · General Supplies	-64.65	1,170,959.52
Check	04/16/2018	DBT	TIG		0734 · Technology Equipment	-4,030.00	1,166,929.52
Check	04/17/2018	DBT	Amazon.com		0640 · Books and Materials	-47.34	1,166,882.18
Check	04/17/2018	DBT	Facebook		Student Recruitment	-1.86	1,166,880.32
Check	04/18/2018	DBT	WebstaurantStore		0735 · Non-Capital Equipment	-139.99	1,166,740.33
Check	04/18/2018	2190	Denver Museum of Nature and Science		0513 · Contracted Field Trips	-545.00	1,166,195.33
Check	04/18/2018	DBT	Amazon.com		Office Supplies	-253.78	1,165,941.55
Deposit	04/19/2018			Deposit	-SPLIT-	1,636.10	1,167,577.65
Liability Check	04/19/2018	2191	Department of Labor and Employment		-SPLIT-	-1,356.51	1,166,221.14
Check	04/19/2018	DBT	Cluck Chicken		0584 · Staff Appreciation	-26.50	1,166,194.64
Check	04/19/2018	2192	Kaili, Kareem	10007	-SPLIT-	-48.11	1,166,146.53
Bill Pmt -Check	04/19/2018	2193	Alerio Technology Group	Customer Number 2053	7421 · Accounts Payable	-4,145.00	1,162,001.53
Bill Pmt -Check	04/19/2018	2194	Charter Substitute Teacher Network		7421 · Accounts Payable	-1,150.00	1,160,851.53
Bill Pmt -Check	04/19/2018	2195	Denver Public Schools	DPS Hiring Event	7421 · Accounts Payable	-200.00	1,160,651.53
Bill Pmt -Check	04/19/2018	2196	GrowHaus		7421 · Accounts Payable	-130.00	1,160,521.53
Bill Pmt -Check	04/19/2018	2197	T-Mobile	Acct number 955238103	7421 · Accounts Payable	-91.20	1,160,430.33
Bill Pmt -Check	04/19/2018	2198	William Wallace		7421 · Accounts Payable	-3,187.50	1,157,242.83
Bill Pmt -Check	04/20/2018	2199	G&G Consulting Group		7421 · Accounts Payable	-5,955.00	1,151,287.83
Check	04/23/2018	DBT	Expedia		0580 · Travel, Regis, Ent	-15.00	1,151,272.83
Check	04/23/2018	DBT	Iberia		0580 · Travel, Regis, Ent	-1,194.41	1,150,078.42
Check	04/23/2018	DBT	Iberia		0580 · Travel, Regis, Ent	-1,194.41	1,148,884.01
Check	04/23/2018	DBT	United		0580 · Travel, Regis, Ent	-15.99	1,148,868.02
Check	04/23/2018	DBT	Amazon.com		0610 · General Supplies	-119.93	1,148,748.09
Check	04/23/2018	DBT	Amazon.com		0640 · Books and Materials	-48.12	1,148,699.97
Check	04/23/2018	DBT	Facebook		Student Recruitment	-5.60	1,148,694.37
Check	04/23/2018	DBT	Michaels		0610 · General Supplies	-49.12	1,148,645.25
Check	04/24/2018	DBT	Amazon.com		0610 · General Supplies	-11.99	1,148,633.26
Check	04/24/2018	DBT	Amazon.com		0610 · General Supplies	-35.90	1,148,597.36
Deposit	04/25/2018			Deposit	-SPLIT-	410.00	1,149,007.36
Check	04/26/2018	2200	William Wallace		0620 · Energy - Gas and Electric	-39.46	1,148,967.90
Check	04/26/2018	DBT	Murillo Hotel		0580 · Travel, Regis, Ent	-922.24	1,148,045.66
Check	04/26/2018	2201	O'Quinn, Cathleen	10011	0610 · General Supplies	-59.31	1,147,986.35
Check	04/26/2018	DBT	Expedia		0580 · Travel, Regis, Ent	-156.00	1,147,830.35
Paycheck	04/26/2018	2211	Confidential Payroll Item		-SPLIT-	-90.55	1,147,739.80
Paycheck	04/26/2018	2212	Confidential Payroll Item		-SPLIT-	-90.55	1,147,649.25
Liability Check	04/26/2018	ACH	Delta Dental of Colorado	000141307	-SPLIT-	-1,220.60	1,146,428.65
Liability Check	04/26/2018	2202	Kaiser Permanente	36551, 36551-01-16	-SPLIT-	-13,473.90	1,132,954.75

Compass Academy
Bank Transaction Detail
As of April 30, 2018

Type	Date	Num	Name	Memo	Split	Amount	Balance
Liability Check	04/26/2018	2203	Unum Life Insurance Company	0632604-001 2	-SPLIT-	-32.40	1,132,922.35
Liability Check	04/26/2018	2204	Denver Public Schools		-SPLIT-	-14,060.48	1,118,861.87
Check	04/26/2018	DBT	Amazon.com		0610 · General Supplies	-22.99	1,118,838.88
Check	04/26/2018	DBT	Amazon.com		0610 · General Supplies	-39.85	1,118,799.03
Check	04/26/2018	DBT	Amazon.com		0610 · General Supplies	-84.75	1,118,714.28
Check	04/26/2018	2205	Manager of Finance		0513 · Contracted Field Trips	-152.50	1,118,561.78
Liability Check	04/26/2018	ACH	Voya Financial		401(k) Liability	-2,812.50	1,115,749.28
Check	04/26/2018	DBT	Hostel Persal		0580 · Travel, Regis, Ent	-800.00	1,114,949.28
Bill Pmt -Check	04/26/2018	2206	Deanna Gallegos		7421 · Accounts Payable	-500.00	1,114,449.28
Bill Pmt -Check	04/26/2018	2207	Diana's Castle		7421 · Accounts Payable	-1,750.00	1,112,699.28
Bill Pmt -Check	04/26/2018	2208	Front Range Inflatables	VOID:	7421 · Accounts Payable	-635.00	1,112,064.28
Bill Pmt -Check	04/26/2018	2209	PERA	Statement 920527, Billing 998-00-0488	7421 · Accounts Payable	-20.21	1,112,044.07
Bill Pmt -Check	04/26/2018	2210	Wells Fargo Vendor Financial Services LLC	Acct Number 1579856-3538979	7421 · Accounts Payable	-665.24	1,111,378.83
Bill Pmt -Check	04/26/2018	2214	Project C.U.R.E.		7421 · Accounts Payable	-250.00	1,111,128.83
Deposit	04/26/2018			Deposit	0580 · Travel, Regis, Ent	922.70	1,112,051.53
Deposit	04/27/2018			Deposit	-SPLIT-	81,847.58	1,193,899.11
Check	04/30/2018	DBT	Walmart		0610 · General Supplies	-17.86	1,193,881.25
Check	04/30/2018	DBT	King soopers		0610 · General Supplies	-16.00	1,193,865.25
Check	04/30/2018	DBT	Walmart		0610 · General Supplies	-53.96	1,193,811.29
Check	04/30/2018	DBT	Safeway		-SPLIT-	-37.65	1,193,773.64
Deposit	04/30/2018			Deposit	0580 · Travel, Regis, Ent	922.70	1,194,696.34
Deposit	04/30/2018			Deposit	0610 · General Supplies	18.45	1,194,714.79
Check	04/30/2018	DBT	Amazon.com		0610 · General Supplies	-8.98	1,194,705.81
Check	04/30/2018	DBT	Amazon.com		0610 · General Supplies	-24.72	1,194,681.09
Check	04/30/2018			Service Charge	0313a · Bank Fees	-26.44	1,194,654.65
Deposit	04/30/2018			Interest	1500 · Interest Income	84.33	1,194,738.98
Total 8101 · First Bank						481,328.49	1,194,738.98
TOTAL						481,328.49	1,194,738.98

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2017 through April 2018

	<u>Jul '17 - Apr 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
Income				
1000 - Local Revenue Source				
1500 - Interest Income	151.17			
1700 - Pupil Activities				
1751 - Fundraising	11,362.56	22,000.00	-10,637.44	51.65%
1790 - Uniforms/Other	13,008.14	14,000.00	-991.86	92.92%
Total 1700 - Pupil Activities	24,370.70	36,000.00	-11,629.30	67.7%
1740 - Fees	320.00			
1900 - Other Revenue from Local Source				
1990 - Other Revenue	16,400.20	21,000.00	-4,599.80	78.1%
1900 - Other Revenue from Local Source - Other	-2,412.64			
Total 1900 - Other Revenue from Local Source	13,987.56	21,000.00	-7,012.44	66.61%
1920 - Grant income	512,590.00	566,070.00	-53,480.00	90.55%
1954 - Mill Levy Funding				
1998 MLO Literacy	41,342.40	40,687.00	655.40	101.61%
1998 MLO Technology	11,276.10	11,096.00	180.10	101.62%
2003 MLO Academic Achievement	9,395.10	9,246.00	149.10	101.61%
2003 MLO Textbooks	13,153.80	12,945.00	208.80	101.61%
2012 MLO Enrichment and Support	40,510.80	40,290.00	220.80	100.55%
2012 MLO Secondary Arts	46,563.00	45,406.00	1,157.00	102.55%
2012 MLO Technology	20,882.40	20,550.00	332.40	101.62%
2012 MLO Textbooks	20,882.40	20,550.00	332.40	101.62%
2012 MLO Tutoring	91,788.56	75,671.00	16,117.56	121.3%
2016 MLO Classroom Technology	29,509.92	27,767.00	1,742.92	106.28%
2016 MLO Equalization	56,816.64	46,160.00	10,656.64	123.09%
2016 MLO Great Teachers	64,825.92	61,009.00	3,816.92	106.26%
2016 MLO Support for WholeChild	67,068.00	63,108.00	3,960.00	106.28%
Total 1954 - Mill Levy Funding	514,015.04	474,485.00	39,530.04	108.33%
Total 1000 - Local Revenue Source	1,065,434.47	1,097,555.00	-32,120.53	97.07%
3000 - State Revenue				
3113 - Capital Construction Fund	40,463.01	44,847.00	-4,383.99	90.23%
3139 - ELPA PD	6,320.70	6,320.00	0.70	100.01%
3140 - ELPA Special Ed	4,688.38	4,688.00	0.38	100.01%
3150 - Gifted and Talented	2,628.20			
3183 - EARSS	156,709.53	200,000.00	-43,290.47	78.36%
3192a - School Counselor Corps	60,700.27	81,400.00	-20,699.73	74.57%
3235 - At Risk Supplemental	4,712.50	0.00	4,712.50	100.0%
Total 3000 - State Revenue	276,222.59	337,255.00	-61,032.41	81.9%
4000 - Federal Revenue				
Federal Entitlement Funds - Var	0.00	1,806.00	-1,806.00	0.0%
4954 - Federal Revenue - passthrough				
4010a - Title I	140,140.02	163,350.00	-23,209.98	85.79%
4365a - Title III	6,820.27	9,511.00	-2,690.73	71.71%
4367a - Title II	8,365.64	11,474.00	-3,108.36	72.91%
7365a - Title III Set Aside	0.00	282.00	-282.00	0.0%
9206a - Charter Credit	29,692.99	38,279.00	-8,586.01	77.57%
Total 4954 - Federal Revenue - passthrough	185,018.92	222,896.00	-37,877.08	83.01%
Total 4000 - Federal Revenue	185,018.92	224,702.00	-39,683.08	82.34%
5700 - PPR	2,705,160.26	2,690,402.00	14,758.26	100.55%
Total Income	4,231,836.24	4,349,914.00	-118,077.76	97.29%
Gross Profit	4,231,836.24	4,349,914.00	-118,077.76	97.29%
Expense				
0100 - Salaries				
100 - Administration	209,272.25	254,020.00	-44,747.75	82.38%
200 - Professional Staff Salaries	1,146,906.46	1,419,810.00	-272,903.54	80.78%
300 - Other Professional	61,097.27	117,895.00	-56,797.73	51.82%
500 - Clerical	36,624.98	39,100.00	-2,475.02	93.67%
Total 0100 - Salaries	1,453,900.96	1,830,825.00	-376,924.04	79.41%
0200 - Employee Benefits				
Clerical Benefits				
5.0211 - L&STD Insurance	9.45			
5.0221 - Medicare	0.00	567.00	-567.00	0.0%
5.0230 - PERA	1,994.61	2,186.00	-191.39	91.25%
5.0251 - Health Benefits	2,603.14	3,264.00	-660.86	79.75%
5.0290 - PCOPS	3,414.28	3,754.00	-339.72	90.95%
Total Clerical Benefits	8,021.48	9,771.00	-1,749.52	82.1%
Other Professional Benefits				
3.0211 - L&STD Insurance	16.20			
3.0221 - Medicare	0.00	1,709.00	-1,709.00	0.0%
3.0230 - PERA	3,304.16	6,591.00	-3,286.84	50.13%
3.0251 - Health Benefits	3,876.10	6,528.00	-2,651.90	59.38%
3.0290 - PCOPS	5,714.44	11,318.00	-5,603.56	50.49%
Total Other Professional Benefits	12,910.90	26,146.00	-13,235.10	49.38%
Principal / Director Benefits				

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2017 through April 2018

	<u>Jul '17 - Apr 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
1.0211 - L&STD Insurance	27.00			
1.0221 - Medicare	0.00	3,683.00	-3,683.00	0.0%
1.0230 - PERA	10,660.50	14,200.00	-3,539.50	75.07%
1.0251 - Health Benefits	6,179.48	6,528.00	-348.52	94.66%
1.0290 - PCOPS	18,805.79	24,385.00	-5,579.21	77.12%
Total Principal / Director Benefits	35,672.77	48,796.00	-13,123.23	73.11%
Teachers/Certified Benefits				
2.0211 - L&STD Insurance	236.25	0.00	236.25	100.0%
2.0221 - Medicare	20,407.51	20,587.00	-179.49	99.13%
2.0230 - PERA	60,014.22	79,367.00	-19,352.78	75.62%
2.0251 - Health Benefits	70,655.96	91,392.00	-20,736.04	77.31%
2.0252 - Dental Benefits	960.41			
2.0253 - Vision Benefits	180.36			
2.0290 - PCOPS	105,357.74	136,302.00	-30,944.26	77.3%
Total Teachers/Certified Benefits	257,812.45	327,648.00	-69,835.55	78.69%
Total 0200 - Employee Benefits	314,417.60	412,361.00	-97,943.40	76.25%
0300 - Purchased Profess and Tech Serv				
0313a - Bank Fees	128.86			
0313b - Payroll Expenses	631.66	2,412.00	-1,780.34	26.19%
0320 - Educational Prof Services				
0320a - Contracted services	318,079.33	571,500.00	-253,420.67	55.66%
0320b - Substitutes	40,250.00	30,000.00	10,250.00	134.17%
0320c - Whole Child Enrichment	16,384.00	30,000.00	-13,616.00	54.61%
Total 0320 - Educational Prof Services	374,713.33	631,500.00	-256,786.67	59.34%
0331 - Legal	0.00	2,256.00	-2,256.00	0.0%
0332 - Audit	6,500.00	7,500.00	-1,000.00	86.67%
0334 - Consultant	17,623.10	16,521.00	1,102.10	106.67%
0339 - Business Services	62,651.25	73,700.00	-11,048.75	85.01%
0340 - Technical Services	56,806.25	54,000.00	2,806.25	105.2%
Total 0300 - Purchased Profess and Tech Serv	519,054.45	787,889.00	-268,834.55	65.88%
0400 - Purchased Prop. Services				
0441 - Rental of Land and Buildings	2,250.00			
0442 - Rental of Equipment	10,928.52	16,000.00	-5,071.48	68.3%
Total 0400 - Purchased Prop. Services	13,178.52	16,000.00	-2,821.48	82.37%
0430 - Repairs and Maint	1,634.15	2,000.00	-365.85	81.71%
0500 - Other Purchased Services				
0531 - Phone/Office	4,094.67	4,600.00	-505.33	89.02%
0533 - Postage	1,414.36	2,000.00	-585.64	70.72%
0534 - Online Services	49,516.82	57,600.00	-8,083.18	85.97%
0540 - Advertising				
Staff Recruitment	1,594.00	7,000.00	-5,406.00	22.77%
Student Recruitment	10,912.71	14,000.00	-3,087.29	77.95%
Total 0540 - Advertising	12,506.71	21,000.00	-8,493.29	59.56%
Total 0500 - Other Purchased Services	67,532.56	85,200.00	-17,667.44	79.26%
0511 - To & From School Transportation	4,366.22			
0513 - Contracted Field Trips	5,739.84	33,475.00	-27,735.16	17.15%
0515 - Shuttle Fees	258.50	8,000.00	-7,741.50	3.23%
0520 - Insurance Premiums				
0521 - Liability Insurance	16,370.00	22,100.00	-5,730.00	74.07%
0525 - Unemployment Insurance	4,209.33	5,601.00	-1,391.67	75.15%
0526 - Worker's Comp Insurance	11,085.00	14,563.00	-3,478.00	76.12%
Total 0520 - Insurance Premiums	31,664.33	42,264.00	-10,599.67	74.92%
0580 - Travel, Regis, Ent				
0584 - Staff Appreciation	4,461.66	6,000.00	-1,538.34	74.36%
0585 - Student Travel	9,015.68	23,100.00	-14,084.32	39.03%
0580 - Travel, Regis, Ent - Other	29,795.21	42,000.00	-12,204.79	70.94%
Total 0580 - Travel, Regis, Ent	43,272.55	71,100.00	-27,827.45	60.86%
0594 - District Purchased Services				
0594.1 - SPED FEE 1700	113,106.65	102,732.00	10,374.65	110.1%
0594.2 - NURSE/PSYCH/SECURITY - 0594	123,291.30	125,352.00	-2,060.70	98.36%
0594.3 - Facility Use Fee	255,053.70	251,190.00	3,863.70	101.54%
0594.4 - Shuttle Fees	39,092.85	32,747.00	6,345.85	119.38%
0594 - District Purchased Services - Other	4,250.00			
Total 0594 - District Purchased Services	534,794.50	512,021.00	22,773.50	104.45%
0595 - Denver Overhead Costs	101,629.74	99,775.00	1,854.74	101.86%
0600 - Supplies				
0610 - General Supplies				
Accountability and Testing	281.27	0.00	281.27	100.0%
Office Supplies	8,777.99	14,494.00	-5,716.01	60.56%
0610 - General Supplies - Other	66,084.26	90,000.00	-23,915.74	73.43%
Total 0610 - General Supplies	75,143.52	104,494.00	-29,350.48	71.91%
0612 - Student Incentives	587.59	3,198.00	-2,610.41	18.37%
0620 - Energy - Gas and Electric	39.46			
0630 - Food -Snack (BOLD FS FUND ONLY)	12,897.05	22,400.00	-9,502.95	57.58%

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2017 through April 2018

	<u>Jul '17 - Apr 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
0650 - Software	2,238.13	1,500.00	738.13	149.21%
0690 - Uniforms	26,737.98	24,375.00	2,362.98	109.69%
Total 0600 - Supplies	117,643.73	155,967.00	-38,323.27	75.43%
0640 - Books and Materials	16,392.13	20,000.00	-3,607.87	81.96%
0700 - Property				
0733 - Furnitures and Fixtures	6,901.40	6,000.00	901.40	115.02%
0734 - Technology Equipment	19,644.69	61,100.00	-41,455.31	32.15%
Total 0700 - Property	26,546.09	67,100.00	-40,553.91	39.56%
0710 - Land and Improvements	0.00	8,000.00	-8,000.00	0.0%
0721 - Leasehold Improvements	-2,412.64			
0735 - Non-Capital Equipment	139.99			
0800 - Other Objects				
0840 - Contingency	0.00	40,468.00	-40,468.00	0.0%
0890 - Bad Debt	622.03	1,000.00	-377.97	62.2%
Total 0800 - Other Objects	622.03	41,468.00	-40,845.97	1.5%
0810 - Dues and Fees	2,752.46	2,374.00	378.46	115.94%
0900 - XQ Objects	11,841.24	20,895.00	-9,053.76	56.67%
Total Expense	3,264,968.95	4,216,714.00	-951,745.05	77.43%
Net Income	966,867.29	133,200.00	833,667.29	725.88%



Compass Academy Board Meeting

April 19, 2018





True North

Compass Academy exists to leverage the power of each person to actualize their unique potential as Learner & Leader.



The student must
be at the center



The school must
be responsive to
the whole child



Education must be
about an individual
discovering
consciousness,
hope and purpose

ED Update





Current Enrollment Standing and Strategies

Enrollment Standings:

- Enrollment target for budget is 336 students. Currently we have 315 students enrolled:
 - Grade 6 (87)
 - Grade 7 (116)
 - Grade 8 (112)
- We have a contingency line in the budget to off-set a potential enrollment gap of 20 students.

Enrollment Strategies:

Round 2 in full swing. *This involves:*

- Calling and visiting students on the DPS unmatched list
- Attending community events
- Flyering neighborhoods
- Mailers
- Referral program
- July event



Retention Strategies

New Students Night (5/23/2018):

- 39 new students and their families attended
- 15-20 current students stayed to help as student ambassadors
- Families heard more about the school, participated in a community-building exercise, took a tour of the school, met their teachers, and participated in a raffle.

Retention Strategies:

- Each new 6th-grade student has received a call from us and a welcome packet by mail
- We are planning now for a summer event





Hiring Update

Open Roles – Middle School:

- ~~6th Grade ELA (potential offer)~~
- ~~8th Grade ELA (potential offer)~~
- 7th Grade Science
- ~~8th Grade Science~~
- Math Interventionist (New Role)
- Special Education (offer out)

Additional Open HS/XQ Roles:

- HS Leader
- ~~ELL Consultant~~
- ~~Recruitment Manager~~
- Teacher Residency
- ~~In the process of finalizing an initial class of 4 Residents~~
- Corps Member Deployment
- Next Year's request is for 13 CMs at the MS





High School Updates

The Denver Public School Board approved Compass Academy's High School Design at the May 17 board meeting with a 7-0 vote!!

If you would like to watch the comments during the proceedings, Start at 4 hours and 57 minutes using this link:

<https://livestream.com/accounts/596692/events/7731332/videos/174977082>



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS



DENVER
PUBLIC
SCHOOLS

Portfolio Management Team

Compass Academy Middle School Interim Review Site Visit Report

Site Visit Date

03 -15 - 18

School Board Visit Date

03 - 21 -18

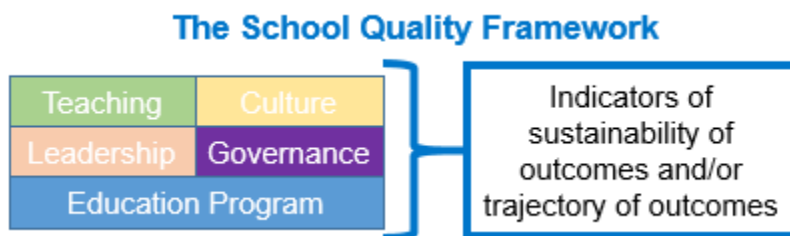
Report Prepared

04 - 06 - 18 and revised 04 - 20 -18

Introduction & Background

As part of the charter authorizing process, the Portfolio Management Team (“PMT”) conducted a site visit to Compass Academy on March 15, 2018. There was additionally a Board visit on March 21, 2018 and a Board interview on April 4, 2018. The visit team consisted of PMT staff and staff from other DPS Departments. During the site visit, team members observed instruction and spoke with school staff and other key stakeholders. Findings from a board meeting observation and board member interview are also included in this report. The site visit and other components of the authorizing process utilized the School Quality Framework (Fig I) to guide the collection and analysis of evidence; the site visit is only one piece of evidence that contributes to authorizing decisions, although it is the primary focus of this report.

Figure 1:



At the site visit, evidence was gathered around teacher quality, education program, leadership, school culture, and governance with specific categories within each of these domains. This information was then synthesized by PMT staff to generate the findings within each component.

As an authorizer, PMT respects school autonomy in organizational operations and education programming. Therefore, the findings that follow are observations drawn from the visit but do not offer recommendations.



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

Teaching Overall Rating – PARTIALLY MEETS EXPECTATIONS

COMPONENT	COMPASS ACADEMY RATING
Teacher Recruitment, Hiring, & Retention	<i>Meets Expectations</i>
Teacher Coaching	<i>Meets Expectations</i>
Teacher Evaluation	<i>Partially Meets Expectations</i>
Professional Development	<i>Meets Expectations</i>
Pedagogy-Content & Design	<i>Partially Meets Expectations</i>
Pedagogy-Instructional Strategies	<i>Partially Meets Expectations</i>
Pedagogy-Student Engagement & Mastery	<i>Does Not Meet Expectations</i>

Overall Assessment

The school has most systems in place that promote teacher quality, beginning with a mission-aligned hiring process and including quality teacher coaching, evaluation, and professional development. The observed pedagogy partially meets expectations with posted content and language objectives and instructional strategies that were sometimes differentiated to meet the needs of some students. However, low levels of student engagement in most classrooms negatively affected lesson mastery.

Strengths

- Teacher Recruitment, Hiring, & Retention
- Teacher turnover in the current year is expected to match school leader expectations (approximately 15%).
 - The principal spoke to making hiring decisions based on mission alignment and having a “start-up” mentality. She believes this leads to increased teacher retention.
 - Teachers reported alignment with the school mission and commitment to implementing the program as why they stay.
- Teacher Coaching
- The school leaders implemented a consistent coaching schedule in the first semester, and they have recently amended it in the second semester to make it more differentiated.
 - Multiple stakeholders reported the use of video to support teacher coaching.
 - The Dean of Students reported conducting regular observation and feedback cycles focused on culture.
 - There is an online system for tracking coaching feedback in alignment with the teacher evaluation rubric.

Areas for Focus

- Teacher Recruitment, Hiring, & Retention
- Before the most current year, there was a significant amount of turnover from year-to-year.
- Teacher Coaching
- *No areas of focus identified.*

- There are opportunities for peer-to-peer observations and coaching during Saturday school.

Teacher Evaluation

- Leaders reported that teachers are evaluated twice per year.
- The teacher evaluation rubric is used to guide coaching feedback throughout the year as well.
- Teachers have the opportunity to enter their own ratings on the evaluation prior to the meeting with an administrator.

Professional Development (PD)

- Weekly PD is differentiated and allows teachers to meet either in grade level, content, or whole staff teams.
- PD topics are aligned with school-wide priorities, including trauma-informed and sheltering instruction and assessment strategies.
- Peer teachers also deliver PD to staff. For example, teachers reported that they valued when special education teachers provided information on how to best support learners with ADHD.

Pedagogy- Content & Design

- In most classrooms, teachers implemented the expected five-step lesson structures that included a “do now,” direct instruction with a hook, guided practice, independent work, and closing with an exit ticket.
- There was evidence of intentional planning across classrooms with aligned and pre-prepared labs and science experiments, graphic organizers, and work packets.

Teacher Evaluation

- First-year teachers interviewed were not consistently sure what data would be included in the evaluation.

Professional Development (PD)

- *No areas of focus identified*

Pedagogy- Content & Design

- All observed classrooms had posted objectives, but in some classes they were activity based as opposed to learning-target based.
- While some lessons were grade-level appropriate, others had students completing work that was not on grade-level. For example, in one class, students were writing an essay that was using a template that was so highly scaffolded, it no longer required grade-level thinking.
- In many observed lessons, the pacing, particularly around transitions that moved work from teacher-led to student-owned, was too slow and resulted in limited student work time and ineffective closure.

Pedagogy-Instructional Strategies

- Evidence of instructional strategies in some classrooms included graphic organizers, guided notes, visual examples, small group instruction, hands-on materials, and opportunities for student talk.
- Special education and City Year Corp. members were observed to assist students, supporting them with scaffolded feedback based on the student’s varying understanding of the material.
- In a small number of classrooms, teachers provided excellent opportunities for students to self-assess as part of academic feedback and higher order questioning.

Pedagogy- Student Engagement & Mastery

- A limited number of classrooms used effective engagement strategies with, for example, hands-on materials and effective pacing that resulted in higher levels of student engagement and mastery of the objective.
- Some observed classrooms utilized exit tickets aligned to the objective.

Pedagogy-Instructional Strategies

- Use of effective instructional strategies varied widely across teachers, with math generally being stronger than literacy.
- In most classrooms, questioning techniques only engaged a small subset of students.
- Most observed classrooms did not use regular checks for understanding, which led to lack of student clarity on task that limited student mastery.
- Teachers were unable to share specific strategies used to meet varied learning needs when other support staff were not in the classroom.

Pedagogy- Student Engagement & Mastery

- In many classrooms, more than 25% of students were not engaged in the assigned activity. In some classrooms, more than half of the students were not consistently engaged. Evidence of non-engagement included off task behavior, lack of participation in discussions, and lack of work completion.
- Many observed teachers did provide opportunities for peer interaction, but these interactions were often off task and unmonitored.
- Some classrooms had unclear directions and/or ineffective support materials, which contributed to low levels of engagement in some classrooms.

Leadership Overall Rating – Partially Meets Expectations

COMPONENT	COMPASS ACADEMY RATING
Leadership Sustainability	<i>Not sufficiently assessed</i>
Organizational Structure	<i>Meets Expectations</i>
Leadership Coaching & Evaluation	<i>Meets Expectations</i>
Instructional Leadership Skills	<i>Partially Meets Expectations</i>
School Culture Leadership Skills	<i>Partially Meets Expectations</i>
Operational Leadership Skills	<i>Meets Expectations</i>
Financial Leadership Skills	<i>Not sufficiently assessed</i>

Overall Assessment

The school has the many strong systems, structures, and processes in place that promote effective leadership, however, the leaders' clear vision for the school is not yet consistently evident.

Strengths

- Leadership Sustainability
- Not sufficiently assessed*
- Organizational Structure
- The school has made explicit and data-driven shifts to its structure to support both the current school and future growth plans.
 - There are regular structures in place for collaboration amongst leadership team members, including group and 1:1 meetings.
 - The school has created teacher leadership roles and plans to expand these in the future.
- Leadership Coaching & Evaluation
- All leaders reported opportunities for coaching and professional development that they believed were valuable to their improvement.
 - The Board members interviewed reported the Board evaluates the Executive Director on her leadership skills across a number of defined domains, tied to the school's mission and vision.
 - Leaders are intentionally building the data capacity of teachers, with a focus of instructional support being on data-driven instruction.
- Instructional Leadership Skills
- The school has intentionally reflected on the schedule to ensure all students have access to

Areas for Focus

- Leadership Sustainability
- Not sufficiently assessed*
- Organizational Structure
- No areas for focus identified.*
- Leadership Coaching & Evaluation
- No areas for focus identified.*
- Instructional Leadership Skills
- The school leaders' school-wide instructional vision is not yet consistently evident across

<p>high quality instruction and will make shifts next year.</p> <ul style="list-style-type: none"> • There are clear school-wide instructional priorities and the leader's assessment of implementation progress was generally consistent with the site visit team's observations. <p>School Culture Leadership Skills</p> <ul style="list-style-type: none"> • Stakeholders from across the school consistently spoke about the school leaders' vision for a whole-child, restorative, and positive school culture approaches. • The Dean of Students monitors the behavior management system data regularly and shares with grade level teams in monthly meetings. • There are multiple opportunities for student recognition based on supporting a positive culture. <p>Operational Leadership Skills</p> <ul style="list-style-type: none"> • The school has multiple team members focused specifically on operational leadership. This includes a part of the role of the Executive Director, allowing the principal to focus on instruction. • The school dedicated additional resources to student recruitment, which appears to have had a positive impact. <p>Financial Leadership Skills</p> <ul style="list-style-type: none"> • <i>Not sufficiently assessed</i> 	<p>classrooms, however, the leaders are aware of this.</p> <p>School Culture Leadership Skills</p> <ul style="list-style-type: none"> • There is time for the common shared values to be taught, but school leaders own this was not yet fully implemented. • The school leaders' school-wide school culture vision is not yet consistently evident across classrooms, however, the leaders are aware of this. • While the school is racially homogenous, school leaders do not intentionally role up culture data disaggregated by demographics. <p>Operational Leadership Skills</p> <ul style="list-style-type: none"> • <i>No areas for focus identified.</i> <p>Financial Leadership Skills</p> <ul style="list-style-type: none"> • <i>Not sufficiently assessed</i>
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COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

Educational Program Overall Rating – PARTIALLY MEETS EXPECTATIONS	
COMPONENT	COMPASS ACADEMY RATING
Curriculum	<i>Partially Meets Expectations</i>
Assessment	<i>Partially Meets Expectations</i>
Academic Intervention and Acceleration	<i>Partially Meets Expectations</i>
ELL Instruction	<i>Meets Expectations</i>
Special Education Instruction	<i>Partially Meets Expectations</i>
Cultural Competency	<i>Partially Meets Expectations</i>
Overall Assessment	
<p>The school uses an aligned, research-based curriculum. The educational program is somewhat designed to meet the needs of special populations with curriculum and assessments that effectively progress monitor language growth for English Language Learner students. While the school has push-in and pull-out supports that are partially effective in helping students with disabilities access grade-level content, the regular classroom instruction is not modified to support the varied learning needs of all students.</p>	
Strengths	Areas for Focus
<p>Curriculum</p> <ul style="list-style-type: none"> The school provides standards-aligned commercial curriculum to teachers and supports them in creating objective calendars and lesson planning. School leaders provide monthly and weekly feedback to teachers on their lesson plans, and this is an ongoing focus for the year. Teacher leaders regularly facilitate content teams to focus on vertical alignment All teachers have created a target map of the year based on their standards. <p>Assessment</p> <ul style="list-style-type: none"> After finding MAP was insufficiently serving the school’s PARCC prediction needs, it worked to developed more PARCC-aligned interim assessments. MAP data is being used for grouping and intervention. The school has worked with students to help them understand their performance data and goals. The ELD team is normed on how they score and progress monitor student growth in ELD and collect evidence of student work to support ratings. 	<p>Curriculum</p> <ul style="list-style-type: none"> The rigor of the instructional materials provided in some classrooms was below grade-level. The school leader identified unit planning as an area of future growth for teachers, as teachers are not yet able to create unit plans aligned with standards. <p>Assessment</p> <ul style="list-style-type: none"> While the school has interim assessments designed to be PARCC-aligned, stakeholders note this data is not being effectively and consistently used to adjust instruction yet. Additionally, these are new so the degree to which they will predict PARCC is unknown.

Academic Intervention and Acceleration

- The school uses nationally-normed MAP data to identify students for intervention and there are multiple periods daily for intervention.
- The school further uses STAR, Quill and newly Edulastic interims to monitor progress.
- There are weekly grade level meetings to identify students who may need extra supports, behaviorally or academically, so as not to need interventions that are more formal later.
- City Year Corps members support with small group intervention in some general education classrooms.

ELL Instruction

- ELD staff are coaching and supporting content teachers in designing lessons to include sheltering practices and academic language in lessons.
- Sheltering strategies, such as anchor charts, peer work time, and sentence stems, and use of academic language was observed in many classrooms.
- Students were given time to practice language in most classrooms.

Special Education Instruction

- Two special education teachers work with students in both push-in and pull-out settings.
- Accommodations both in and out of the classroom allow students to access grade level content.
- There was differentiation of process and product observed within the small pull-out group.

Academic Intervention and Acceleration

- While the school has two interventionists, they state they are unable to provide targeted intervention supports in several of their classes due to large class size and a broad range of student needs.
- The observed Reading intervention, which is grouped by skill level, still had a large numbers of students working on the same skill without sufficient differentiation to meet their diverse needs.
- While City Year Corps members were working with small groups, the quality of their feedback and support varied widely. For example, some support almost exclusively focus mostly on behavior/compliance, while other times focus on academics or language/translation.

ELL Instruction

- In some classrooms, differentiation by language level was not evident.

Special Education Instruction

- In the absence of push-in or pull-out supports, regular classroom teachers generally did not provide differentiation of processes or products to meet the needs of all learners.



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

Cultural Competency

- The school’s bilingual model intentionally honors and supports students’ native language development
- In some observed lessons, materials aligned with student culture.
- A priority moving forward is to add more diversity when hiring teaching staff.
- A school-wide focus on kindness for victims of the recent school shootings in Florida had buy-in from students and supported a relevant community-wide conversation between adults and students.
- The staff engages in home visits and had a community walk in order to more deeply understand their neighborhood.

Cultural Competency

- While teachers are committed to trauma-informed work, they described that they need more robust training to adequately address trauma-informed education.
- The principal stated the school has begun to explore the underpinnings of cultural competency theory and practice, but had not yet explicitly trained teachers.
- The Dean was unable to identify any specific positive identity-related efforts to support school culture.



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

School Culture Overall Rating – Partially Meets Expectations

COMPONENT	COMPASS ACADEMY RATING
Parental Involvement	<i>Partially Meets Expectations</i>
Discipline Policy	<i>Partially Meets Expectations</i>
Classroom & School Management	<i>Partially Meets Expectations</i>
Student Investment	<i>Partially Meets Expectations</i>

Overall Assessment

The school has some systems in place to support a strong school culture, such as student leadership and involvement opportunities, and some systems in place to involve parents in the school community, such as conferences. However, instructional time is often interrupted as a result of ineffective or inconsistent classroom management systems.

Strengths	Areas for Focus
<p>Parental Involvement</p> <ul style="list-style-type: none"> The school has a SAC that meets regularly. The school hosts events such as “Data and Desserts” and parent conferences to share student performance data. Parents reported that they have close connections with the teachers and can reach out to administration with concerns. The school has hosted events for 8th graders to assist families high school selections. <p>Discipline Policy</p> <ul style="list-style-type: none"> The school is focused on a restorative approach and all stakeholders could speak to this. The school has had very few suspensions, in line with its restorative philosophy. Students reported they feel safe on campus. The school conducts regular PD on their discipline policy. <p>Classroom & School Management</p> <ul style="list-style-type: none"> Teachers were observed to use positive narration and verbal re-direction for behavior that was effective in some classrooms. 	<p>Parental Involvement</p> <ul style="list-style-type: none"> Parents interviewed reported being unaware of the school SAC and its purpose. All parents interviewed reported that parent engagement could be improved because it is the same families that are always involved. <p>Discipline Policy</p> <ul style="list-style-type: none"> Teachers reported they have not received significant training on the restorative approach, although the Dean noted that there has been modeling of these conversations for all stakeholders. Stakeholders reported different understandings of how to use the school’s refocus practice of temporarily sending students to another classrooms. Students stated in interviews that the discipline ladder is implemented inconsistently and that some teachers skip steps. <p>Classroom & School Management</p> <ul style="list-style-type: none"> While the Dean discussed norming on the use of positive points in the management system, these were not consistently observed to be used in classrooms.

- A few teachers had effective strategies for management that included lining up at the door prior to entry and naming expectations for voice and movement levels prior to releasing students for partner work.
- Most behavior management conversations between students and teachers were observed to be respectful.
- There were school-wide management systems observed, including, for example, systematic storage of backpacks.

Student Investment

- The school has involved students in the design sessions to inform on changes to the program.
- There is a student choice built into the Learners and Leaders block in an attempt to build student ownership.
- Students interviewed could provide opportunities for student leadership that include presenting to their peers in classrooms and informing school-wide decision on the student council.
- There are boys and girls soccer teams and an upcoming school-wide talent show organized by students.
- Students who miss school are invited to make up work at Saturday school, and, as reported by staff, many students choose this option.

- In many classrooms, student behavior led to significant loss of learning time, and, in some classrooms, teachers were able to deliver very little content.
- Some students were observed in the hallways for long periods of time during class without purpose. This may be have been related to inconsistent and unnecessary use of bathroom passes.
- When teachers held short, restorative conversations in the hallway, class time for the remainder of the students was often lost, as they were often not provided with a task to complete while they waited for the teacher to return. Further, sometimes teachers named the need for a restorative conversation, but they did not consistently follow up on that.

Student Investment

- Although the school has prioritized attendance and provided incentives, the school reports attendance is lower than expected.
- Student conduct in some classes suggested a lack of investment in their school work.



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

COMPONENT	COMPASS ACADEMY RATING
Drive the Mission and Vision	<i>Meets Expectations</i>
Academic Oversight	<i>Meets Expectations</i>
Financial Oversight	<i>Meets Expectations</i>
Operational Oversight	<i>Meets Expectations</i>
Strategic Planning	<i>Meets Expectations</i>
Community Relations	<i>Not Sufficiently Assessed</i>
Board Systems and Structures	<i>Meets Expectations</i>
Legal Obligations	<i>Not assessed at Interim Review</i>
Overall Assessment	
The Board has the strong skills and systems/structures in place to provide oversight to the school, including an active committee structure.	
Strengths	Areas for Focus
<p>Drive the Mission and Vision</p> <ul style="list-style-type: none"> The Board shared “Ripples and Joys” at the start of their meeting that provides opportunities with members to align with the mission and vision of the school. The Board members interviewed referenced the mission and vision of the school multiple times in their description of their governance practices. The Board has SMART goals that are aligned with the mission and vision of the school. <p>Academic Oversight</p> <ul style="list-style-type: none"> The Board received a timely academic update, which included MAP data for fall and winter that was disaggregated by grade and compared to established goals. The Board has an Academic Committee with members that have academic expertise. The Board members interviewed stated they are further refining their interim assessments and data they review in order to ensure it is more predictive of student performance on PARCC and the outcomes of the SPF. In the observed Board meeting, the Academic Committee shared four in-depth reviews: academic mastery, a report on bi-literacy, social-emotional competency and parent and student engagement data. <p>Financial Oversight</p>	<p>Drive the Mission and Vision</p> <ul style="list-style-type: none"> <i>No areas of focus identified.</i> <p>Academic Oversight</p> <ul style="list-style-type: none"> Although the Academic Committee and school leaders presented considerable data, there were minimal questions asked by the wider Board in response to data delivered. This may be appropriate given the level of engagement of the Academic Committee. <p>Financial Oversight</p>

- Financial reports were sent to Board members prior to the start of the meeting and also supplied in hard copy at the meeting.
- The Finance Committee presented on the current financial status of the school.
- Board members asked relevant follow-up questions regarding use of available funds for translation equipment.

Operational Oversight

- The Academic Committee update included timely school culture data.
- The Board approved the school calendar for the upcoming school year in the observed Board meeting, including a discussion about including assessment days on the calendar prior to distribution.
- The Board discussed the effectiveness of Saturday School for teachers and students.
- The Board inquired as to enrollment projections for the upcoming school year and discussed the results of the survey of student families and their potential choice decisions.

Strategic Planning

- The Board spent the majority of its time engaged in discussion appropriate for the life stage of the school, including relevant short-term decisions as well as long-term strategic planning.
- The Board has a formal strategic plan, with aligned goals.

Community Relations

- The Board intentionally engages community stakeholders. For example, at the observed Board meeting, a student and his mother presented to the Board on their experience at Compass, sparking a lot of questions and discussion from the Board.

Board Systems and Structures

- *No areas of focus identified.*

Operational Oversight

- Although Saturday School was a topic of conversation, relevant data, including, for example, the number of staff and students who attend Saturday school sessions, was not reported.

Strategic Planning

- *No areas of focus identified.*

Community Relations

- *Not sufficiently assessed.*

Board Systems and Structures



COMPASS ACADEMY MIDDLE SCHOOL INTERIM REVIEW: SITE VISIT FINDINGS

<ul style="list-style-type: none">• The Board members interviewed had a clear understanding of their role in a governing body.• The Board has the required officers in place and an active committee structure that then reports to the full Board.• Minutes from the previous meeting were approved at this meeting.	<ul style="list-style-type: none">• Although the agenda called for an Executive Session, the pacing of the meeting was such that time ran out prior to this and some other discussions occurring. This may be in part due to the Chair being unable to attend the observed board meeting.
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Note: The Legal Obligation Inventory is not completed at Interim Reviews.



School Quality Framework Rubric 2017-2018

Updated: May, 2017

Introduction: This rubric was developed based on research and a study of best practices both nationwide and within other DPS departments. Please note that this rubric is designed to apply to most school models, but in the case of unique programs might be tailored slightly to better evaluate those programs.

Domain 1: Teaching: The school has strong systems in place that promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development. These systems result in evidence of strong pedagogy at the school, including clear objectives, instructional strategies that meet the needs of all students, and high levels of student engagement in lessons.

		Exceeds	Meets	Partially meets	Does not meet
1.1	Teacher Recruitment, Hiring, & Retention	All criteria for meets expectations plus: Teachers display mission alignment and retention processes are intentional and include a clear ladder for career advancement for high performing, mission-aligned teachers.	The school has documented procedures and criteria around dismissal that include opportunity for improvement. The school has intentional teacher retention processes and procedures. The school has a teacher recruitment and hiring processes that is clearly defined and results in hiring decisions being made in alignment with school calendar; candidates are highly qualified and represent a variety of backgrounds, including some that match the student population. Teacher turnover matches what school leaders anticipated.	The school has clear procedures and criteria around dismissal. The school has a teacher recruitment process that ensures hiring decisions are aligned with school calendar and results in candidates that represent a variety of backgrounds. Teacher turnover is slightly higher than school leaders anticipated.	The school does not have clear procedures and criteria around dismissal or retention. The school's teacher recruitment processes are either not defined or not aligned with the school program. Teacher turnover is much higher than school leaders anticipated.
1.2	Teacher Coaching	All criteria for meets expectations plus: The school has structures in place to facilitate peer observations.	<p>Leaders conduct observations and provide feedback to all staff on a clear and consistent schedule, including feedback around instructional delivery, using a protocol with research-based and transparent criteria. Support is differentiated based on teacher need with all teachers receiving differentiated feedback. Teachers are held accountable for implementing coaching feedback through a transparent and consistent process.</p> <p>In your areas for focus, you name that: Some teachers stated they felt they had to actively seek out additional coaching support and feedback when they needed it, but that when they did, it was met with administrative support.</p> <p>Our wonder is why this is seen as negative – we see this as a good thing. Teachers reaching out for additional coaching and then getting it is positive from our perspective</p>	The school conducts observations and provides feedback to teachers but these are not conducted according to a set schedule or using research-based protocols. Support is differentiated for some teachers. The system for holding teachers accountable is not transparent or consistently applied.	The school does not conduct regular observations or provide feedback to teachers. Support for teachers is not differentiated by need. Criteria utilized to coach teachers are not clear or transparent and/or does not reinforce instructional expectations.
1.3	Teacher Evaluation	All criteria for meets expectations plus: There are growth plans in place for all teachers that include	Teacher evaluations are consistently implemented on an annual basis using clear criteria (including 50% student achievement growth) and multiple measures that hold all	Evaluations that hold teachers accountable are conducted on an annual basis but either do not include the 50%	Teachers do not all receive a formal annual evaluation.

		data and offer opportunity for personal reflection and growth.	teachers accountable, address areas of growth identified in the evaluation, and are clearly communicated to teachers.	student achievement growth or other components required by SB 191/District policy. Criteria for evaluation are not transparent to teachers.	
1.4	Professional Development (PD)	All criteria for meets expectations plus: The school regularly evaluates the effectiveness of PD. The school seeks opportunities for PD outside of the school in alignment with identified school goals and priorities.	All criteria for partially meets expectations plus: PD is differentiated based on teacher experience, need, and content area. Teachers implement strategies learned in PD on a regular basis with systems for accountability in place. The school has established annual PD priorities aligned with the mission, values, and goals of the school.	The school devotes at least 8 hours monthly to PD according to a clear schedule. Topics selected are based on school data as well as teacher experience, need, and content area. The school has systems and structures in place to ensure teachers are compliant with ELA PD requirements.	The school offers PD on an irregular basis. PD topics are selected without considering data on teacher development needs.
1.5	Pedagogy: Content and Design	All criteria for meets expectations plus: Teachers plan for meaningful lesson extensions for students who finish quickly.	All criteria for partially meets expectations plus: Teachers demonstrate effective pacing throughout the lesson. Lessons have evidence of planning for differentiation. The objective is meaningful and relevant.	Teachers demonstrate accurate content knowledge and evidence of planning. Lesson objectives and components are grade-level appropriate and aligned with curriculum, activities, and CAS/WIDA standards.	Teachers do not demonstrate accurate content knowledge and/or there is evidence of a lack of planning and/or effective lesson pacing. Lessons lack clear objectives or are not aligned with Colorado Academic Standards (CAS) and WIDA or are not grade level appropriate.
1.6	Instructional Strategies	All criteria for meets expectations plus: Differentiation allows students at all levels to self-start their own learning with varied resources accessible to them. Students take responsibility for questioning and challenging each other. Teachers follow-up on feedback provided and use the data from their checks for understanding to make in-the-moment lesson adjustments, as necessary, to meet student needs.	Teachers effectively address students' challenges, misunderstandings, and misconceptions by differentiating instruction to meet the needs of all learners including ELLs, students with disabilities, and students at varying proficiency levels. Questioning techniques require all students to demonstrate higher order thinking as appropriate, including the active and appropriate use of precise academic language and problem solving skills. Teachers provide timely, accurate and precise academic feedback, appropriately focused on the needs of each student. Varied and frequent checks for understanding are observed throughout lessons and are used to monitor all students' progress.	Instruction is differentiated, but the needs of all learners are not met. There is not consistent evidence of differentiation for ELLs, students with disabilities and students at varying proficiency levels. Questioning techniques may promote higher order thinking as appropriate for some students, but are not equitably applied across students. Teachers provide some academic feedback but it is not always accurate or consistent. Infrequent or low-quality checks for understanding are observed, monitoring the learning progress of only a subset of students.	Instruction is not differentiated and does not meet the needs of all learners in the classroom. Questioning techniques do not engage the majority of students and/or do not promote higher order thinking as appropriate. Teachers do not provide academic feedback. Checks for understanding are not observed.
1.7	Student Engagement and Mastery	All criteria for meets expectations plus: High-quality peer interaction is used as a tool for learning. 100% of students are consistently engaged. Students independently assess their progress towards their own learning goals.	Teachers employ a variety of strategies to intentionally engage all students. At least 80% of students are consistently engaged. Lessons meet all learners' needs and have appropriate supports (including digital) to ensure all students can demonstrate mastery.	Teachers inconsistently employ strategies to promote student engagement. Fewer than 80% of students are consistently engaged. Only a subset of students meet expected outcomes and are able to demonstrate mastery. We believe we are partially met based on this criterion. In the feedback, you name that it is around 25% of students not engaged at any given time. This would be	Teachers do not employ strategies to promote student engagement. Fewer than 60% of students are consistently engaged. Expected student outcomes do not adequately measure intended learning for the objective and very few students demonstrate mastery, or the teacher does

				in line as partially met. Based on our on-going observations, we see this as an accurate reflection of our progress.	not check for student mastery.
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Domain 2: School Leadership: The school has systems, structures, and processes in place that promote leadership and ensure student achievement and school sustainability.

		Exceeds	Meets	Partially meets	Does not meet
2.1	Leadership Sustainability	All criteria for meets expectations plus: There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	There are leadership team job descriptions that include clear job responsibilities and qualifications. There is a clear leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition.	The Board/school has discussed leadership succession but not developed any documents to support sustainability. There are not job descriptions for the leadership team.	The Board/school has not discussed future leadership plans.
2.2	Organizational Structure	All criteria for meets expectations plus: The school leader intentionally builds the capacity in other educators and leaders within the school community. The leadership team meets regularly, and has a transparent system in place to effectively support the school's academic program.	All criteria for partially meets expectations plus: There are transparent systems and structures in place to utilize the staffing structure for effective staff and student support, accountability and decision-making. Roles and responsibilities and the channels of communication are well-defined and clear to all stakeholders. Decision-making follows a defined process and structure which utilizes student data and is inclusive of stakeholder voice.	The staffing structure supports the effective implementation of the academic program, and leverages staff strengths. Although channels of communication may exist, roles and responsibilities may be unclear to some stakeholders. The process for decision making is defined but does not utilize student data and/or is not inclusive of stakeholder voice and perspective.	The school's staffing structure is not clearly defined or the structure may not be financially viable. The staffing structure may not support the effective implementation of the academic program. There is uncertainty among staff about roles and lines of accountability. The process for decision making is not clearly defined.
2.3	Leadership Coaching and Evaluation	All criteria for meets expectations plus: There is regular mentorship/coaching provided for all members of the leadership team.	The leadership team is evaluated annually with a protocol that includes at least 50% student growth results and other components required by SB191/District policy, as well as alignment with school mission. There are well-defined steps the Board and leader will take in the event that accountability measures are not met. The leadership team actively engages in need-based professional development.	The leadership team evaluations are conducted on an annual basis but either do not include the 50% student achievement growth or other components required by SB 191/District policy or criteria are not well-documented.	The leadership team does not receive an annual evaluation. There is not a system for leadership team coaching.

2.4	Instructional Leadership Skills	All criteria for meets expectations plus: The school leader has a track record of improving student outcomes.	All criteria for partially meets expectations plus: School stakeholders share in the instructional vision to guide their work. Systems at the school support the leader’s vision for instruction and support systems for determining allocation of resources. The leader builds the capacity of teachers around data-driven instruction. School leaders consistently collect data to monitor their instructional systems and adjust systems or implementation based on their findings.	School leaders have a vision for instruction that is reflected in classrooms and instructional systems and structures across the school. There are systems in place at the school to implement the instructional vision, however they are executed inconsistently or do not align with the instructional vision. School leaders inconsistently collect data to monitor progress towards their instructional vision.	School leaders do not have a clear vision for instruction at the school. There are not systems in place that support the instructional needs of the students and/or systems are inconsistent across the school. School leaders do not effectively collect data to monitor instructional systems and their effectiveness.
2.5	Operational Leadership Skills	All criteria for meets expectations, plus: The school has policies in place outlining the core operational functions of the school, allowing them to continue in the event of leadership turnover. The school leader has a track record of improving operational outcomes.	All criteria for partially meets expectations plus: School stakeholders share in the operational vision to guide their work. The school has operational systems that support in conducting targeted outreach to underrepresented groups. The school calendar and schedule are consistent for all stakeholders and designed to promote student achievement. The school strategically aligns and tracks people, time and money with student needs and teacher development needs to drive and maximize student achievement. School leaders consistently collect data to monitor their operational systems and adjust systems or implementation based on their findings.	School leaders have a vision for operations that is reflected in operational systems and structures across the school. The school has systems for operation that include student recruitment efforts that result in meeting 90% of enrollment targets. Enrollment systems provide equitable access for all students. The school practices appropriate risk management, including insurance policies. The school is compliant with all health and safety regulations. School leaders inconsistently collect data to monitor progress towards their operational vision.	School leaders do not have a clear vision for operations at the school. There are not clearly identified key personnel in roles to support necessary operations. The school does not have systems around key operational areas. School leaders do not effectively collect data to monitor operational systems and their effectiveness.
2.6	School Culture Leadership Skills	All criteria for meets expectations plus: The school leader has a track record of improving school culture.	All criteria for partially meets expectations plus: School stakeholders share in the school culture vision to guide their work. There are systems in place to develop shared attitudes, values, goals, expectations and/or practices that characterize the school. School leaders strategically recognizes the efforts of staff and students. A transparent reward system encourages teacher and student efforts and continually supports the vision. School leaders consistently collect data to monitor their culture systems and adjust systems or implementation based on their findings.	<p>School leaders have a vision for school culture that is reflected in classrooms, outside of classrooms, and in systems and structures across the school. There are clear, transparent systems in place at the school to define the cultural expectations for teachers and students that are consistent across the school and align with the shared vision for culture. However, school leaders inconsistently collect data to monitor progress towards their culture vision.</p> <p>I would just like to clarify one of your areas of focus: The school does not monitor culture data disaggregated by demographics. As you know, we have a very homogeneous population and our “N” is very small for most subgroups. This data cannot be shared publically, but we are aware of every student’s data through the EWI system and through many of our grants (EARSS in particular)</p>	School leaders do not have a clear vision for school culture at the school. There are not systems in place to support school culture. School leaders do not effectively collect data to monitor culture systems and their effectiveness.

2.7	Financial Leadership Skills	All criteria for meets expectations plus: The school actively engages the broader community to create partnerships and acquire additional resources that support the school leader's financial plan. The school has clear protocols for reviewing and revising financial policies and procedures.	All criteria for partially meets expectations plus: The school's financial planning aligns with its instructional, cultural, and operational vision. Submitted financial documents are complete and meet all requirements and are of high quality. If primary financial management is provided by external consultants, there is a member of the school staff who has the financial knowledge to understand and interpret financial information provided by the external consultant. Financial metrics, including budgets to actuals, cash flow, income statement, and balance sheet, are monitored by leadership on an ongoing basis. There is a process for school leadership to prepare internal monthly financials for stakeholder review. There are strong internal controls in place that are consistently followed.	The school has a financial plan. The school has a financial policies and procedures document that outlines procedures for handling cash and monitoring accounts payable; these procedures are consistently implemented. The school leader has identified roles and responsibilities to monitor income and spending and the financial state of the school.	The school does not have a clear short term or long term financial plan. The school does not have documented financial policies and procedures. There is not a clear monitoring system for school finances.
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Domain 3: Educational Program: The school's educational program is well designed to meet the needs of all students through well-developed curriculum, assessment, and programs for special populations, and clear systems for promoting cultural competence.

		Exceeds	Meets	Partially meets	Does not meet
3.1	Curriculum	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student population, including the inclusion of culturally relevant materials.	<p>All criteria for partially meets expectations plus: Common Core- aligned curricula and resources extend into intervention, special education, acceleration, the arts, and PE. There are systems for horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. There is a well-defined feedback loop for revising curriculum on an interim and year-end basis based on data.</p> <p>We also meet this criterion. All teachers have a monthly planning day to refine curriculum planning and get feedback from the Dean of Instruction. All teachers have created a target map of the year based on their standards. There are team meetings for Content and Grade Level planning.</p>	<p>The school has research-based, Common Core/CAS aligned curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.</p> <p>We meet all this criterion. Your areas of focus refer to our hopes for future integration of project-based learning. What is described above is in place. In addition, some of the instructional materials used with students may be at a different reading level while still teaching to the grade level standard.</p>	The school does not have research-based, Common Core/CAS aligned curricula in place.
3.2	Assessment	All criteria for meets expectations plus: Students are able to articulate their goals and performance toward meeting those goals.	All criteria for partially meets expectations plus: There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. The school has clear graduation and promotion criteria are consistently applied. There are SMART goals for student achievement that are in line with district and state expectations, with a clear process to monitor progress towards goals. Goals are in line with meeting or exceeding	The school utilizes multiple grade- level appropriate assessments that were chosen based on research and the needs of a particular student population. There is a clear schedule and protocol for data analysis and data is used to identify students for remediation or acceleration. Teachers collaborate to norm and hold	The school does not have a system to administer interim assessments or use the data to inform instruction and identify students in need of support. There is not a protocol for data analysis or norms for teacher

			<p>district and state SPF expectations. There is a benchmarking system in place to monitor the school's progress toward meeting goals, and adjust strategies when appropriate.</p>	<p>high expectations for grading and assessment of student progress.</p>	<p>collaboration on assessment and grading.</p>
3.3	<p>Academic Intervention and Acceleration</p>	<p>All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.</p>	<p>All criteria for partially meets expectations plus: There are clear procedures for identifying gifted and talented and academically advanced students. There are sufficient research-based resources and strategies available to provide services to students in need of intervention/acceleration. Data on students receiving academic intervention is regularly monitored to gauge their effectiveness and adjust supports accordingly. The MTSS/RTI process is clear to all teachers and results in research-based supports for learners.</p> <p>We also believe we have met this criterion. We have clear procedures for identifying GT and advanced students. They have a specific PLT course to serve their needs. In addition, all students have a PLT course designed to be responsive to their needs AND either have an ELD course or Intervention course. We use STAR, Quill, the new Edulastic interims, and MAP to monitor progress. The EWI process is a very immediate and responsive structure to meet the research-based needs of our learners.</p>	<p>Tiered interventions are in place to provide additional supports to students who struggle with academics and/or behavior. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to all staff or some are not using it to support students.</p> <p>Through the weekly EWI (MTSS/RTI) process, this criterion is met. All teachers, CMs, and admin participate in these weekly meetings. In your areas for focus, you mention that the interventionists are unable to provide targeted interventions due to large class sizes.</p> <p>While these classes are potentially named incorrectly, they are a place where all students get a double dip of the standards.</p> <p>You also name that the Reading Interventionist had large numbers of students working on the same skill without sufficient differentiation. This course is initially differentiated by skill level to better serve a cohort of students who need the same intervention. The Reading Workshop style (also well researched) asks that students read a book at their level and get the additional differentiated instruction through conferring.</p>	<p>The school provides limited supports for students who are struggling academically or in need of acceleration. The MTSS/RTI process is not systematically structured to assist all learners in need of intervention.</p>

3.4	English Language Acquisition	All criteria for meets expectations plus: Strategies and supports utilized for ELL students (be it in ELD or other content classes) are monitored on an ongoing basis for effectiveness.	Observed instruction (be it in ELD or other content classes) explicitly addresses academic language and vocabulary, builds on background knowledge and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers utilize a variety of strategies and language supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for ELLs of varying language levels through intentional grouping, adapted materials/tasks, and/or the use of scaffolds and supports. There are opportunities for student interactions and student talk throughout the lesson.	Observed instruction (be it in ELD or other content classes) explicitly addresses academic language and vocabulary and builds on background knowledge, but does not provide sufficient opportunities for student interaction and language practice. Teachers utilize some strategies and language supports but this is not always differentiated by learner need or sufficient for student mastery.	Observed instruction (be it in ELD or other content classes) does not demonstrate explicit strategies to effectively meet the needs of ELL students.
3.5	Special Education Instruction	All criteria for meets expectations plus: Strategies and supports for special education students (be it in the general education classroom or pull-out supports) are monitored on an ongoing basis for effectiveness.	Observed instruction (be it in the general education classroom or pull-out supports) is appropriate for student need, aligned with IEP goals, age appropriate, and provided in the least restrictive environment possible. Differentiated materials and tools are available to provide individualized instruction to all students. Observed support allows for access to grade- level content that may be modified to meet the needs of the learner. Formal and ongoing informal assessments are used to identify current level of performance, to inform instruction and to monitor individual students' progress and to assist in transition planning. Behavior management is aligned with student need, as are school-wide discipline decisions.	Observed instruction (be it in the general education classroom or pull-out supports) utilizes different materials and/or strategies to meet the needs of special education students, but it is not sufficient for student mastery of content. The school's discipline practices or behavior management systems are not adequately differentiated.	Observed instruction (be it in the general education classroom or pull-out supports) does not demonstrate explicit differentiated strategies to effectively meet the needs of special education students.
3.6	Cultural Competency	All criteria for meets expectations plus: Teachers encourage students to challenge and question the dominant culture and students appear comfortable doing so in respectful ways.	<p>Teachers have received PD on cultural responsiveness that they utilize in their classrooms. School staff are aware of, speak openly about, and celebrate difference and diversity among students, families and staff. The school leader creates a culture that promotes the recognition of students' cultural backgrounds. There are structures in place to guarantee that the school and work environment is open to and accepting of diversity and free from discriminatory behavior and practices. Instruction represents a broad spectrum of cultures and is characterized by the use of culturally mediated cognition, culturally appropriate situations for learning, and culturally valued knowledge. The school uses materials to reflect student cultures and native languages.</p> <p>At the heart of our PD has been Trauma Informed Care – what you heard is that our staff wants even more. A Restorative approach is also at the heart of our work with students – as you mentioned to us in our debrief with you. This practice is very culturally responsive. Our L&L curriculum on Respect, that you heard teachers and students speak to is all about identity work. It is possible that in your conversations with our Dean of Culture, you were using different language to ask the questions.</p>	<p>The school staff has had some training in cultural competency and considers the culture of their population when planning for school-wide events and parent outreach. The school's curriculum includes topics related to student cultures, includes varied perspectives, and is modified as needed to ensure cultural representation. There is an ongoing dialogue among staff, parents, and students on issues of importance to them.</p> <p>Our teachers have definitely had some training in cultural competency and we constantly consider our population when planning events and parent out-reach. We feel like we actually heard that feedback from you as well. We have adopted SS curriculum that the District has also chosen to ensure the level of expectations we all hold for curriculum. We have adapted books for the ELA curriculum to better meet the interests</p>	The school has not provided training or support to staff on cultural competency and/or there is evidence of a lack of cultural competency across the school. Curriculum does not represent the cultural background and/or experiences of students within the school.

			Our bilingual programming, honors our student’s culture in ways that are powerful – both for students and parents. The work environment demands that all documents that go out are in Spanish and English. We have courses taught in Spanish. We have content that are not using Spanish as the language of heavy lifting that prioritize objectives and documents be in Spanish and English as well. All of our Spanish courses are reflections of this criterion.	and relevance for our students. I would add that the board also has on-going conversations about what it means to meet the needs of our community of learners.	
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Domain 4: School Culture: The school has systems in place to support a strong school culture and involve key stakeholders in the school community; instructional time is maximized as a result of classroom management systems and structures.

		Exceeds	Meets	Partially meets	Does not meet
4.1	Parental Involvement	All criteria for meets expectations plus: There is a process to recruit and nominate new parent members to the SAC/CSC.	All criteria for partially meets expectations plus: The school has a SAC that is established and that meets statutory guidelines. The school has a clear process to solicit and act upon parental/guardian feedback. The school uses parent survey data, including subgroup data, to drive school improvement. Parent involvement is representative of the school as a whole.	Expectations for students and school culture are stated and shared with parents/guardians. The school has a clear process for communicating student performance to parents/ guardians. Families use the school’s communication system to access information, including in their home language.	The school does not have systems in place to communicate policies or student performance to parents/guardian.
4.2	Discipline	All criteria for meets expectations plus: There are positive rituals and incentives that reinforce the discipline policy.	<p>All criteria for partially meets expectations plus: The school offers annual PD on the discipline policy. There are systems in place to ensure that the discipline policy is culturally sensitive and is not applied disparately.</p> <p>We have also met the criterion for meets. We have hosted many PDs on our discipline policies. We have strong systems in place to ensure that the policy is culturally sensitive and not applied disparately. (See feedback in the Partially meets category)</p>	<p>The school discipline policy, which includes a clear ladder of consequences, aligns with the DPS discipline policy or its approved waiver. The discipline policy is included in the parent/student handbook and is clearly communicated to all stakeholders, including any contractors who work with students. The discipline policy includes clear expulsion or dismissal procedures.</p> <p>We meet all the above criterion.</p> <p>You named that teachers have not received significant training on the restorative approach. While this might be true (I would argue that there has been training and agree there is a need for more), that feedback doesn’t match this criterion.</p> <p>You also named that “Stakeholders reported students are sometimes placed in different grade levels with work packets to refocus for a day, but this information is not recorded in IC as in-school suspensions.</p>	The school either does not have a written discipline policy or does not lay out a clear ladder of consequences.

				<p>This comment does not reflect the actual process of a refocus day. Throughout a day, we work to meet the needs of a student by hosting restorative conversations, supporting through teacher check-ins, counseling (depending on the need), and reintegration conversations.</p>	
4.3	Classroom and School Management	<p>All criteria for meets expectations plus: Classroom routines maximize learning time. Normed and effective classroom management systems are evident across the school. Students hold each other accountable for high behavior expectations. Students execute school-wide routines throughout the school with or without adult presence.</p>	<p>Teachers consistently implement and students consistently follow effective classroom routines that result in a minimal loss of learning time. Teachers have clear, positive systems for classroom management. Systems are equitable, respect students' dignity/cultural differences and are sensitive to student needs. There are no observable disruptions or the few student behavior disruptions lead to minimal loss of learning time. School-wide routines and behavior expectations are evident and lead to efficiency and safety outside the classroom.</p>	<p>There are classroom routines in place, but they are not effective or consistently implemented, resulting in some loss of learning time. Teachers inconsistently implement systems for classroom management. Application of systems may not be equitable. The classroom has some behavior that is disruptive and leads to a loss of learning time. School-wide routines and behavior expectations outside the classroom are inconsistently implemented.</p> <p>The key word in this criterion, and that used in your feedback is the use of the word <u>inconsistent</u> – and we agree. Since there is evidence of classroom routines, there are systems for classroom management and equity when addressing student misbehaviors, and there is evidence of school-wide routines and behavior expectations – we should not be classified as Does Not Meet.</p>	<p>There is no evidence of classroom routines, resulting in a significant loss of learning time. Teachers lack systems for classroom management and equity when addressing student misbehaviors. Classrooms have many behavior interruptions from multiple students that lead to a significant loss of learning time. There isn't evidence of school-wide routines and behavior expectations, leading to a loss of learning time or unsafe situations outside the classroom (i.e., in the hallway, at assembly, at lunch, etc.)</p>
4.4	Student Investment	<p>All criteria for meets expectations plus: There are opportunities for students to take on leadership roles and offer input on key decisions.</p>	<p>The school has rigorous goals in place for attendance and clear processes in place to improve attendance including parent engagement strategies. There are school-wide routines and rituals with student and staff buy-in. The school-wide culture fosters student ownership in academic success, while also reinforcing student intellectual and social development. Systems and routines are used to ensure that students are known by their teachers and within the broader school community.</p> <p>The criterion above is actually a strength of ours. We have strong goals for attendance and a clear process in place to improve attendance including parent engagement strategies. We have school-wide routines and rituals with student and staff buy in (if you didn't see them, we can share). Kids have been looking at data,</p>	<p>There are structures in place to promote student attendance and academic success, but these do not have buy-in from the majority of students.</p> <p>We meet all this criterion...even if we are not YET getting the desired results. We have a huge number of structures in place to promote student attendance and academic success.</p>	<p>There are not intentional school-wide structures to promote student investment in school.</p>

setting goals and are celebrated for reaching academic goals during village meetings. We have Respect awards as well as Values and Competencies (even if not fully developed for aspirational implementation) that students get feedback on regularly. Our students are known, have champions, and deep relationships with adults. I think you referred to this in your debrief with us on-site.

Domain 5: Governance: Effective Boards have the skills and systems/structure in place to provide oversight to the school, which ultimately leads to improved outcomes for students.

5A: Essential Board Functions: The Board effectively fulfills each of its essential functions through skill set, data-driven systems and structures, consistent implementation and a culture of continuous improvement.

		Exceeds	Meets	Partially meets	Does not meet
5.1	Drive the Mission and Vision	All criteria for meets expectations plus: The Board has membership that has a connection to the school's unique mission.	All criteria for partially meets expectations plus: The school's mission and vision are used to drive transparent decision making, including around hiring, academic program, and finance. The Board sets and monitors progress towards SMART goals aligned with the mission and vision of the school.	The majority of Board stakeholders can articulate the school's mission and vision. The Board has a clear definition of its role as a governance body aligned with achieving the mission and vision.	Board stakeholders cannot articulate the school mission and vision.
5.2	Academic Oversight	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	The Board has members with expertise on E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with District expectation and the charter contract and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data. The SAC regularly provides input to the Board around academic data and school improvement.	The Board regularly monitors some academic metrics, which they use to guide decision-making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete (does not disaggregate, misses major tests, etc.) The Board supports the instructional vision of the school leader.	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.
5.3	Financial Oversight	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long term financial health.	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, involves multiple stakeholders, includes contingencies, and is aligned with required timelines. The SAC regularly provides input to the Board around financial data and budget development. The Board has a finance committee in place that conducts detailed financial analyses and reports back to the full Board in order to drive decision making.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget v. actuals. There is a comprehensive, Board adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls. The Board adopts revised budgets as needed based on enrollment and other budget inputs. The Board supports the financial plan of the school leader.	The Board does not regularly monitor the school's financial performance.

5.4	Operational Oversight	All criteria for meets expectations plus: The Board regularly reviews human capital data and uses it to drive decision-making.	All criteria for partially meets expectations plus: The Board sets goals around school culture, including disaggregated discipline data, and regularly monitors these goals. The Board evaluates the school leader on at least an annual basis, with student achievement as 50% of the criteria.	The Board has expertise in school operations, including facilities if needed. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board supports the operational vision of the school leader.	The Board does not monitor operational metrics – such as human capital and facilities development – or does not use data to inform decision-making.
5.5	Strategic Planning	All criteria for meets expectations plus: The Board has a formal long term strategic plan that is revisited and revised as needed on an annual basis.	The Board regularly engages in strategic planning to influence the school's short and long term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decision.	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decision.
5.6	Community Relations	All criteria for meets expectations plus: The Board is transparent with the community in its decision making and holds itself accountable for providing this level of transparency.	All criteria for partially meets expectations plus: The Board has members with a relationship to the school's community. Community stakeholders are engaged by the Board to promote and support the school.	There is a clear grievance policy in place for staff members to raise concerns with the Board. There is a process by which staff can provide feedback to the Board.	The Board does not have a relationship with the school community and/or there is no clear process for which staff or the community can raise concerns.

5B: Board Systems and Structures: The Board has systems and structures in place to effectively fulfill its essential functions and drive improved student outcomes.

5.7	Board Systems and Structures	All criteria for meets expectations plus: The Board has clear membership requirements – including attendance requirements – and holds members accountable for meeting these expectations. The Board has a clearly policy for ensuring there is a gradual turnover of Board members over time.	All criteria for partially meets expectations plus: There is a clear protocol in place for the Board to receive information in a consistent format (i.e., monthly data dashboard) aligned with goals across essential functions. All Board committees conduct in depth data-driven analyses and bring recommendations to the full Board for decision-making. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies and procedures, and governance processes. Decisions are made in alignment with policies. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clearly policy and procedure for recruiting, selecting, and onboarding new Board members.	The Board has a clear definition of its role as a governance body aligned with achieving the mission and vision and policies and procedures in place that define the division of responsibilities between governance and management. The Board has all required officers in place and they are actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board keeps appropriate minutes of all meetings that are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	The Board does not have the required officers in place and does not have the systems and structures to allow for effective governance such as meeting agendas, appropriate minutes posted.
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5.8 Legal Obligations: The Board has structures and policies in place to ensure the following legal obligations are met.

	Does Not Meet	Met Obligation	Systems in Place for Sustainability
Bylaws in place that outline board role and legal obligation			
Articles of incorporation in place that indicate nonprofit status			
Board handbook in place that outlines board member expectations			
Financial transparency compliance			
Financial reporting compliance			
SAC compliance			

	Open meetings			
	Regular meetings (At least quarterly)			
	Mandatory reporting			
	SB 191 compliance			
	Regular revision and approval of key policies (employment, enrollment, etc.)			
	Approval of annual audit			
	Approval of annual budget			
	Minutes taken and shared			
	Use of executive session			
	Meeting authorizer deadlines and requirements			

	School is compliant with all ELA program requirements (per ELA program review rubric and charter contract)		Notes:
	School is compliant with all Special Education requirements, including IDEA, ADA, reporting, and other relevant requirements		Notes:

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KEY SKILLS

Microsoft Windows Expert	Mac OS Systems
MS Office 2016 Expert	SQL Server
Money/Quicken/Quickbooks/Peachtree	Pro Tools/Nuendo/Cubase
A+/MCP	Adobe Master Suite CS6/Corel Draw X6
DonorPerfect/SalesForce	Salesforce
6930 KPH 10-Key	65 WPM Typing

EXPERIENCE

Action Youth

President & CEO/Founder

August 2011 - Present

- Advises the Board
- Advocates / promotes organization and stakeholder change related to organization mission
- Supports motivation of employees in organization, products/programs and operations
- Ensures staff and Board have sufficient and up-to-date information
- Interfaces between Board and employees as well as organization and community
- Formulates policies and planning recommendations to the Board
- Decides or guides courses of action in operations by staff
- Oversees operations of organization & Implements plans
- Manages human resources of organization
- Manages financial and physical resources
- Assists in the selection and evaluation of board members
- Makes recommendations, supports Board during orientation and self-evaluation
- Supports Board's evaluation of Chief Executive

Praise Center Church

Associate Pastor

August 2010 – Present

- Oversee all Children & Youth Ministries from K-12 (Vacation Bible School, Metro Kidz, Kingdom Kidz, Juniors on the Rock, Sunday School, and Youth Hope)
- Establish a vision with a plan to execute in line with the mission of Praise Center
- Develop, train, and equip leaders to fill various ministry positions
- Create a continuity plan between various ministries and the Praise Center strategy
- Develop Parent Training & Equipping Seminars

Life Development Institute

Director of Operations

August 2004 – May 2010

- Developed, implemented & evaluated program policies, procedures & standards.
- Determined program service levels & enhancements.
- Developed & monitored program budgets.
- Provided technical advice &/or supervision to staff, other departments, the public & other agencies, & performs related work as required.

Colorado UpLift

Sector Director

August 2003 - May 2008

- Managed caseload of 350 students per year.
- Managed team of 5 diverse individuals
- Developed curriculum related to Character Education for elementary, middle, & high school students.
- Organized & executed after-school & summer programs
- Assisted in the development of the Online Colorado UpLift Database.
- Successfully strategized & implemented cross sector networking & resource sharing.
- Developed a Mentor Training Handbook, CollegeLift Tracker, & Caseload Management System/Handbook.
- Initiated staff training in topics such as leadership, time management, mentoring, classroom management, etc.

A.A. Entertainment

Media Coordinator/Owner

October 1998 – May 2008

- Designed various published promotional items for musicians, businesses, churches, etc.
- Produced Audio/Video films using Pro Tools & Adobe Premiere.
- Produce & record musicians of various genres using Pro Tools & Logic from pre to post-production.
- Consulted clients' event planning from organization to execution.

EXPERIENCE Cont'd	Papa John's Inc.	General Manager	October 2002 - August 2003
	<ul style="list-style-type: none"> Managed a store & team of 35 diverse individuals Improved store food rating from 6.5 to 9.7 Papa John's standard & Increased profits by 100%. Raised moral & sales by offering incentives to employees for improved performance & production. Decreased labor & increased production by implementing creative marketing and incentive strategies 		
	MCI WorldCom	Reporting Analyst	June 1998 - October 2001
	<ul style="list-style-type: none"> Managed performance reports for Vice Presidents, Center Directors, SR. Managers, Managers, etc., using SQL Server. Trained supervisors on work efficiency and held accountable to performance standards. 		
VOLUNTEER	Bear Creek Junior Sports	Basketball Director	August 2013 – Present
	<ul style="list-style-type: none"> Oversee a 20 team program with over 200 kids Develop coaches training program, camps, and tournaments Prepare & oversee the budget. 		
	Praise Center Church	Student Pastor	August 1998 – May 2010
	<ul style="list-style-type: none"> Develop & oversee the overall Senior High Youth Ministry Actively participate in the Senior High Youth program both in administration & a teaching capacity. Coordinate Youth activities that incorporate fellowship, foster spiritual growth, & actively encourage evangelism. Prepare & oversee the Youth budget. 		
EDUCATION	Executive Director Academy		October 2012
	JVA Consulting		
	DeVos Urban Leadership Initiative		May 2013
	DeVos Foundation		
	Bachelor of Public Service		In Progress - May 2020
	University of Colorado Denver		
	Master of Public Administration		In Progress
	University of Colorado Denver		
AWARDS	My Brother's Keeper 25		September 2018
	Mayor's Office of Children's Affairs		
	Strengthening Families & Communities Award		April 2016
	Safe City Youth Offices City & County of Denver		
REFERENCES	Patrick Sanchez	Superintendent of Schools	Newark Unified School District
	Newark, CA	(303) 853-3204 psandoval@newarkunified.org	
	Michael Painter	President & CEO Emeritus	Colorado UpLift
	Denver, CO	(303) 830-6615 mpainter285@gmail.com	
	Luis Villarael	President & CEO	Save Our Youth
Denver, CO	(303) 455-1126 luis@saveouryouth.org		
Greg Sherrill	CEO & Co-Founder	Channel Rocket	
Denver, CO	(303) 898-4116 greg.sherrill@channelrocket.com		
Larry Acosta	Founder & CEO	Urban Youth Workers Institute	
Santa Ana, CA	(714) 425-6158 larry@uywi.org		