



Board Meeting AGENDA

789 Sherman St #400, Denver, CO 80203
April 20th, 2017 4:30 – 6:30 PM MT

Conference call information

[**CLICK HERE TO JOIN THE WEBEX**](#)

617-927-2600 Access Code: 994 979 333

Board Members Attending: Marcia Fulton (Ex-officio), Dexter Korto, John Kechriotis, Annie Proietti (Secretary), Jessica Roberts (Treasurer), Mary Seawell (Chair), Ana C. Soler, Pami Perea

By Phone: Morris W. Price, Jim Balfanz (Vice-Chair), Bob Balfanz

Absent Board Members: Stephanie Wu

Guest: Jason Guerrero (G&G Consulting), Johana Muriel Grajales, Jeff Park

TBD: Mike Johnston

Public Compass Academy Board Meeting

Time	Min	Title and Description	Action
4:30 – 4:35 PM	5	Ripples and Joys	Participate
4:35 – 4:40 PM	5	March Minutes <i>Mary Seawell</i>	Approve
4:40 – 5:40 PM	60	CSSI Visit Report	Inform and Discuss
5:40 – 6:05 PM	25	Budget Revision and Financial Report -March 2017 financials <i>Jason Guerrero and Jessica Roberts</i>	Approve
		-FY18 Draft budget <i>Jason Guerrero and Jessica Roberts</i>	Inform
6:05 – 6:10 PM	5	ED Update <u>Memo Q&A:</u> <ul style="list-style-type: none"> Action Plan update Hiring Org. Chart Student recruitment Budget priorities Calendar <i>Marcia Fulton</i>	Inform and Discuss
		-SY 2017-18 Calendar <i>Marcia Fulton</i>	Approve
6:10 – 6:30 PM	20	High School Scenarios	Inform and Discuss
6:30 PM		Closing and Adjourn	

Compass Academy – Board Minutes

Date: March 16, 2017

Location: City Year Denver

In attendance: Marcia Fulton, Annie Proietti, Dexter Korto, Morris Price, Jessica Roberts

Others in attendance: Jason Gurerro, Jeff Park, Ana Soler

On the phone: Pami Perea, Bob Balfanz, Jim Balfanz, Stephanie Wu

Absent: Mary Seawell, John Kechriotis

Jim called meeting to order 4:30 pm

Ripples and Joys

Minutes

- **Dexter makes a motion to approve February minutes. Annie seconds. Minutes Approved.**

Board Member Candidate:

- Introductions and Q&A with Ana Soler

FY17 Budget and Financial Review:

- Jason reviews P&L and balance sheet. Jim makes a motion to approve December and February financials. Annie seconds. Motion passed.

December and February financials approved.

- *Note: we reviewed December financials in January but forgot to formally approve them.*

Monitoring Recommendations from Blueprint:

- Mary created a detailed chart so that the board can monitor the progress and leverage the insights from Blueprint
- Useful document with clear recommendations and a timeline

Academic Committee Report:

- Reviewed Path to Green report. All core teachers have detailed student level data and are able to group students for individualized instruction.
- Best indicator we have of PARCC is MAP data
- Strong progress in ELA and Growth MGP Rates and challenge in Math and students who need to “keep up” their levels
- Most likely will not be green this year, but strong progress and focus has been made

Ed Update:

- Hiring update- 9 positions, weakest pool is ELA and strongest is Math
- Recruitment- 104 6th graders, 3 7th graders, and 10 on the waitlist for 8th
- 2017-2018 Calendar- This calendar almost exactly matches DPS calendar. CA student still receive more instruction because of the longer school day.
- CSSI visit- formal update next month, overall a positive visit

Candidate Approval:

- **Motion made to make Ana Soler and official board member of Compass Academy. Motion seconded and passed.**

Meeting adjourned 7:00 pm

Dear Compass Academy Board of Directors:

I am looking forward to attending your board meeting this Thursday to share the findings from our CSSI visit from March 13-15, 2017. Attached to this email you will find our report that we will spend time discussing on Thursday. We will spend the first few minutes of our time together reviewing the purpose of the visit and a general overview of the report format and then we will dig into the details of the report.

If you are able to read the report ahead of time that would be great and then we can spend the majority of our time together discussing the report. I know not everyone may be able to read the report ahead of time so we will give part of the time while I am there to allow people to read/review the report before we dive into the heart of the discussion.

Just for some orientation of the report format:

Pages 3 and 4 of the report gives a basic overview of the 10 standards we used as our primary assessment instrument during the visit.

Page 5 explains the color coding and scoring of the rubric and an reminder that the rubric is based on levels of implementation, not proficiency. The remainder of page 5 and page 6 list the high level strong foundations we wanted to recognized we observed from our visit. This is not meant to be an exhaustive list but rather unique attributes that stood out to us, at Compass, in relation to the 10 standards we were assessing.

Page 7 is what we refer to as the landscape report. This is what I refer to as the '30,000' foot view of the school, across ALL 10 standards and connects to the colors explained on page 5. We will discuss this in more detail at the meeting. From this landscape, the team determines a couple of high leverage areas to provide detailed feedback on in regards to next steps. These next steps that we detail out are to be considered within a body a of evidence alongside other data points that you are also collecting as a school. There is a section that focuses on standards 1-8 and a section that focuses on standards 9 and 10.

Pages 8-17 focus on two high leverage areas for consideration from the landscape report from Standards 1-8 and Pages 18-23 focus on high leverage areas for Standards 9-10. Pages 8-23 is where we will spend the majority of our discussion on Thursday.

While you are reading pages 8-23, if you could text code for:

*What strong foundations resonated with you that were recognized by the CSSI team?

*What next steps were identified by the CSSI team that align with other data points you have/focus areas you have identified?

*What clarifying questions do you have?

On Thursday we will spend the first 10 minutes or so reviewing the overall CSSI process and discussing pages 5-7. Then we will move on to focusing on pages 8-17 and using our text coding to guide us through the 3 questions. We will then repeat this process with pages 18-23.

You will also see that there are some resources referenced and I will share those with Marcia in a separate email to be shared following our time together on Thursday.

Thanks in advance for your time and I look forward to our discussion on Thursday,

Ami

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“Love the Life You Live. Live the Life You Love.”



COLORADO
Department of Education

CSSI Report Summary Compass Academy Grades 6-7

Site Visit Date: March 13-15, 2017

CSSI Team Lead: Ami Desai

CSSI Team Members: Sabrina Hodges, Jim Stephens, Katie Symons, and Cameron Mascoll



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Part I: CSSI Overview

Overview & Process

The school support team activities included a review of the school's essential documents, classroom observations (n=15), formal interviews with the Executive Director (1), Middle School Director (1), Chief Academic Officer (1), Instructional Coach (1), Director of Learning Sciences (1), Dean of Culture and Community (1), School Social Worker (1), School Counselor (1), School Psychologist (1), English Language Development Director (1), Special Education Teachers (1), General Education Teachers (12), Financial Partners (1), Office Staff (2), City Year Staff (6), Board Members (8), and a variety of parents and students.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. Prior to the site visit, the team engaged in a review of the school Model and considered best practices when observing in classrooms and interviewing all stakeholders. The team also compiled results from surveys, written documents, and other artifacts. All of these data points were triangulated as we considered the themes that emerged for this report.

The school support team's review report was based upon examination of the documents provided in the school portfolio, team experiences, and observations. The specific findings and recommendations are organized under the headings of Teaching for Learning, Organizing for Results, and Organizational Effectiveness. Each of the 10 standards for success is addressed in the following pages.

Teaching for Learning:

The following Teaching for Learning Standards address standards, planning, instruction, assessment and tiered support:

Standard 1:

The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Standard 2:

Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Standard 3:

The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Standard 4:



The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Standard 5:

School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Standard 6:

The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Standard 7:

School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Standard 8:

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Organizational Effectiveness:

The following Organizational Effectiveness Standards address board governance and fiscal management.

Standard 9:

The school board demonstrates strong leadership through its procedure to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.

Standard 10:

The school board demonstrates strong fiscal management and the school's practices demonstrate current and future financial health.



Rating System:

To provide detailed school level information, the review team evaluates the degree to which conditions and indicators exist and the level of implementation. The rating system is explained below.

Level 4	Developed and fully implemented on an ongoing and sustained basis
Level 3	Developed and generally implemented throughout the school
Level 2	Initial development and/or partially implemented
Level 1	Initial development and/or minimal implementation

Each indicator is assigned a rating from the scale above. A detailed evidence rubric is provided separately in order to allow school and board leadership to clearly understand what observations, actions, and behaviors led to our ratings.

Compass Academy's Strong Foundations on Which to Build:

- Compass Academy has established a welcoming environment for students, staff, families, and collaborators (6.b.1).
- Compass Academy is a mission-driven organization- all stakeholders are committed to the academic and social/emotional development of the "whole child," and school programming is designed to support the implementation of this mission (8.a.1).
- Compass Academy leadership has embedded multiple structures for developing lesson planning procedures and accountability loops to effectiveness (1.c.9).
- The Learner and Leader competencies provide a vision for developing 21st century and prepared graduate competencies (1.b.2 and 1.b.3).
- Compass Academy has developed multiple structures for ongoing home school communication (2.b.3).
- Leaders have established a beginning data-dialogue through the Early Warning Indicators (EWI) process that uses common and consistent procedures and protocols for grouping students, making hypotheses of what students need to improve their achievement, and implementing designed support (3.a.3).
- Compass Academy is starting to build out a comprehensive continuum of MTSS supports that include Tier II seminar remediation and advancement interventions, English Language Development practice, and multiple opportunities for social emotional learning (4.a.1).
- Compass Academy is developing an embedded culture of collaboration that includes weekly EWI meetings, common planning time, and networking with outside agencies including City Year and John Hopkins University (5.b.3 and 5.d.6).



- The supervision and evaluation process is clearly defined, consistent, and robust; teachers express that the process is valuable to their practice (7.b.1 and 7.b.4).
- All stakeholders including parents understand the school’s current performance challenges and are working urgently to focus on improving the pathway to growth and proficiency; all improvement efforts are focused on improving academic achievement and social emotional development (8.b.1).
- Coaching systems are consistent and differentiated. Teachers reported multiple examples of how coaching has impacted their effectiveness in teaching and student learning (7.c.2).
- The Compass Academy Governing Board displays a great deal of professionalism and has built a very strong network of partners. The board understands its role and adheres to its legal obligations as a public entity (9.c).
- The Compass Academy Governing Board, along with the School Design Division, provides solid data through test scores and other academic assessments to drive decision making (9.e).
- The Compass Academy Governing Board and school understands and complies with reporting requirements of the state and charter authorizer (10.e).
- The Compass Academy Governing Board and lead administrator are very familiar with the school’s financials; they hold themselves responsible for the financial stability and integrity of Compass Academy (10.g).

Part II: Landscape Report

The Compass Academy Detailed Report Standards 1-10 document displays the rating and supporting evidence for each standard, indicator, and sub-indicator. The Landscape Report is a summary of the detailed report and provides the school with a “quick view” of ratings for each standard. The landscape report grounds the school in the strong foundations on which it can build as well as focused areas for improvement.



Colorado’s Standards & Indicators for Continuous School Improvement: Compass Academy Landscape Report

<p>Standard 1: Standards and Instructional Planning. The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.</p> <p>1.a. Standards-Based Focus. 1.b. Guaranteed and Viable Curriculum. 1.c. Instructional Planning.</p>	<p>Standard 5: Leadership. School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.</p> <p>5.a. Expectations for Excellence. 5.b. Instructional Leadership. 5.c. School Efficiency and Effectiveness. 5.d. Capacity Building. 5.e. Knowledge and Skills.</p>	<p>Standard 9 – Strong Board Governance. The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.</p>
<p>Standard 2: Best First Instruction. Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.</p> <p>2.a. Standards-Based Instruction. 2.b. Instructional Context. 2.c. Instructional Practices. 2.d. Meeting Individual Needs 2.e. Students as Learners.</p>	<p>Standard 6: Culture and Climate. The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.</p> <p>6.a. Academic Expectations. 6.b. Inclusive Learning Environment. 6.c. Safe and Orderly Environment. 6.d. Trust and Respect.</p>	<p>9.a. Vision/Mission and Governance Structure 9.b. Strategic Planning 9.c. Policies and Legal 9.d. Professional Development 9.e. Program Assessment and Renewal 9.f. Administrator Hiring and Evaluation 9.g. Meetings and Committees 9.h. Stakeholder Management</p>
<p>Standard 3: Assessment Practices. The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.</p> <p>3.a. Use of Assessment and Data. 3.b. Assessment for Learning 3.c. Assessment of Learning.</p>	<p>Standard 7: Effective Educator. School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.</p> <p>7.a. High Quality Staff. 7.b. Supervision and Evaluation. 7.c. Professional Learning.</p>	<p>Standard 10– Sound Fiscal Management. The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.</p>
<p>Standard 4: Tiered Support. The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.</p> <p>4.a. System of Tiered Supports. 4.b. Multiple Learning Opportunities. 4.c. Family and Community Partnerships.</p>	<p>Standard 8: Continuous Improvement. The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.</p> <p>8.a. School Mission and Goals. 8.b. Cycle of Continuous Improvement. 8.c. Improvement Planning</p>	<p>10.a. Budget 10.b. Revenue and Program Costs 10.c. Stable Programming 10.d. Additional Revenue Resources 10.e. Report Requirements 10.f. Reserves 10.g. Board Responsibilities 10.h. Policies 10.i. Board Operations</p>



Part III: Identified Focus Area(s) for Standards 1-8

Focus Area 1: Standard 6 Culture and Climate

Culture and Climate: The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Standard 6: Culture and Climate: The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

<i>Indicators:</i>	<i>Level 4: Fully Implemented</i>	<i>Level 3: Generally Implemented</i>	<i>Level 2: Partially Implemented</i>	<i>Level 1: Minimally Implemented</i>
6.a. Academic Expectations. School leadership and staff demonstrate the belief that all students can learn at high levels.			X	
6.b. Inclusive Learning Environment. Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.		X		
6.c. Safe and Orderly Environment. The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.			X	
6.d. Trust and Respect. The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.		X		

Positive Foundations on Which to Build:

6.a. Academic Expectations

- Leaders and teachers demonstrate an understanding of their school performance framework and the urgency needed to improve student outcomes on the state PARCC assessment.

6.b. Inclusive Learning Environment

- All stakeholders demonstrate a commitment to equity in that all students regardless of culture, ability, socioeconomic status or primary language are expected to master grade-level expectations.

**6.c. Safe and Orderly Environment**

- Compass Academy has established clearly defined behavioral expectations, a classroom discipline ladder, and a PBIS system that includes layered opportunities for positive behavioral reinforcement and supports.
- Compass Academy has allocated significant resources to students' emotional safety and support that includes a developed Wellness Team (school social worker, school psychologist, and school counselor).
- School leadership regularly uses environmental data to evaluate and improve the effectiveness of school culture and climate; adjustments include routines and procedures for classroom entrance/exit, lunch, and recess.

6.d. Trust and Respect

- A culture of collaboration is evidence throughout the school; teachers routinely work together and with leadership to problem solve and improve school culture.
- All stakeholders reported a deep respect and regard for each other and the students and community they serve.

Key Area(s) for Improvement:**6.a. Academic Expectations**

- While all stakeholders articulated a desire to create a culture of high-expectations, this culture was not consistently observed across classrooms and grade levels; in approximately 50% of classrooms, students routinely opted out of academic expectations.

6.b. Inclusive Learning Environment

- The school has not yet engaged in specific professional development on culturally responsive classroom management and instructional strategies.

6.c. Safe and Orderly Environment

- While there are structures in place to ensure a safe and orderly environment, behavioral expectations were reinforced in approximately 50% of classroom observations which led to significantly impacted learning environments. Teachers are not consistently using the discipline ladder and schoolwide PBIS system to ensure a conducive learning environment.
- While student safety has been a strong focus area and stakeholders reported significant improvements in school culture, students are not always physically and emotionally safe in classrooms and hallways.

Detailed Findings

Compass Academy is a mission-driven organization with a deep commitment to serving the “whole child.” The school’s mission components include a set of Learner and Leader competencies that are designed to develop students’ academic, affective, and 21st first century skills. There are several structures embedded into school programming that support this mission including personalized Learner and Leader plans, Monday Circles, and a robust Wellness Team of mental health providers. Stakeholders consistently reported a current initiative to improve students’ physical and emotional safety; this initiative has included the development of procedures for lunch and recess, a structure for classroom entrance/exit, a clear classroom-based



discipline ladder, and a well-developed schoolwide PBIS plan. Per the PBIS Plan, students can earn positive points for meeting behavioral expectations and displaying the Learner and Leader competencies in the Kickboard data system; students collect these positive points to earn trips to the school store, VIP lunches, and participation in “Monday Funday” activities. Stakeholders reported that these structures, many of which were developed when the Middle School Director on-boarded in October 2016, have resulted in a significant improvement in schoolwide safety and behavioral expectations. Specifically, incidents of physical altercations between students and the use of profanity have declined. However, ensuring high expectations across all classrooms remains an area for attention. Classroom observations (n=15) revealed that the environment is conducive to learning in approximately 50% of classrooms. In classrooms where the environment was not conducive to learning, many students opted out of academic expectations, behaviors were highly disruptive and sometimes unsafe, and teachers were not observed effectively redirecting misbehaviors. Generally, teachers were not observed implementing the schoolwide discipline ladder or PBIS system. In addition to holding teachers accountable to using current structures with fidelity through ongoing instructional coaching, the CSSI team encourages school leadership to focus on the following strategies for improving the schoolwide culture and climate: creating procedures for hallway culture, developing parameters for the use of physical space in the classrooms, implementing a select set of management strategies from Doug Lemov’s *Teach Like a Champion* (TLAC)¹, leveraging teacher capacity, and focusing professional development on culturally responsive management and engagement strategies. The CSSI team believes that these focus areas will support the school’s mission of creating a learner-centered community, and that ultimately a stronger school culture and climate will support the school in reaching its goals.

The CSSI team regularly observed loud, disruptive, and rowdy behaviors in the hallways during classroom transitions; these behaviors sometimes resulted in safety concerns. Hallway culture transfers to the classroom, therefore it is an important area to consider. School leaders should create specific criteria for hallway culture that norm how students should speak and behave during these unstructured times. These expectations should be posted throughout the hallways and time should be dedicated to teaching/practicing them with students. To reinforce these expectations, adults need to flood the hallways before and after school and during class transitions. School leadership can consider assigning adults to specific points throughout the hallways during these times. Environmental data can be collected by the adults on duty and used in the schoolwide PBIS system to provide positive reinforcements for improving hallway culture. In addition to considering hallway spaces, teachers are strongly encouraged to consider their use of space within the classroom. The classrooms at Compass Academy are very large, and students were routinely observed sitting off in the margins and in the very far back of the classrooms. Challenging behaviors typically occurred in these areas. Having students spread widely across a large space makes proximity and classroom management more difficult. Teachers should create seating charts or seating expectations that require students to sit in the center and towards the front of the room. This will provide a strong first step to monitoring student engagement and reinforcing behavior expectations more closely.

The CSSI team also recommends that leadership focus on selecting, developing and holding teachers accountable to a set of TLAC management strategies. The CSSI team is aware that some educators perceive these strategies as triggers for rigidity, and recommending practices that are not in

¹ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Joseey-Bass, 2015. <http://teachlikeachampion.com/books/>



alignment with the school's vision and mission is not the intention. These strategies are meant to harness a classroom culture of engagement not mere compliance. Because classroom culture is highly correlated to student achievement, the team believes that implementing a few of these basic practices will serve the mission and student body. In fact, several of the teachers that successfully managed their classrooms and demanded cognitive engagement at Compass Academy were observed using these strategies, which may or may not be intentional. Additionally, most teachers were observed providing positive narration to students meeting expectations, which should remain a hallmark practice. The recommended TLAC strategies for implementation are: What to Do, Do Not Talk Over/Self-Interrupt, Firm Calm Finesse, and Art of the Consequence. The "What to Do" technique is a simple strategy that ensures that teachers give directions in a format that clearly defines what they want in concrete terms. The goal is to tell students exactly what they should be doing as opposed to telling them what not to do. Teachers were observed telling students to "Stop that," "You should not be talking to your friend right now," or sometimes asking them "Is that what you should be doing?" Telling students exactly what they should be doing presumes positive intent and instead of scolding students for not meeting expectations it gives them another opportunity to understand the expectations. "What to Do" directions should be accompanied with the "Do Not Talk Over/Self-Interrupt" technique. In this strategy, teachers are pushed to not talk over students who are off task while they are teaching. In Compass Academy classrooms with challenging behaviors, teachers were consistently observed talking over students and continuing with their instruction while students talked to each other or caused overt disruptions within the environment. If the teacher continues with the lesson while students are misbehaving, it sends the message that their engagement is not necessary and important. Students need to know that they are so well respected that the lesson will not continue without them. Teachers are encouraged to interrupt themselves and provide the positive narration/positive points and consequences that are necessary to bring all students' attention back to the lesson. This leads us to the "Firm Calm Finesse" technique which encourages teachers to find a balance between being strict and warm. During classroom observations, some teachers never used a strong or firm tone when providing students with expectations, while other teachers were observed raising their voices when frustrated. The "Firm Calm Finesse" technique is broken down into multiple strategies that provide teachers with concrete ways to strike the balance. These strategies will lead teachers to valuing purpose over power, providing ample positive narration, and using a strong and firm tone while keeping their poise when control is necessary for ensuring a safe and orderly classroom. Last, the "Art of the Consequence" provides teachers with essential tips for delivering consequences and deploying the discipline ladder when positive narration is not effectively redirecting challenging behaviors. These tips include being quick, incremental, consistent, and depersonalized. The TLAC book provides descriptions, scenarios, and videos of each of these techniques. Implementation will be most effective if teachers are provided opportunities to watch and practice the techniques consistently. Additionally, as previously mentioned, some teachers at Compass Academy are using effective classroom management strategies that result in the cognitive engagement of all students. Often, the same students and groups of students that were displaying significantly challenging behaviors with one teacher were on-task and engaged with another teacher. The CSSI team recommends that leadership leverage this teacher capacity by providing struggling teachers the opportunity to observe effective teachers, and giving effective teachers the opportunity to engage in observation/feedback rounds with struggling teachers.

Last, the CSSI team recommends that school leadership ground their school culture and climate improvement efforts in professional development on culturally relevant management and teaching strategies. A paramount component of culturally responsive teaching is holding relentlessly high expectations for students of color- behavioral and academic. Therefore, it is of the utmost importance that school leadership ensure that classrooms



are honoring students by requiring their engagement. Suggested resources are Franita Ware’s hallmark article “The Warm Demander Pedagogy”² and Laura Pinto’s book *From Discipline to Culturally Responsive Engagement: 45 Classroom Management Strategies*.³ In addition to providing strategies for management, these resources will impress the need for teachers to provide opportunities for students to engage in discourse on culturally relevant topics. When there are opportunities for discourse and higher order thinking through culturally relevant topics, challenging behaviors are minimized. Observations and interviews revealed that several teachers are working to include culturally relevant topics of studies, however even in these examples, students were not engaged in lively discussions that provided them opportunities to share and build upon their experiences and identities. Also, when questions requiring higher order thinking were posed, only a few students had the opportunity to answer them and the discussion typically stayed between teacher and student as opposed to student and student. Instructional formats that promote this discourse include Socratic Seminar, Buzz Groups, and Debate Panels.⁴ School leadership is also encouraged to engage families and community members in building and reinforcing the culture and climate of the school. These stakeholders can be invited in to conduct walkthroughs and observations and provide critical feedback and input in the problem-solving process.

² Ware, F. “The Warm Demander Pedagogy: Culturally Responsive Teaching that Supports a Culture of Achievement for African American Students,” *Journal of Urban Education*. Vol. 41. No. 4. 2016 427-456. <http://journals.sagepub.com/doi/pdf/10.1177/0042085906289710>

³ Pinto, Laura. *From Discipline to Culturally Responsive Engagement: 45 Classroom Management Techniques*. Thousand Oaks, CA: SAGE Publications, 2013.

⁴ <https://www.cte.cornell.edu/documents/Classroom Structures.pdf>



Focus Area 2: Standard 1 Standards and Instructional Planning

Standards and Instructional Planning: The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Standard 1: Standards and Instructional Planning. The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.				
Indicators:	Level 4: Fully Implemented	Level 3: Generally Implemented	Level 2: Partially Implemented	Level 1: Minimally Implemented
1.a. Standards-Based Focus. Teachers plan instruction based on the district’s curriculum aligned with Colorado Academic Standards and grade-level expectations.			X	
1.b. Guaranteed and Viable Curriculum. Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided.			X	
1.c. Instructional Planning. Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.			X	

Positive Foundations on Which to Build:

1.a. Standards-Based Focus

- Teachers are implementing instructional programs that are aligned to Common Core State Standards such as Agile Minds for math and Expeditionary Learning for English Language Arts.
- Teachers create standards-aligned unit plans that are monitored by school leadership.
- Standards-based grading focuses teachers’, students’, and families’ attention on Colorado Academic Standards (CAS).

1.b. Guaranteed and Viable Curriculum

- School programming promotes 21st century skills and use of information technology.
- School leadership ensures that teachers have sufficient time, materials, and instructional tools to teach.

1.c. Instructional Planning

- Teachers use common lesson plan formats that promote backwards design.
- School leadership spends a significant amount of time developing teachers in instructional planning through lesson planning clinics, ongoing coaching, and review/feedback loops.



- School leadership embeds time in the master calendar for teachers to engage in collaborative planning.
- Lesson plan review revealed that many teachers are planning instructional activities that promote high-levels of rigor.
- The school has an embedded an ongoing data-dialogue structure through the Early Warning Indicators (EWI) practice.

Key Area(s) for Improvement:

1.a. Standards Bases Focus

- Leaders and teachers do not yet share a common vision for the standards-based teaching and learning cycle.
- Teachers engaged in one training on standards-based grading at the beginning of the year; otherwise, professional development structures have not been used to analyze CAS.
- Teachers do not yet consistently use indicators of mastery such as evidence outcomes and graduation competencies to describe and norm the performance expected at each grade level.

1.b. Guaranteed and Viable Curriculum

- Teachers and leaders have not yet engaged in a gap analysis of procured instructional programs to identify gaps that may exist between the programs and CAS.

1.c. Instructional Planning

- While teachers do create unit plans, many reported implementing their standards-aligned instructional programs with fidelity as opposed to being engaged in an ongoing standards-based teaching and learning cycle.
- Teachers do not yet use standards-based curricular documents in their instructional planning such as curriculum maps, scope and sequences, and pacing guides that display how the depth and complexity of standards are taught throughout a school year.
- Teachers are not yet engaged in a routine practice of using classroom based assessments such as formative measures and daily mastery checks to drive their instructional planning. The EWI data dialogue is limited to annual state assessments and NWEA MAP benchmark tests.

Detailed Findings

Compass Academy is committed to providing students a standards-based education as evidenced by leader and teacher interviews and their standards-based grading practices. Leaders and most teachers understand that standards-based practices entail more than implementing a text book or instructional program that purports to be Common Core aligned. However, when asked to describe the standards-based teaching and learning cycle, stakeholders did not report common practices that encompass all components of a well-developed cycle. Most stakeholders reported on their unit and lesson planning only. There has been a considerable amount of professional development in these areas including lesson plan review/feedback loops, lesson planning clinics, and ongoing instructional coaching. Leader and teacher interviews revealed that teachers are focusing mostly on how they are going to teach content, with less emphasis on what they are going to teach, what student mastery looks like, and how they will reflect on student learning. The CSSI team encourages leadership to further develop all components of the standards-based teaching and learning cycle: 1) what students need to know/be able to do to achieve mastery, 2) how teachers will teach the content to ensure mastery, 3) reflection on student learning and 4)



revision of instructional practices to respond to students that have not yet achieved mastery. Ensuring a rigorous and ongoing standards-based teaching and learning cycle is the strongest lever for improving student growth and proficiency.

Teacher and leader interviews and document review revealed that determining what concepts and skills need to be taught and norming the mastery indicators for those concepts and skills is a current gap in the teaching and learning cycle at Compass Academy. First, teachers jump right into unit and lesson planning using their procured instructional programs (e.g. Agile Minds and Expeditionary Learning Education) to drive the content as opposed to using prerequisite curriculum guides such as curriculum maps, scope and sequences and pacing guides. These curriculum guides would organize CAS concepts and skills and ensure increasing depth and complexity within a school year and between grade-levels. Schools are not encouraged to trust their procured instructional programs to provide this strategic organization, they must create their own or use the work completed at the district level; it is this organization that Robert Marzano calls a “guaranteed and viable curriculum” (2003).⁵ These curriculum guides would organize concepts and skills with Depth of Knowledge (DoK) descriptors, provide general times frames that have embedded flexibility for revising and re-teaching, and provide teachers with example instructional strategies and common assessments. Compass Academy leadership should provide teachers with increased opportunities to analyze and unpack CAS, digging into evidence outcomes, 21st century skills, and graduation competencies for each standard. This should translate into the creation and norming of named curriculum guides. Leaders are highly encouraged to lead the charge-providing teacher teams with templates, examples, and ongoing monitoring to ensure quality. Once CAS-based curriculum maps and scope and sequences are finalized, teachers can use existing instructional programs to implement the curriculum as opposed to viewing these programs as curriculum within themselves. Teacher teams can complete a gap analysis between their new curriculum guides and existing instructional programs in order identify additional and supplemental instructional resources that are needed to implement the guaranteed and viable curriculum.

A critical part of creating curriculum guides will be describing what mastery looks and sounds like for each concept and skill at each grade level. Some leaders and teachers reported this as an area of need and next step for the staff in their planning. The strongest evidence supporting that the school needs to focus on describing student mastery is the discrepancies between standards-based grading data and NWEA MAP data (i.e. grading often shows that students have mastered skills and concepts while NWEA MAP does not corroborate that). Indicators of mastery should consistently be identified by teachers and provided to students through rubrics, written exemplars, scoring guides, models, etc.; ultimately students should be able to describe what is expected of them to achieve mastery. Leader and teacher interviews and classroom observations revealed that the school has paid some attention to developing mastery indicators. Teachers are using PARCC released rubrics for writing. Also, some teachers provided students with not only learning targets but mastery statements such as “I know I will have met the learning goal when ...” However, these statements regularly lacked precision. For example, the statement for an ELA goal may have read “I know I met the target when I have used text evidence to support my claim,” as opposed to a precise descriptor that reads “I know I met the target when I have selected 2 of the best pieces of evidence from the text to support my claim, and I provided at least 3 sentences for each piece of evidence that explain how they support/demonstrate my claim.” The latter descriptor

⁵ Marzano, R. *What works in schools: Translating research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development, 2003.



should then be supported with a detailed rubric or scripted exemplar. This not only provides an end goal, but precisely defines that end goal upon which to backwards plan. Additionally, developing common CAS and curriculum aligned assessments and scripting out exemplar responses on these assessments can operationalize mastery and support backwards planning. When teachers plan with precise mastery indicators in mind, the overall rigor of the classroom is automatically ramped up in that teachers have set a bar that will drive their modeling and aggressive monitoring to get all students to reach that bar. This practice can easily be rolled into existing unit and lesson planning structures that exist (i.e. the second component of the teaching and learning cycle in which teachers focus on how they are going to teach a concept or skill to mastery).

This brings us to the third and fourth part of the teaching and learning cycle: reflection and revision. Leader and teacher interviews revealed that teachers are not yet using formative assessments to reflect on student learning and drive instruction; the data dialogue has mostly focused on state assessments and NWEA MAP benchmarks that are implemented three times per year. The CSSI team recommends that school leadership provide teachers with assessment expectations that include weekly/daily formative assessments that track student mastery (e.g. exit tickets, tracked checks for understanding, mastery checks, etc.). Leadership can provide teachers with templates and examples for these assessments and require teachers to input and track results in the Kickboard data infrastructure. This data can then be used in the ongoing Early Warning Indicators (EWI) data dialogue to bring more relevant classroom based assessments into the practice; teachers can also use this data individually, in content teams, and with their instructional coaches to reflect on student learning and create re-teach action plans. Additionally, the student work that results from these formative assessments can be used in the 1:1 data dialogue with coaches. Instructional leaders can use the Uncommon Charter Schools/Relay Graduate of Education student work analysis protocol as a guide (template attached to report). In this protocol, the teacher brings their scripted student exemplar and their actual student work artifacts to the meeting. The first step in the protocol is to ensure the scripted student exemplar meets the rigor identified in the CAS. The teacher and coach both share their scripted student exemplar for the named concept/skill, and if they are not aligned, the next step is to identify the gaps between the teacher and coach exemplars. Once an exemplar is normed, the next steps are to sort student work into three piles (unsatisfactory, partially proficient, and proficient), reflect on instructional practices used to teach the concept/skill, and then design an action step for re-teaching to ensure that all students reach mastery. The goal of the coach is to enable teachers to internalize this practice of reflection and revision, thus closing the loop on the continuous improvement cycle.

The recommendations provided are meant to strengthen each component of the standards-based teaching and learning cycle at CA and are intended to be implemented over a 1-3-year period. School leadership has the knowledge and skills necessary to scope and sequence this work over an implementation period that they believe is most appropriate. Intentional professional development that includes modeling, practicing, and monitoring will be required at all levels of implementation. The CSSI team recommends a few resources for supporting this work. First, leaders should tether this work to the “Standards-Based Teaching and Learning Cycle” manual that was developed by the Colorado Coalition of Standards-Based Education.⁶ Also, the research and work of Robert Marzano would be highly useful in guiding and supporting this work. Their Critical Concepts Project provides schools with a focused set of critical concepts and skills for K-12 in ELA, Math, and Science that can be leveraged as parameters for creating curriculum maps

⁶ <https://www.cde.state.co.us/cdechart/standards-basedteachingandlearningcycle>



and scope and sequences. They can be downloaded for free.⁷ Additionally, Marzano Research provides a free bank of proficiency scales that can be downloaded and customized to support the creation of mastery indicators⁸ While it would be of cost to the school, school leadership can also procure training from the Marzano Research to support leadership in their development and implementation of a rigorous standards-based teaching and learning cycle. Ultimately, the goal is for Compass Academy to develop a curriculum that is independent of the instructional programs that they land on procuring and embedding; these programs are not curriculum within themselves but should be used to implement the school's guaranteed and viable curriculum.

⁷ <http://www.marzanoresearch.com/educational-services/critical-concepts>

⁸ <http://www.marzanoresearch.com/resources/proficiency-scale-bank>



Part IV: Identified Focus Area(s) for Standards 9-10

Focus Area 1: Standard 9 Strong Board Governance

Strong Board Governance: The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provisions of resources, oversight/support of administrator, ability to build effective committees, and establish networked community relationships.

9. Strong Board Governance: The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.				
Indicators:	Level 4: Fully Implemented	Level 3: Generally Implemented	Level 2: Partially Implemented	Level 1: Minimally Implemented
9.a The Governing Board promotes the vision and mission of the school through a strong governance structure.		X		
9.b The Governing Board promotes the vision of the school through strategic planning.		X		
9.c The Governing Board policies adhere to legal obligations as a public entity.		X		
9.d The Governing Board engages in quality, needs-based professional development.			X	
9.e The Governing Board provides guidance in program assessment and renewal processes.		X		
9.f The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.			X	
9.g The Governing Board demonstrates effective use of meetings and committees.		X		
9.h The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.			X	



Focus Area 1: Standard 10 Sound Fiscal Management

Sound Fiscal Management: The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.

10. Sound Fiscal Management: The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.				
Indicators:	Level 4: Fully Implemented	Level 3: Generally Implemented	Level 2: Partially Implemented	Level 1: Minimally Implemented
10.a Governing Board and administration gather input to develop short-term and long-term budgets and make effective use of sound budgeting practices.		X		
10.b Leadership uses realistic revenue and program costs in the budget.		X		
10.c The school has enough revenue to ensure stable programming.			X	
10.d The school has developed other resources to achieve additional strategic priorities and can increase revenue if a shortfall occurs.		X		
10.e The school understands and complies with reporting requirements of the state and charter authorizer.	X			
10.f The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.			X	
10.g The Governing Board and administrators hold themselves responsible for the school's financial stability and integrity.	X			
10.h The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.		X		
10.i The school has established and maintains procedures for accurate and appropriate business operations.		X		

Positive Foundations on Which to Build:



9.a The Governing Board promotes the vision and mission of the school through a strong governance structure.

- Apart from one current board member, all directors are founding board members and are very committed to seeing Compass Academy successfully achieve its mission and vision.
- The board sees the importance of a holistic approach to student learning, focused on both social-emotional learning as well as individualized attention from teachers and City Year Corps Members. Members are consistent with articulating how this approach is implemented through the school and its programs.

9.b The Governing Board promotes the vision of the school through strategic planning.

- The Board reviews the key priorities laid out in the Strategic Action Plan on a regular basis and continually examines how this plan aligns with the vision of the school and where adjustments need to be made.

9.c The Governing Board policies adhere to legal obligations as a public entity.

- All policies align with federal and state laws and district policies.
- Board policies reflect expectations for professionalism, requiring board members to lead with integrity.
- There is a conflict of interest policy in place, which all board members are required to sign.

9.e The Governing Board provides guidance in program assessment and renewal processes.

- Because of the strong partnership with Johns Hopkins University and City Year, the School Design Division can inform the board of decisions based on evidence it receives through student assessments.
- The board takes feedback it receives from its authorizer (through annual review and meetings with thought partners) very seriously and knows where it is not meeting expectations and where improvements are needed.

10.e The school understands and complies with reporting requirements of the state and charter authorizer.

- There was a clean audit the first year.
- The school is in full compliance with the Financial Transparency Act.

10.g The Governing Board and administrators hold themselves responsible for the school's financial stability and integrity.

- Board members understand the school's current and future financial status.
- The board treasurer, while new, has a strong financial background; evidence demonstrates that she and other board members pay very close attention to the school's finances.
- Lead administrator and board have great relationship with 3rd party consultants (G & G) and there is a mutual respect between the entities involved in ensuring strong financial health of the school.



10.i The school has established and maintains procedures for accurate and appropriate business operations.

- Accounting is handled appropriately; lead administrator and operations manager work closely with 3rd party consultants to ensure smooth and timely business operations.
- School has a written plan and/or checklist that is used to monitor and maintain HR best practices that includes CBI background checks, reference checks, I-9, separate health record files, new hire reporting and current at-will contracts.

Key Area(s) for Improvement:

9.d The Governing Board engages in quality, needs-based professional development.

- It is very clear that the founding board members remain committed to Compass Academy and its long-term success. While board members do not need professional development as it relates specifically to their roles and responsibilities, the review team did recognize that members have different comfort levels when it comes to having a deep understanding of the charter, the key priorities of the school and expectations and goals for each committee.
- If the board intends to become a truly effective governing board, it is recommended that the board continues to engage in professional development, especially as new board members join, bringing in resources from the CO League of Charter Schools and the local community.

9.f The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.

- There is no succession plan currently in place for the lead administrator. A formal succession plan, along with a formal hiring process should be undertaken by the board and lead administrator as soon as possible.
- Necessary improvements have been made from the previously used school leader evaluation to the one that is planned for this year. With a variety of partners involved in the makeup of the board, SDD, leadership team and staff at Compass Academy, it is critical to receive input from all stakeholders.

9.h The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.

- There is much feedback from partners at JHU and City Year that supports the mission/vision of the school. It is recommended that the Service Level Agreement (SLA) between parties is continually reviewed by an outside party on an annual basis to ensure relationships continue to be supportive and continue to avoid conflicts of interests.
- Broader parent and community engagement was something the review team heard about frequently from stakeholders who were interviewed. While there is, a high-level perspective coming from external partners (such as JHU and City Year), it is recommended that parents and community members/organizations from Southwest Denver are engaged to offer more of a local voice and perspective to the school. This could be beneficial in many forms: from helping to develop the school's UIP and key priorities based on the school's student body, to financially supporting the school, and by offering needed resources to the students.



10.c The school has enough revenue to ensure stable programming.

- While Compass Academy’s PPR is above average due to its at-risk student demographic, PPR alone is not adequate to cover all expenses, especially as the school continues to grow.
- The school has struggled to engage the larger Southwest Denver community for support (financial and otherwise); a solid community engagement strategy could lead to increased revenue for the school.
- While a Development Fund committee technically falls under the Finance Committee at Compass Academy, no formal goals have been set for this committee. The school has done a fair job of garnering some foundation funds. It is recommended that a strong financial strategy and fund committee be developed to help lead this effort forward.

10.f The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.

- Compass Academy does have the adequate Tabor reserve required by law. However, evidence showed that the school only has 50 days of cash on hand, where it should have at least two months or more to cover operating expenses.

Detailed Findings

Almost all founding board members of Compass Academy remain a part of the board and are very committed to supporting the school’s mission and vision. There is one board member who recently stepped off the board and a new member who came on within the last month. The board is actively recruiting one other board member now and still has some room to grow and diversify. More than half of the members have strong education backgrounds; there is some expertise, but it is more limited in the areas of finance, legal and community perspectives. The board realizes they need to bring in more of a community voice and are looking at different ways to do this, through recruiting additional directors, engaging parents differently, and leveraging resources that exist in the local community.

The partnership that the founding board members designed is unique and unlike any other charter school in Denver Public Schools. The “brainchild” of City Year Inc. and the Center for Social Organization of Schools at Johns Hopkins University, Compass Academy takes a holistic approach to educating students by focusing both on academics as well as social-emotional learning. A School Design Division (SDD) was put into place to develop a school design which is continually evolving as it assesses student growth and learning and looks at data to support the decisions it makes. The SDD worked with the executive committee of the board to develop the key priorities in the strategic action plan. The School Performance Framework indicates that Compass Academy has not met expectations in several areas. The board and leadership team treat the Action Plan as a living and breathing document through which they are continuously trying to address deficiencies and make necessary improvements.

After start-up funding allowed Compass Academy to hire a Director of Operations and Principal, it was soon realized that the board wanted to take a different direction and shifted to a model where an Executive Director and Chief Academic Officer were hired. Recently, a director of Middle School



was brought on, which stakeholders who were interviewed expressed great support for, indicating she has put structures into place that have greatly improved overall student behaviors as well as some basic operations of the school. Some board, staff and Corps members who were interviewed indicated that because there are many moving parts (“a lot of cooks in the kitchen”) with the structure of the leadership team, City Year Corps Members, staff and directors on the board, it would be helpful to know exactly what everyone is responsible for and what their role is. Professional development at the board level could be increased not only to fill in some of these missing pieces and give board members a greater sense of how school design is truly being implemented, it could also help all board members to gain a renewed understanding of the charter, the key priorities of the school and expectations and goals of each committee.

There is a clear understanding by the board of what their primary responsibilities are, and they take these very seriously. They know they are not responsible for the day-to-day operations of the school, but rather concentrate on data-driven decision making to support the school’s vision and their fiduciary responsibility. Evidence shows the board adheres to its legal obligations as a public entity. Between very strong board treasurers (past and present), a lead administrator who truly understands the moving parts to the school’s budget and finances and a strong partnership with G & G Consulting Group, the board’s understanding of the school’s financials is very strong. While enrollment goals were not met this past year, numbers are looking good for the coming year with 104 students projected and a wait list of close to 30 students. These numbers, for 6th, 7th and soon to be 8th grade, will bring in adequate PPR to align with forecasted budget projections. PPR at Compass Academy is at an increased level (which brings it to above the national average) due to the Mill Levy dollars the school receives for its at-risk population. To conclude, the review team believes the board demonstrates sound fiscal management.

As far as next steps for the Governing Board at Compass Academy, members of the board made it clear that they want to focus on getting the academic and social-emotional supports in place for the 6th, 7th and next year’s 8th graders to succeed before making any solid plans to expand the school to include grades 9-12. The board is very supportive of the work the lead administrator and leadership team is doing to “get it right” before taking on anything else. Interviews indicated there does appear to be a strong relationship between the ED and the board. However, the review team recommends the board review the ED’s job description as well as continue to have an outside party review the SLA and Scope of Work that are in place with City Year and Johns Hopkins University on an annual basis, to ensure integrity of the partnerships. The board indicated they would like to get a better sense of how they can best support the lead administrator and her team. While City Year board members indicated there is a desire to always have a strong presence of Corps Members in the school, they feel that some of the operations that the School Design Division currently takes on (hiring, fundraising, staffing/supporting board meetings, etc.) should ultimately get shifted to internal staff, as they see this as more of a responsibility of the ED and Operations manager.



Part V: Conclusion

The CSSI team extends its assurances that the information obtained through the evaluation process will remain confidential. If your authorizer requests a copy of the report, it will be provided. We also provide assurances that the team strived for objectivity in its findings. Most importantly, we commend Compass Academy for its willingness to undergo an evaluation and for its desire to grow and become a great school. Once the school has reviewed and discussed this report in detail, as questions arise, please feel free to contact Brian Martin at the CDE Schools of Choice Unit:

Martin_B@cde.state.co.us.

Resources that may help as you continue your conversations:

- The Colorado Department of Education's Webpage has various resources:
 - Schools of Choice Unit: <http://www.cde.state.co.us/cdechart>
 - CDE MTSS Information: <http://www.cde.state.co.us/mtss>
 - Educator Effectiveness: <http://www.cde.state.co.us/educatoreffectiveness>
 - Standards and Instruction: <http://www.cde.state.co.us/standardsandinstruction>
 - Special Education: <http://www.cde.state.co.us/cdesped>
- The League of Charter Schools: <http://coloradoleague.org/>

**COMPASS ACADEMY
GENERAL FUND SUMMARY
Quarter Ended March 31, 2017**

	3/31/2017	FY 16 Budgeted	Percentage Actual to Budget	Projected Year- End	Percentage Projected to Budget
Beginning Assigned Fund Balance	10,151	-	0.00%	10,151.00	100%
Beginning TABOR Fund Balance	48,000	46,445.00	103.35%	48,000.00	100%
Beginning Unrestricted Fund Balance	159,040	41,799.00	380.49%	159,040.00	100%
FY17 Total Beginning Fund Balance	217,191.00	88,244.00	246.13%	217,191.00	100%
Income	1,858,649.71	2,722,472.00	68.27%	2,722,472.00	100%
Expenses	1,736,476.59	2,707,453.00	64.14%	2,707,453.00	100%
Net Income	122,173.12	15,019.00	813.46%	15,019.00	100%
Ending Assigned Fund Balance	10,151.00	-	0.00%	10,151.00	100%
Ending TABOR Fund Balance	48,000.00	67,895.00	70.70%	48,000.00	100%
Ending Unassigned Fund Balance	281,213.12	35,368.00	795.11%	281,213.12	100%
FY17 Ending Fund Balance	339,364.12	103,263.00	328.64%	329,213.12	103%

Compass Academy
Balance Sheet Prev Year Comparison
As of March 31, 2017

	<u>Mar 31, 17</u>	<u>Mar 31, 16</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
8101a · Petty Cash	100.00	0.00	100.00	100.0%
8101 · First Bank	188,298.50	354,536.70	-166,238.20	-46.89%
Total Checking/Savings	<u>188,398.50</u>	<u>354,536.70</u>	<u>-166,138.20</u>	<u>-46.86%</u>
Accounts Receivable				
8153 · Accounts Receivable	121,854.94	0.00	121,854.94	100.0%
8142 · Grants Receivable	45,000.00	0.00	45,000.00	100.0%
Total Accounts Receivable	<u>166,854.94</u>	<u>0.00</u>	<u>166,854.94</u>	<u>100.0%</u>
Other Current Assets				
8181 · Prepaid Expense	5,750.50	0.00	5,750.50	100.0%
Total Other Current Assets	<u>5,750.50</u>	<u>0.00</u>	<u>5,750.50</u>	<u>100.0%</u>
Total Current Assets	<u>361,003.94</u>	<u>354,536.70</u>	<u>6,467.24</u>	<u>1.82%</u>
Other Assets				
8105 TABOR Reserve Held by DPS	0.00	27,310.43	-27,310.43	-100.0%
Total Other Assets	<u>0.00</u>	<u>27,310.43</u>	<u>-27,310.43</u>	<u>-100.0%</u>
TOTAL ASSETS	<u><u>361,003.94</u></u>	<u><u>381,847.13</u></u>	<u><u>-20,843.19</u></u>	<u><u>-5.46%</u></u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 · Accounts Payable	393.26	5,940.36	-5,547.10	-93.38%
Total Accounts Payable	<u>393.26</u>	<u>5,940.36</u>	<u>-5,547.10</u>	<u>-93.38%</u>
Other Current Liabilities				
2110 · Direct Deposit Liabilities	-1,768.19	0.00	-1,768.19	-100.0%
7461 · YE Payroll Liabilities	24,697.47	0.00	24,697.47	100.0%
7471 · Payroll Liabilities	-1,682.54	2,981.58	-4,664.12	-156.43%
Total Other Current Liabilities	<u>21,246.74</u>	<u>2,981.58</u>	<u>18,265.16</u>	<u>612.6%</u>
Total Current Liabilities	<u>21,640.00</u>	<u>8,921.94</u>	<u>12,718.06</u>	<u>142.55%</u>
Total Liabilities	<u>21,640.00</u>	<u>8,921.94</u>	<u>12,718.06</u>	<u>142.55%</u>
Equity				
6710 · Non-Spendable Fund Balance	10,151.00	0.00	10,151.00	100.0%
6721 · TABOR 3% Emergency Reserve	48,000.00	0.00	48,000.00	100.0%
6770 · Unassigned Fund Balance	159,039.82	92,714.81	66,325.01	71.54%
Net Income	122,173.12	280,210.38	-158,037.26	-56.4%
Total Equity	<u>339,363.94</u>	<u>372,925.19</u>	<u>-33,561.25</u>	<u>-9.0%</u>
TOTAL LIABILITIES & EQUITY	<u><u>361,003.94</u></u>	<u><u>381,847.13</u></u>	<u><u>-20,843.19</u></u>	<u><u>-5.46%</u></u>

Compass Academy
Profit & Loss Budget vs. Actual Collap.
July 2016 through March 2017

	FY16				FY17			
	Jul '15 - Mar 16	Budget	\$ Over Budget	% of Budget	Jul '16 - Mar 17	Budget	\$ Over Budget	% of Budget
Income								
1000 · Local Revenue Source	477,402.11	567,554.00	-90,151.89	84.12%	329,495.56	573,743.00	-244,247.44	57.43%
3000 · State Revenue	11,658.26	12,871.00	-1,212.74	90.58%	64,467.97	79,171.00	-14,703.03	81.43%
4000 · Federal Revenue	105,569.07	290,782.00	-185,212.93	36.31%	169,871.29	337,333.00	-167,461.71	50.36%
5700 · PPR	973,985.75	967,744.00	6,241.75	100.65%	1,294,814.89	1,732,225.00	-437,410.11	74.75%
Total Income	1,568,615.19	1,838,951.00	-270,335.81	85.3%	1,858,649.71	2,722,472.00	-863,822.29	68.27%
Gross Profit	1,568,615.19	1,838,951.00	-270,335.81	85.3%	1,858,649.71	2,722,472.00	-863,822.29	68.27%
Expense								
0100 · Salaries	545,796.79	707,000.00	-161,203.21	77.2%	865,547.67	1,292,604.00	-427,056.33	66.96%
0200 · Employee Benefits	87,138.86	167,856.00	-80,717.14	51.91%	171,054.63	273,521.00	-102,466.37	62.54%
0300 · Purchased Profess and Tech Serv	83,551.24	118,404.00	-34,852.76	70.57%	177,724.27	365,050.00	-187,325.73	48.69%
0400 · Purchased Prop. Services	3,054.41	103,395.00	-100,340.59	2.95%	9,201.78	11,200.00	-1,998.22	82.16%
0430 · Repairs and Maint	944.80	0.00	944.80	100.0%	1,582.41	0.00	1,582.41	100.0%
0500 · Other Purchased Services	14,061.55	33,243.00	-19,181.45	42.3%	39,725.82	60,613.00	-20,887.18	65.54%
0511 · To & From School Transportation	0.00	9,928.00	-9,928.00	0.0%	0.00	0.00	0.00	0.0%
0513 · Contracted Field Trips	1,109.00	8,400.00	-7,291.00	13.2%	2,817.33	15,000.00	-12,182.67	18.78%
0520 · Insurance Premiums	14,416.69	19,436.00	-5,019.31	74.18%	22,598.38	26,984.00	-4,385.62	83.75%
0580 · Travel, Regis, Ent	22,617.03	26,699.00	-4,081.97	84.71%	16,958.29	28,000.00	-11,041.71	60.57%
0594 · District Purchased Services	187,851.36	84,238.00	103,613.36	223.0%	231,435.76	320,518.00	-89,082.24	72.21%
0595 · Denver Overhead Costs	32,909.51	33,871.00	-961.49	97.16%	41,871.79	78,416.00	-36,544.21	53.4%
0596 · Charter Food Authority	0.00	472.00	-472.00	0.0%	0.00	472.00	-472.00	0.0%
0600 · Supplies	79,225.43	120,578.00	-41,352.57	65.71%	100,989.58	114,964.00	-13,974.42	87.85%
0640 · Books and Materials	13,573.51	20,000.00	-6,426.49	67.87%	17,790.83	26,028.00	-8,237.17	68.35%
0700 · Property	101,504.86	165,054.00	-63,549.14	61.5%	32,945.30	91,322.00	-58,376.70	36.08%
0721 · Leasehold Improvements	0.00	3,000.00	-3,000.00	0.0%	0.00	0.00	0.00	0.0%
0800 · Other Objects	1,683.74	30,031.00	-28,347.26	5.61%	349.35	661.00	-311.65	52.85%
0810 · Dues and Fees	1,333.62	879.00	454.62	151.72%	3,883.40	2,100.00	1,783.40	184.92%
0830 · Interest	2,409.71	3,000.00	-590.29	80.32%	0.00	0.00	0.00	0.0%
0910 · Redemption of Principal	95,222.70	95,223.00	-0.30	100.0%	0.00	0.00	0.00	0.0%
Total Expense	1,288,404.81	1,750,707.00	-462,302.19	73.59%	1,736,476.59	2,707,453.00	-970,976.41	64.14%
Net Income	280,210.38	88,244.00	191,966.38	317.54%	122,173.12	15,019.00	107,154.12	813.46%

Compass Academy
Accounts Payable Check Register
As of March 31, 2017

Type	Date	Num	Name	Memo	Split	Amount	Balance
7421 - Accounts Payable							25,885.77
Bill	03/01/2017	33242.3	Grace Technology Systems		0340 - Technical Services	2,200.00	28,085.77
Bill	03/01/2017	3445	Charter Substitute Teacher Network		0320b - Substitutes	175.00	28,260.77
Bill	03/01/2017	6053	G&G Consulting Group		-SPLIT-	5,172.50	33,433.27
Bill	03/01/2017		Denver Charter Athletic League		0810 - Dues and Fees	1,000.00	34,433.27
Bill	03/01/2017		Puzzah!		0610 - General Supplies	98.00	34,531.27
Bill Pmt -Check	03/02/2017	1678	Charter Substitute Teacher Network		8101 - First Bank	-175.00	34,356.27
Bill Pmt -Check	03/02/2017	1679	City Year, Inc		8101 - First Bank	-22,500.00	11,856.27
Bill Pmt -Check	03/02/2017	1681	Denver Public Schools		8101 - First Bank	-276.25	11,580.02
Bill Pmt -Check	03/02/2017	1680	G&G Consulting Group		8101 - First Bank	-5,172.50	6,407.52
Bill Pmt -Check	03/02/2017	1683	Grace Technology Systems		8101 - First Bank	-2,200.00	4,207.52
Bill Pmt -Check	03/02/2017	1682	Pinnacol Assurance		8101 - First Bank	-894.00	3,313.52
Bill Pmt -Check	03/02/2017	1684	T-Mobile	Acct number 955238103	8101 - First Bank	-90.95	3,222.57
Bill Pmt -Check	03/02/2017	1685	Wells Fargo Vendor Financial Services LLC	Acct Number 1579856-3538979	8101 - First Bank	-2,667.94	554.63
Bill	03/03/2017		Comcast	Account Number 8497 30 324 2780576	0531 - Phone/Office	291.00	845.63
Bill	03/07/2017		Hanover	Customer Number 1513303637-001-000	0521 - Liability Insurance	1,506.70	2,352.33
Bill Pmt -Check	03/08/2017	1690	Eldorado Artesian Springs, Inc		8101 - First Bank	-145.20	2,207.13
Bill	03/08/2017		T-Mobile	Acct number 955238103	0531 - Phone/Office	90.95	2,298.08
Bill	03/10/2017	21599190	Eldorado Artesian Springs, Inc	Acct 175558	Office Supplies	15.50	2,313.58
Bill	03/14/2017		Ami Desai & Associates, LLC		0334 - Consultant	3,400.00	5,713.58
Bill	03/14/2017		Sabrina Hodges		0334 - Consultant	2,500.00	8,213.58
Bill	03/14/2017		James Stephens		0334 - Consultant	2,000.00	10,213.58
Bill	03/16/2017		Katheen Symons		0334 - Consultant	2,300.00	12,513.58
Bill Pmt -Check	03/16/2017	1693	Katheen Symons		8101 - First Bank	-2,300.00	10,213.58
Bill Pmt -Check	03/16/2017	1696	Ami Desai & Associates, LLC		8101 - First Bank	-3,400.00	6,813.58
Bill Pmt -Check	03/16/2017	1695	Sabrina Hodges		8101 - First Bank	-2,500.00	4,313.58
Bill Pmt -Check	03/16/2017	1692	James Stephens		8101 - First Bank	-2,000.00	2,313.58
Bill	03/16/2017		Mascoll Financial Consultory		0334 - Consultant	2,000.00	4,313.58
Bill Pmt -Check	03/16/2017	1694	Mascoll Financial Consultory		8101 - First Bank	-2,000.00	2,313.58
Bill	03/16/2017	3514	Charter Substitute Teacher Network		0320b - Substitutes	2,150.00	4,463.58
Bill Pmt -Check	03/16/2017	1701	Charter Substitute Teacher Network		8101 - First Bank	-2,150.00	2,313.58
Bill Pmt -Check	03/16/2017	1702	Comcast	Account Number 8497 30 324 2780576	8101 - First Bank	-291.00	2,022.58
Bill Pmt -Check	03/16/2017	1703	Denver Charter Athletic League		8101 - First Bank	-1,000.00	1,022.58
Bill Pmt -Check	03/16/2017	1704	Hanover	Customer Number 1513303637-001-000	8101 - First Bank	-1,506.70	-484.12
Bill Pmt -Check	03/16/2017	1705	T-Mobile	Acct number 955238103	8101 - First Bank	-90.95	-575.07
Bill	03/20/2017	98510542	Wells Fargo Vendor Financial Services LLC	Acct Number 1579856-3538979	0442 - Rental of Equipment	633.56	58.49
Deposit	03/22/2017	01713304	Pearson	Refund	8101 - First Bank	688.57	747.06
Bill Pmt -Check	03/23/2017		Pearson	QuickBooks generated zero amount transaction for	8101 - First Bank	0.00	747.06
Bill Pmt -Check	03/23/2017	1711	Grace Technology Systems		8101 - First Bank	-2,200.00	-1,452.94
Bill	03/24/2017	21612930	Eldorado Artesian Springs, Inc	Acct 175558	Office Supplies	100.75	-1,352.19
Bill	03/28/2017	21633069	Eldorado Artesian Springs, Inc	Acct 175558	0430 - Repairs and Maint	75.45	-1,276.74
Bill	03/28/2017	142	Grace Technology Systems		-SPLIT-	1,595.00	318.26
Bill	03/31/2017	N133	Descubriendo New York		0340 - Technical Services	75.00	393.26
Total 7421 - Accounts Payable						-25,492.51	393.26
TOTAL						-25,492.51	393.26

Compass Academy
Credit, Debit, and Purchase Card Statements
As of March 31, 2017

Type	Date	Num	Name	Memo	Split	Amount	Balance
8101 - First Bank							394,895.69
Check	03/01/2017	DBT	Eon		0610 - General Supplies	-14.55	394,881.14
Check	03/01/2017	DBT	Eon		0610 - General Supplies	-27.13	394,854.01
Check	03/01/2017	DBT	Amazon.com		0610 - General Supplies	-20.55	394,833.46
Check	03/01/2017	DBT	Amazon.com		0610 - General Supplies	-5.99	394,827.47
Check	03/01/2017	DBT	Amazon.com		0610 - General Supplies	-9.40	394,818.07
Check	03/02/2017	1673	Kathryn Reynolds		0610 - General Supplies	-30.00	394,788.07
Liability Check	03/02/2017	1674	Unum Life Insurance Company	0632604-001 2	-SPLIT-	-29.70	394,758.37
Check	03/02/2017	DBT	Amazon.com		0640 - Books and Materials	-122.10	394,636.27
Liability Check	03/02/2017	1675	Kaiser Permanente	36551, 36551-01-16	-SPLIT-	-10,243.05	384,393.22
Liability Check	03/02/2017	1676	HealthSmart Benefit Solutions, Inc	208838	-SPLIT-	-214.67	384,178.55
Check	03/02/2017	1677	Morales, Rena R.	10010	0580 - Travel, Regis, Ent	-150.00	384,028.55
Check	03/02/2017	DBT	Amazon.com		0640 - Books and Materials	-489.40	383,539.15
Check	03/02/2017	DBT	Barnes & Noble		-SPLIT-	-82.22	383,456.93
Bill Pmt -Check	03/02/2017	1678	Charter Substitute Teacher Network		7421 - Accounts Payable	-175.00	383,281.93
Bill Pmt -Check	03/02/2017	1679	City Year, Inc		7421 - Accounts Payable	-22,500.00	360,781.93
Bill Pmt -Check	03/02/2017	1681	Denver Public Schools		7421 - Accounts Payable	-276.25	360,505.68
Bill Pmt -Check	03/02/2017	1680	G&G Consulting Group		7421 - Accounts Payable	-5,172.50	355,333.18
Bill Pmt -Check	03/02/2017	1683	Grace Technology Systems		7421 - Accounts Payable	-2,200.00	353,133.18
Bill Pmt -Check	03/02/2017	1682	Pinnacol Assurance		7421 - Accounts Payable	-894.00	352,239.18
Bill Pmt -Check	03/02/2017	1684	T-Mobile	Acct number 955238103	7421 - Accounts Payable	-90.95	352,148.23
Bill Pmt -Check	03/02/2017	1685	Wells Fargo Vendor Financial Services LLC	Acct Number 1579856-3538979	7421 - Accounts Payable	-2,667.94	349,480.29
Check	03/02/2017	1686	Kathryn Reynolds		0610 - General Supplies	-60.00	349,420.29
Check	03/03/2017	DBT	Amazon.com		0610 - General Supplies	-20.97	349,399.32
Check	03/06/2017	DBT	Amazon.com		0610 - General Supplies	-10.89	349,388.43
Check	03/06/2017	DBT	Parking Lot		0580 - Travel, Regis, Ent	-12.00	349,376.43
Check	03/06/2017	DBT	Barnes & Noble		-SPLIT-	-82.32	349,294.11
Check	03/07/2017	DBT	Eon		0610 - General Supplies	-276.00	349,018.11
Check	03/07/2017	DBT	Amazon.com		0610 - General Supplies	-97.90	348,920.21
Check	03/07/2017	DBT	Amazon.com		0640 - Books and Materials	-44.52	348,875.69
Check	03/08/2017	1688	Kathryn Reynolds		Office Supplies	-40.98	348,834.71
Check	03/08/2017	1687	William Wallace		0630 - Food -Snack (BOLD FS FUND ONLY)	-87.44	348,747.27
Liability Check	03/08/2017	ACH	Delta Dental of Colorado	000141307	-SPLIT-	-700.26	348,047.01
Liability Check	03/08/2017	1689	City and County of Denver		Denver OPT Liability	-138.00	347,909.01
Bill Pmt -Check	03/08/2017	1690	Eldorado Artesian Springs, Inc		7421 - Accounts Payable	-145.20	347,763.81
Check	03/08/2017	DBT	Amazon.com		0640 - Books and Materials	-50.20	347,713.61
Deposit	03/09/2017			Deposit	-SPLIT-	750.57	348,464.18
Deposit	03/09/2017			Deposit	0890 - Bad Debt	4.64	348,468.82
Check	03/09/2017	DBT	Amazon.com		0610 - General Supplies	-11.14	348,457.68
Check	03/09/2017	DBT	Amazon.com		0610 - General Supplies	-28.48	348,429.20
Check	03/10/2017	DBT	TIG		0340 - Technical Services	-175.00	348,254.20
Check	03/10/2017	DBT	1800 Flowers		-SPLIT-	-93.69	348,160.51
Check	03/10/2017	DBT	Eon		0610 - General Supplies	-266.41	347,894.10
Check	03/12/2017	DBT	United		0580 - Travel, Regis, Ent	-4.99	347,889.11
Check	03/13/2017	DBT	Home Depot		0610 - General Supplies	-80.40	347,808.71
Liability Check	03/14/2017		QuickBooks Payroll Service	Created by Payroll Service on 03/13/2017	-SPLIT-	-86,472.68	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03

Compass Academy
Credit, Debit, and Purchase Card Statements
As of March 31, 2017

Type	Date	Num	Name	Memo	Split	Amount	Balance
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	VOID: Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Paycheck	03/15/2017	DD	Confidential Payroll Item	Direct Deposit	-SPLIT-	0.00	261,336.03
Liability Check	03/15/2017	ACH	Internal Revenue Service	47-1698243	-SPLIT-	-14,981.74	246,354.29
Liability Check	03/15/2017	ACH	Colorado Department of Revenue		Colorado State Withholding	-3,645.00	242,709.29
Paycheck	03/15/2017	DD	Confidential Payroll Item		-SPLIT-	-2,373.13	240,336.16
Check	03/15/2017	DBT	Sam's Club		0630 · Food -Snack (BOLD FS FUND ONLY)	-447.00	239,889.16
Check	03/15/2017	DBT	Amazon.com		0640 · Books and Materials	-44.22	239,844.94
Check	03/16/2017	DBT	Teachers Pay Teachers		0610 · General Supplies	-4.25	239,840.69
Check	03/16/2017	DBT	Survey Monkey		0534 · Online Services	-300.00	239,540.69
Check	03/16/2017	1698	Kathryn Reynolds		0540 · Advertising	-148.26	239,392.43
Liability Check	03/16/2017	1699	HealthSmart Benefit Solutions, Inc	208838	-SPLIT-	-122.05	239,270.38
Bill Pmt -Check	03/16/2017	1693	Katheen Symons		7421 · Accounts Payable	-2,300.00	236,970.38
Bill Pmt -Check	03/16/2017	1696	Ami Desai & Associates, LLC		7421 · Accounts Payable	-3,400.00	233,570.38
Bill Pmt -Check	03/16/2017	1695	Sabrina Hodges		7421 · Accounts Payable	-2,500.00	231,070.38
Bill Pmt -Check	03/16/2017	1692	James Stephens		7421 · Accounts Payable	-2,000.00	229,070.38
Bill Pmt -Check	03/16/2017	1694	Mascoll Financial Consultory		7421 · Accounts Payable	-2,000.00	227,070.38
Check	03/16/2017	1691		VOID:	0334 · Consultant	0.00	227,070.38
Liability Check	03/16/2017	1700	Unum Life Insurance Company	0632604-001 2	-SPLIT-	-27.00	227,043.38
Check	03/16/2017	1697	Garza Armstrong, Rudionna	10006	2110 · Direct Deposit Liabilities	-4,121.84	222,921.54
Liability Check	03/16/2017	ACH	Delta Dental of Colorado	000141307	-SPLIT-	-700.26	222,221.28
Bill Pmt -Check	03/16/2017	1701	Charter Substitute Teacher Network		7421 · Accounts Payable	-2,150.00	220,071.28
Bill Pmt -Check	03/16/2017	1702	Comcast	Account Number 8497 30 324 2780576	7421 · Accounts Payable	-291.00	219,780.28
Bill Pmt -Check	03/16/2017	1703	Denver Charter Athletic League		7421 · Accounts Payable	-1,000.00	218,780.28
Bill Pmt -Check	03/16/2017	1704	Hanover	Customer Number 1513303637-001-000	7421 · Accounts Payable	-1,506.70	217,273.58

Compass Academy
Credit, Debit, and Purchase Card Statements
As of March 31, 2017

Type	Date	Num	Name	Memo	Split	Amount	Balance
Bill Pmt -Check	03/16/2017	1705	T-Mobile	Acct number 955238103	7421 · Accounts Payable	-90.95	217,182.63
Liability Check	03/17/2017	ACH	PERA	488	-SPLIT-	-14,627.33	202,555.30
Deposit	03/17/2017			Deposit	3113 · Capital Construction Fund	2,113.09	204,668.39
Liability Check	03/17/2017	1708	Denver Public Schools		-SPLIT-	-11,195.09	193,473.30
Check	03/17/2017	DBT	Amazon.com		0610 · General Supplies	-13.63	193,459.67
Check	03/17/2017	DBT	Amazon.com		0640 · Books and Materials	-237.25	193,222.42
Check	03/17/2017	DBT	ASCA		0580 · Travel, Regis, Ent	-389.00	192,833.42
Check	03/17/2017	DBT	Amazon.com		0640 · Books and Materials	-47.45	192,785.97
Check	03/20/2017	1707	CABE		0810 · Dues and Fees	-150.00	192,635.97
Check	03/20/2017	1709	Garza Armstrong, Rudionna	10006	0610 · General Supplies	-27.59	192,608.38
Check	03/21/2017	DBT	Tacos Rapiidos		0580 · Travel, Regis, Ent	-72.40	192,535.98
Deposit	03/21/2017			Deposit	2110 · Direct Deposit Liabilities	4,121.84	196,657.82
Deposit	03/22/2017			Deposit	2110 · Direct Deposit Liabilities	604.14	197,261.96
Deposit	03/22/2017			Deposit	-SPLIT-	2,860.19	200,122.15
Check	03/22/2017	DBT	Amazon.com		0610 · General Supplies	-699.98	199,422.17
Check	03/22/2017	DBT	Einstein Brothers		0580 · Travel, Regis, Ent	-17.27	199,404.90
Check	03/22/2017	DBT	Tacos Rapiidos		0580 · Travel, Regis, Ent	-6.25	199,398.65
Check	03/22/2017	DBT	Microsoft		0534 · Online Services	-2.07	199,396.58
Liability Check	03/23/2017	1710	Kaiser Permanente	36551, 36551-01-16	-SPLIT-	-7,856.67	191,539.91
Bill Pmt -Check	03/23/2017		Pearson	QuickBooks generated zero amount transaction for	7421 · Accounts Payable	0.00	191,539.91
Bill Pmt -Check	03/23/2017	1711	Grace Technology Systems		7421 · Accounts Payable	-2,200.00	189,339.91
Check	03/23/2017	1706	Voided Check	VOID:	0610 · General Supplies	0.00	189,339.91
Check	03/23/2017	DBT	Eon		0610 · General Supplies	-147.90	189,192.01
Check	03/23/2017	DBT	Amazon.com		Office Supplies	-115.38	189,076.63
Check	03/23/2017	DBT	Amazon.com		Office Supplies	-85.49	188,991.14
Check	03/24/2017	DBT	Amazon.com		0610 · General Supplies	-201.56	188,789.58
Check	03/24/2017	DBT	Amazon.com		0610 · General Supplies	-125.50	188,664.08
Check	03/24/2017	DBT	Lotus School of Excellence		0540 · Advertising	-125.00	188,539.08
Check	03/27/2017	DBT	Idealist.org		0540 · Advertising	-90.00	188,449.08
Check	03/30/2017	DBT	Chalkbeat		0540 · Advertising	-149.00	188,300.08
Check	03/31/2017			Service Charge	0313a · Bank Fees	-4.00	188,296.08
Deposit	03/31/2017			Interest	1500 · Interest Income	2.42	188,298.50
Total 8101 · First Bank						-206,597.19	188,298.50
TOTAL						-206,597.19	188,298.50

COMPASS ACADEMY

Denver Public School District

Denver County

2017-2018

PROPOSED BUDGET

DATE OF ADOPTION

CONTENTS:

APPROPRIATION RESOLUTION

ANNUAL BUDGET

ANNUAL BUDGET IN UNIFORM BUDGET SUMMARY FORMAT

APPROPRIATION RESOLUTION

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

FUND	APPROPRIATION AMOUNT	EXPENDITURES + APPROPRIATED RESERVES
1. General Fund	1 3,205,713	3,205,713
1a. Charter Schools	1a. -	-
1b. Insurance Reserve Fund	1b. -	-
1c. Pre-School Fund	1c. -	-
Special Revenue Funds:		
2. Capital Reserve Special Revenue Fund	2 -	-
3. Governmental Designated-Purpose Grants Fund	3 -	-
4. Pupil Activity Special Revenue Fund	4 -	-
5. Full Day Kindergarten Mill Levy Override Fund	5 -	-
6. Transportation Fund	6 -	-
7. Other Special Revenue Funds	7 -	-
7. Bond Redemption Fund	8 -	-
Capital Projects Funds:		
9. Building Fund	9 -	-
10. Special Building and Technology Fund	10 -	-
11. Capital Reserve Capital Projects Fund	11 -	-
Enterprise Funds:		
12. Food Service Fund	12 -	-
13. Other Enterprise Funds	13 -	-
Internal Service Funds:		
14. Risk-Related Activity Fund	14 -	-
15. Other Internal Service Funds	15 -	-
Trust/Agency Funds:		
16. Fiduciary Fund	16 -	-
17. Private Purpose Trust Funds	17 -	-
18. Agency Fund	18 -	-
19. Pupil Activity Agency Fund	19 -	-
20. Foundations	20 -	-
21. Component Units	21 -	-
TOTAL APPROPRIATION	22 3,205,713	3,205,713

Date of Adoption

Signature of Board President

COMPASS ACADEMY
2017-2018 PROPOSED BUDGET with Prior Year Information

	FY17 Adopted Budget	FY17 Est'd YE Actuals	General FY18 Proposed Budget	Grants FY18 Proposed Budget	FY18 Proposed Budget
Beginning Fund Balance	\$ 207,042	\$ 207,042	\$ 186,030	\$ -	\$ 186,030
Revenue					
Local Revenue	573,741	573,741	26,000	507,912	533,912
State Revenue	79,171	79,171	-	151,058	151,058
Federal Revenue	337,333	337,333	-	156,240	156,240
Per Pupil Funding	1,732,225	1,732,225	2,589,923	-	2,589,923
Total Revenue	2,722,470	2,722,470	2,615,923	815,210	3,431,133
Transfers	-	-	-	-	-
Expenditures					
Salaries	1,292,604	1,292,604	1,165,645	512,363	1,678,008
Employee Benefits	273,522	273,522	358,003	22,402	380,405
Purchased Professional and Technical Services	365,050	365,050	332,178	90,234	422,412
Purchased Property Services	11,200	11,200	11,000	-	11,000
Repairs and Maintenance Services	-	-	-	-	-
Contracted Field Trips	15,000	15,000	20,000	-	20,000
Insurance Premiums	26,984	26,984	33,681	-	33,681
Other Purchased Services	70,613	70,613	23,108	39,492	62,600
Travel, Registration, and Entrance	28,000	28,000	24,000	17,850	41,850
District Purchased Services	343,095	343,095	461,160	44,157	505,317
District Admin Overhead	55,839	55,839	95,680	-	95,680
SFA Purchased Services	472	472	-	-	-
Supplies	106,964	106,964	42,549	14,991	57,540
Food	8,000	8,000	22,400	-	22,400
Books and Periodicals	52,056	52,056	7,254	12,746	20,000
Equipment	90,227	90,227	3,132	61,068	64,200
Property	1,095	1,095	-	-	-
Non-Capital Equipment	-	-	-	-	-
Other Objects	2,550	2,550	3,374	-	3,374
Interest	-	-	-	-	-
Contingency	211	211	10,000	-	10,000
Redemption of Principal	-	-	-	-	-
Total Expenditures	2,743,482	2,743,482	2,613,164	815,303	3,428,466
Net Income	(21,012)	(21,012)	2,760	(93)	2,667
TABOR Reserve	71,554	71,554	-	-	98,247
Assigned Fund Balance	-	-	-	-	-
Unassigned Fund Balance	114,476	114,476	188,790	(93)	90,450
Ending Fund Balance	\$ 186,030	\$ 186,030	\$ 188,790	\$ (93)	\$ 188,697

2017-2018 COMPASS ACADEMY SUMMARY BUDGET

SCHOOL NAME	SCHOOL LOCATION	Total Budget
COMPASS ACADEMY	0	
Budgeted Pupil Count		
	320.0	
BEGINNING FUND BALANCE (Includes ALL Reserves)		
		186,030
REVENUES		
Local Sources	1000 - 1999	533,912
Intermediate Sources	2000 - 2999	-
State Sources	3000 - 3999	151,058
Federal Sources	4000 - 4999	156,240
TOTAL REVENUES		841,210
TOTAL BEGINNING FUND BALANCE & REVENUES		1,027,240
TOTAL ALLOCATIONS TO/FROM OTHER FUNDS	5600,5700, 5800	2,589,923
TRANSFERS TO/FROM OTHER FUNDS	5200 - 5300	-
Other Sources	5100,5400, 5500,5900, 5990, 5991	-
AVAILABLE BEGINNING FUND BALANCE & REVENUES (Plus or Minus (if Revenue) Allocations and Transfers)		3,617,163
EXPENDITURES		
Instruction - Program 0010 to 2099		
Salaries	0100	1,235,585
Employee Benefits	0200	287,201
Purchased Services	0300,0400, 0500	142,640
Supplies and Materials	0600	91,900
Property	0700	52,000
Other	0800, 0900	11,000
Total Instruction		1,820,326
Supporting Services		
Students - Program 2100		
Salaries	0100	115,300
Employee Benefits	0200	25,714
Purchased Services	0300,0400, 0500	117,352
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Students		258,366
Instructional Staff - Program 2200		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	37,850
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Instructional Staff		37,850
General Administration - Program 2300, including Program 2303 and 2304		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	12,000
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total School Administration		12,000
School Administration - Program 2400		
Salaries	0100	268,728
Employee Benefits	0200	54,508

2017-2018 COMPASS ACADEMY SUMMARY BUDGET

SCHOOL NAME	SCHOOL LOCATION	Total Budget
COMPASS ACADEMY	0	
Purchased Services	0300,0400, 0500	21,600
Supplies and Materials	0600	8,040
Property	0700	12,200
Other	0800, 0900	2,374
Total School Administration		367,450
Business Services - Program 2500, including Program 2501		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	163,092
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Business Services		163,092
Operations and Maintenance - Program 2600		
Salaries	0100	58,295
Employee Benefits	0200	12,964
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Operations and Maintenance		71,259
Student Transportation - Program 2700		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	60,000
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Student Transportation		60,000
Central Support - Program 2800, including Program 2801		
Salaries	0100	100
Employee Benefits	0200	17
Purchased Services	0300,0400, ,0500	317,006
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Central Support		317,122
Other Support - Program 2900		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, ,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Other Support		-
Food Service Operations - Program 3100		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, ,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Other Support		-
Enterprise Operatings - Program 3200		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, ,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Enterprise Operations		-
Community Services - Program 3300		

2017-2018 COMPASS ACADEMY SUMMARY BUDGET

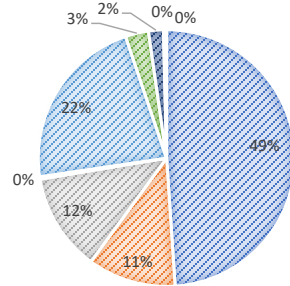
SCHOOL NAME	SCHOOL LOCATION	Total Budget
COMPASS ACADEMY	0	
Salaries	0100	-
Employee Benefits	0200	-
	0300,0400	-
Purchased Services	,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Community Services		-
Education for Adults - Program		
3400		
Salaries	0100	-
Employee Benefits	0200	-
	0300,0400	-
Purchased Services	,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Education for Adults Services		-
Total Supporting Services		1,287,140
Property - Program 4000		
Salaries	0100	-
Employee Benefits	0200	-
	0300,0400	-
Purchased Services	,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Property		-
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure		
Salaries	0100	-
Employee Benefits	0200	-
	0300,0400	-
Purchased Services	,0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Other Uses		-
TOTAL EXPENDITURES		3,107,466
RESERVES		
Other Reserved Fund Balance - Program 9900	0840	-
Other Restricted Reserves: 932X Reserved Fund Balance - Program 9100	0840	-
District Emergency Reserve - Program 9315	0840	-
Reserve for TABOR 3% - Program 9321	0840	98,247
Res. for TABOR - Multi-Year Obligations Program 9322	0840	-
TOTAL RESERVES		98,247
TOTAL EXPENDITURES & RESERVES		3,205,713
NON-APPROPRIATED RESERVE - Program 9200		90,450
TOTAL AVAILABLE BEGINNING FUND BALANCE & REVENUES LESS TOTAL EXPENDITURES & RESERVES LESS NON-APPROPRIATED RESERVES (Should Equal Zero (0))		321,000

COMPASS ACADEMY
FY18 Budget Snapshot

Budget Composition

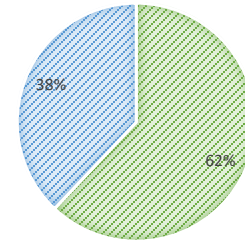
BUDGET COMPOSITION BY OBJECT

- Salaries
- Employee Benefits
- Purchased Professional and Technical Services
- Purchased Property Services
- Other Purchased Services
- Supplies
- Property
- Other Objects
- Other Uses of Funds

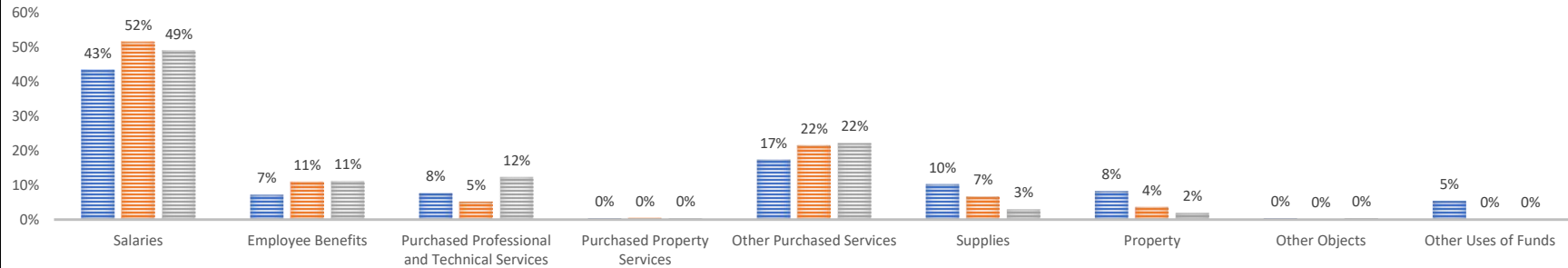


BUDGET COMPOSITION BY PROGRAM TYPE

- Instruction
- Support



BUDGET COMPOSITION OVER 3 YEARS (FY16-FY18)



Key Operating Metrics

	FY16 Actuals	FY17 Est'd YE Actuals	FY18 Proposed Budget	FY19 Forecast	FY20 Forecast	FY21 Forecast	FY22 Forecast
Operating Margin	4.74%	-0.77%	0.08%	20.63%	31.92%	38.95%	44.71%
Building Rental as % of Revenue	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Occupancy as % of Budget	0.07%	0.00%	2.08%	2.01%	1.95%	1.90%	1.85%
Student:Teacher Ratio	NA	NA	12.80	17.92	22.40	26.88	31.36
Unassigned Fund Balance Reserve	-2.09%	4.17%	2.64%	27.48%	71.88%	130.81%	203.70%

BUDGET COMPOSITION	FY16 Actuals		FY17 Est'd YE Actuals		FY18 Proposed Budget		FY19 Forecast		FY20 Forecast		FY21 Forecast		FY22 Forecast	
	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%
<i>by Object Code</i>														
0100 Salaries	767,480	43%	1,292,604	52%	1,678,008	49%	1,728,348	51%	1,780,199	49%	1,833,605	48%	1,888,613	46%
0200 Employee Benefits	126,811	7%	273,522	11%	380,405	11%	412,679	12%	434,839	12%	455,433	12%	476,538	12%
0300 Purchased Professional and Technical Services	135,115	8%	130,050	5%	422,412	12%	115,989	3%	116,569	3%	117,152	3%	117,738	3%
0400 Purchased Property Services	5,591	0%	11,200	0%	11,000	0%	11,055	0%	11,110	0%	11,166	0%	11,222	0%
0500 Other Purchased Services	306,912	17%	540,003	22%	759,128	22%	927,199	27%	1,088,667	30%	1,251,727	33%	1,416,390	35%
0600 Supplies	181,220	10%	167,020	7%	99,940	3%	100,440	3%	100,942	3%	101,447	3%	101,954	2%
0700 Property	145,436	8%	91,322	4%	64,200	2%	64,521	2%	64,844	2%	65,168	2%	65,494	2%
0800 Other Objects	5,898	0%	2,761	0%	13,374	0%	13,441	0%	13,508	0%	13,576	0%	13,643	0%
0900 Other Uses of Funds	95,223	5%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
<i>by Program Type</i>														
Instruction	1,083,305	61%	1,700,823	68%	2,127,326	62%	2,231,994	66%	2,325,680	64%	2,419,750	63%	2,515,769	61%
Support	686,381	39%	1,042,659	42%	1,301,140	38%	1,464,283	43%	1,609,216	45%	1,755,362	46%	1,903,290	47%
TOTAL	1,769,686		2,508,482		3,428,466		3,373,672		3,610,678		3,849,272		4,091,591	

OPERATING METRICS BANK							
Operating Margin	5%	-0.77%	0.08%	20.63%	31.92%	38.95%	44.71%
Private Contributions as % of Total Expense	25.51%	8.87%	0.73%	3.65%	3.43%	3.24%	3.06%
Student:Teacher Ratio	NA	NA	12.80	17.92	22.40	26.88	31.36
Student:Staff Ratio	2.42	6.97	10.32	14.45	18.06	21.68	25.29
% Change in Enrollment from Prior Year	NA	77.05%	48.15%	40.00%	25.00%	20.00%	16.67%
Average Teacher Salary			48,635	50,094	51,597	53,145	54,740
Benefit Rate	16.52%	21.16%	22.67%	23.88%	24.43%	24.84%	25.23%
Salaries and Benefits as % of Revenue	48.14%	57.53%	59.99%	45.97%	38.32%	33.47%	29.59%
Instructional Expense as % of Total Expense	61%	68%	62%	66%	64%	63%	61%
Building Rental as % of Revenue	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Occupancy as % of Budget	0.07%	0.00%	2.08%	2.01%	1.95%	1.90%	1.85%
Unassigned Fund Balance Reserve	-2%	4%	3%	27%	72%	131%	204%
Months of Unassigned Fund Balance on Hand	(0.25)	0.50	0.32	3.30	8.63	15.70	24.44
Change in Fund Balance	NA	111.40%	1%	509%	161%	89%	63%
Operating Reserve	5%	7%	5%	25%	52%	83%	115%
Debt Burden (Governmental Funds)	19.03	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

AUTHORIZER FRAMEWORKS

DPS Framework (income statement ratios only)

% Change in Enrollment from Prior Year	NA	77.05%	48.15%	40.00%	25.00%	20.00%	16.67%
Private Contributions as % of Total Expense							
Total Occupancy as % of Budget	0.07%	0.00%	2.08%	2.01%	1.95%	1.90%	1.85%
Operating Margin	4.74%	-0.77%	0.08%	20.63%	31.92%	38.95%	44.71%
Instructional Expense as % of Total Expense	61.21%	67.80%	62.05%	66.16%	64.41%	62.86%	61.49%
Months of Unassigned Fund Balance on Hand	(0.25)	0.50	0.32	3.30	8.63	15.70	24.44

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formulas: DO NOT TOUCH

NET INCOME: 2,667

Instructional Program Code	FY17 Adopted			FY18
	FY16 Actuals	Budget	Est'd YE Actuals	Proposed Budget
	0018	0018	0018	0018
Enrollment Assumptions				
Total Enrollment	122	216	216	320
Total K-12 Enrollment	122	216	216	320
Funded Pupil Count	122	216	216	320
ECE	0	0	0	0
Grade K	0	0	0	0
Grade 1	0	0	0	0
Grade 2	0	0	0	0
Grade 3	0	0	0	0
Grade 4	0	0	0	0
Grade 5	0	0	0	0
Grade 6	122	100	100	100
Grade 7	0	116	116	100
Grade 8	0	0	0	120
Grade 9	0	0	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	0	0	0
ECARE/CPP slots	0	0	0	0
DPP slots	0	0	0	0
CCAP eligible students	0	0	0	0
% Free Lunch	5%	5%	5%	5%
% Reduced Lunch	10%	10%	10%	10%
% Free & Reduced Lunch	89%	89%	89%	89%
% SPED	10%	10%	10%	10%
% Gifted and Talented	5%	5%	5%	5%
% ELL	10%	10%	10%	10%
per funded pupil	122.00	216	216	320
per ECARE/CPP slot	-	0	0	0
per DPP slot	-	0	0	0
per CCAP eligible student	-	0	0	0
per HS or K student	-	0	0	0
per ECE-12 student	122.00	216	216	320
per K-12 student	122.00	216	216	320
per high school student	-	0	0	0
per elementary student	-	0	0	0
per K FRL student	-	0	0	0
per middle and high school student	122.00	216	216	320
per non-FRL student	13.42	23.76	23.76	35.2
per SPED student	12.20	21.60	21.60	32
per preschool SPED student	-	-	-	0
per FRL student	108.58	192.24	192.24	284.8
per prior year K-12 ELL student	12.20	12.2	21.6	21.6
per GT student	6.10	10.8	10.8	16
per ELL student	12.20	21.6	21.6	32
total	1.00	1	1	1
per employee	50.45	31.00	31.00	31
Revenue Assumptions				

PPR				
PPR	7,998.66	8,019.56	8,019.56	8,093.51
<i>Change in PPR</i>		0.26%	0.26%	1.00%
Local Revenue				
Tuition from Individuals	-	-	-	-
CCAP	-	-	-	-
DPP	-	-	-	-
Earnings on Investments	31.00	-	-	-
Food Service Revenue from Students	-	-	-	-
Student Activity and Other Fees	9.20	-	-	-
Fundraisers	-	-	-	-
Gifts and Contributions from Pupil Activities:Uniforms	16,151.00	13,000.00	13,000.00	13,000.00
Other Pupil Activities	-	13,000.00	13,000.00	-
Rentals and Leases	-	-	-	-
Contributions and Donations from Private Sources	451,500.00	241,418.00	241,418.00	13,000.00
Contributions and Donations from Private Sources	-	-	-	-
Contributions and Donations from Private Sources	-	-	-	12,000.00
Instructional Material Fees	-	-	-	-
Miscellaneous Revenue	231.00	-	-	-
<i>District Growth Rate</i>				1.00%
1998 MLO Literacy	127.69	126.00	126.00	125.19
1998 MLO Technology	34.83	34.36	34.36	34.14
2003 MLO Academic Achievement	29.02	28.64	28.64	28.45
2003 MLO HS Graduation	-	-	-	-
2003 MLO Elementary Arts	-	-	-	-
2003 MLO Textbooks	40.63	40.09	40.09	39.83
2003 MLO Kindergarten	-	-	-	-
2012 MLO Secondary Arts	137.88	139.14	139.14	139.71
2012 MLO Enrichment and Student Support	122.92	120.12	120.12	123.97
2012 MLO Tutoring - FRL	274.06	235.19	235.19	232.83
2012 MLO Technology	61.78	60.84	60.84	63.23
2012 MLO Textbooks	61.78	60.84	60.84	63.23
2012 MLO Kindergarten	-	-	-	-
2016 MLO Early Literacy	-	-	-	-
2016 MLO College and Career Readiness	-	-	-	-
2016 MLO Technology	-	-	-	85.44
2016 MLO Great Teachers	-	-	-	187.72
2016 MLO Whole Child	-	-	-	194.18
FY17-19 Tech Bond	-	-	-	28,728.00
MLO Equalization	-	106.52	106.52	142.03
State Revenue				
<i>Change in State Revenue</i>				-1.00%
Capital Construction	129.25	105.50	105.50	137.99
Supplemental At-Risk Aid	-	-	-	-
ELPA PD	-	17,843.00	17,843.00	17,843.00
ECEA - SPED	-	-	-	-
ELPA	-	12,415.00	12,415.00	12,415.00
ECARE/PPP	-	-	-	-
Gifted and Talented	-	-	-	-
State Transportation	-	-	-	-
Start Smart Nutrition	-	-	-	-
Child Nutrition	-	-	-	-
Expelled and At Risk Students	-	-	-	-
School Counselor Grant	-	26,125.00	26,125.00	76,643.00

READ Act: Formula Distribution	-	-	-	-
State Grants to Libraries	-	-	-	-
Stipends for National Board Certified Educators	-	-	-	-
Additional At-Risk Aid	-	-	-	-
Federal Revenue				
Change in Federal Revenue				-1.00%
Title I	2,363.91	403.32	403.32	365.00
IDEA Part B	-	-	-	-
IDEA Part B - Preschool	-	-	-	-
Title II	-	49.32	49.32	47.00
Title III	-	8,418.00	8,418.00	8,418.00
School Breakfast Program	-	-	-	-
National School Lunch Program	-	-	-	-
Federal Fresh Fruit & Vegetable Program	-	-	-	-
Charter Credit	-	16,143.00	16,143.00	15,981.57
CCSP Start-Up	-	215,000.00	215,000.00	-
Transfers				
Fund Transfers	-	-	-	-
Expense Assumptions				
Salaries and Benefits				
Annual Salary Increase				3%
Medicare		1.45%	1.45%	1.45%
PERA				5.59%
PCOPs				9.60%
Health Benefit Rate Increase				5%
Benefit Participation Rate				100%
Health			3,264	3,264
Dental		-	-	-
Vision		-	-	-
Other Benefits		-	-	-
Other Expense Assumptions				
Average Expense Increase				0.50%
Purchased Professional and Technical Services				
Banking Service Fees	343.00	2,400.00	2,400.00	2,412
Professional-Educational Services	55,697.00	-	-	-
Contracted Services	-	192,000.00	192,000.00	262,000
Substitutes	-	18,000.00	18,000.00	15,000
Whole Child Enrichment	-	25,000.00	25,000.00	30,000
Legal Services	-	1,500.00	1,500.00	5,000
Audit Services	3,500.00	7,500.00	7,500.00	7,000
Negotiations Services	-	-	-	-
Consultant Services - Support Services for Instructional Staff	7,500.00	5,000.00	5,000.00	-
Consultant Services - Support Services for Administration	-	-	-	-
Consultant Services - Business	-	11,450.00	11,450.00	-
Medical Services	-	-	-	-
Other Professional Services - SPED	-	-	-	-
Other Professional Services - Support Services for Students	-	-	-	-
Other Professional Services - Business	38,688.00	57,500.00	57,500.00	65,000
Technical Services - Central	25,503.00	44,700.00	44,700.00	36,000
Technical Services - Facilities Acq and Construction	-	-	-	-
Other Purchased Professional and Technical Services	3,884.00	-	-	-
Purchased Property Services				
Utility Services	-	-	-	-
Water/Sewage	-	-	-	-

Disposal Services	-	-	-	-
Snow Removal Services	-	-	-	-
Custodial Services	-	-	-	-
Lawn Care	-	-	-	-
Repairs and Maintenance Services - Operations and Maintenance	1,196.00	-	-	-
Repairs and Maintenance Services - Facilities Acq and Construction	-	-	-	-
Rentals	-	-	-	-
Rental of Land and Buildings	-	-	-	-
Copier Rental	4,395.00	11,200.00	11,200.00	11,000.00
Contractor Services	-	-	-	-
Other Purchased Services				
Student Transportation	-	-	-	-
Contracted Field Trips	5,959.00	15,000.00	15,000.00	20,000
Liability Insurance	11,695.00	13,024.00	13,024.00	13,517
Unemployment Compensation Insurance	2,275.00	3,878.00	3,878.00	5,601
Workers' Compensation Insurance	5,611.00	10,082.00	10,082.00	14,563
District Multiple-Coverage Insurance	-	-	-	-
District Student Insurance	-	-	-	-
Phone	-	10,000.00	10,000.00	17,600
Postage Machine Rental	-	-	-	-
Postage	2,477.00	2,213.00	2,213.00	2,000
Online Services	14,411.00	35,000.00	35,000.00	29,000
Advertising	13,358.00	10,000.00	10,000.00	-
Student Recruitment	-	-	-	7,000
Staff Recruitment	-	-	-	7,000
Printing and Binding	1,416.00	3,400.00	3,400.00	-
Concurrent Enrollment	-	-	-	-
Travel, Registration, and Entrance	28,949.00	28,000.00	28,000.00	37,850
Staff Food	-	-	-	4,000
District Purchased Service: Nurse/Psych/Social Worker	-	86,521.40	86,521.40	117,352
Authorizer Admin Fee	269.75	258.51	258.51	299
Authorizer SpEd Fee	1,539.76	281.06	281.06	315
District Shuttle Fee	-	17,604.20	17,604.20	40,000
District Facility Use	-	825.28	825.28	773
SFA Purchased Services	-	2.19	2.19	-
Supplies				
Instructional Supplies	74,650.00	84,500.00	84,500.00	48,000.00
Office Supplies	9,808.00	8,000.00	8,000.00	8,040.00
Custodial Supplies	-	-	-	-
Natural Gas	-	-	-	-
Electricity	-	-	-	-
Motor Vehicle Fuels	-	-	-	-
Food	5,227.00	8,000.00	8,000.00	22,400.00
Books and Periodicals	36,473.00	26,028.00	26,028.00	20,000.00
Electronic Media Materials	11,740.00	964.00	964.00	1,500.00
Other Supplies	6,849.00	13,500.00	13,500.00	-
Property				
Land and Improvements	-	-	-	-
Buildings	-	-	-	-
New Construction	-	-	-	-
Equipment	-	-	-	-
Vehicles	-	-	-	-
Furniture and Fixtures - Instructional	29,074.00	375.00	375.00	-
Furniture and Fixtures - Non-Instructional	-	720.00	720.00	-

Technology Equipment - Instructional	115,913.00	89,227.00	89,227.00	52,000.00
Technology Equipment - Non-Instructional	-	1,000.00	1,000.00	12,200.00
Non-Capital Equipment - Instructional	449.00	-	-	-
Non-Capital Equipment - Non-Instructional	-	-	-	-
Other				
Dues and Fees	1,345.00	2,100.00	2,100.00	2,374.00
Interest	2,410.00	-	-	-
Contingency	-	211.00	211.00	10,000
Indirect Costs	-	-	-	-
Miscellaneous Expenditures	2,143.00	450.00	450.00	1,000
Other Uses of Funds	-	-	-	-
Redemption of Principal	95,223.00	-	-	-

fill in these cells as needed

formulas: DO NOT TOUCH

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Description	FY16 Actuals	FY17 Adopted Budget	FY17 Est'd YE Actuals	General	Grants	Total
				FY18 Proposed Budget	FY18 Proposed Budget	Total FY18 Proposed Budget
BEGINNING FUND BALANCE	-	207,042	207,042	186,030	-	186,030
Tuition from Individuals	-	-	-	-	-	-
CCAP	-	-	-	-	-	-
DPP	-	-	-	-	-	-
Earnings on Investments	31	-	-	-	-	-
Food Services	-	-	-	-	-	-
Fees	1,122	-	-	-	-	-
Fund Raisers	-	-	-	-	-	-
Gifts and Contributions from Pupil Activities: Uniforms	16,151	13,000	13,000	13,000	-	13,000
Other Pupil Activities Income	-	13,000	13,000	-	-	-
Rentals/Leases	-	-	-	-	-	-
Contributions and Donations from Private Sources	451,500	241,418	241,418	13,000	-	13,000
School Design Division	-	-	-	-	-	-
Walton Anonymous	-	-	-	-	12,000	12,000
Instructional Material Fees	-	-	-	-	-	-
2012 Mill Levy Secondary Arts	16,821	30,054	30,054	-	44,707	44,707
2012 Mill Levy Other Enrichment & Student Supports	14,996	25,946	25,946	-	39,670	39,670
2012 Mill Levy Instructional Support	33,435	50,800	50,800	-	74,507	74,507
2012 Mill Levy Technology	7,537	13,141	13,141	-	20,234	20,234
2012 Mill Levy Curricular Materials	7,537	13,141	13,141	-	20,234	20,234
2012 Mill Levy Extended Day Kindergarten	-	-	-	-	-	-
1998 Mill Levy Student Literacy	15,578	27,216	27,216	-	40,061	40,061
1998 Mill Levy Technology	4,249	7,422	7,422	-	10,925	10,925
2003 Mill Levy Improving HS Graduation Rates	-	-	-	-	-	-
2003 Mill Levy Improving Academic Achievement	3,540	6,186	6,186	-	9,104	9,104
2003 Mill Levy Elementary Arts	-	-	-	-	-	-
2003 Mill Levy Textbooks	4,957	8,659	8,659	-	12,746	12,746
2003 Mill Levy Kindergarten/ECE	-	-	-	-	-	-
2016 Early Literacy	-	-	-	-	-	-
2016 College and Career Readiness	-	-	-	-	-	-
2016 Technology	-	18,422	18,422	-	27,340	27,340
2016 Great Teachers	-	40,469	40,469	-	60,071	60,071
2016 Whole Child	-	41,858	41,858	-	62,138	62,138
FY17-19 Tech Bond	-	-	-	-	28,728	28,728
MLO Equalization	-	23,009	23,009	-	45,450	45,450
Miscellaneous Revenue	231	-	-	-	-	-
Capital Construction - Charter Schools	15,768	22,788	22,788	-	44,157	44,157
At Risk Supplemental Aid	-	-	-	-	-	-
ELPA-Professional Development and Student Support	-	17,843	17,843	-	17,843	17,843
State ECEA (Special Education)	-	-	-	-	-	-
State ELPA	-	12,415	12,415	-	12,415	12,415
E-Care	-	-	-	-	-	-
State Gifted and Talented	-	-	-	-	-	-
State Transportation	-	-	-	-	-	-
Start Smart Nutrition	-	-	-	-	-	-
Child Nutrition: School Lunch Protection Program: Free and Reduce Expelled and At Risk Students	-	-	-	-	-	-
School Counselor Grant	-	26,125	26,125	-	76,643	76,643
READ Act: Formula Distribution	-	-	-	-	-	-
State Grants to Libraries	-	-	-	-	-	-
Stipends for National Board Certifies Educators	-	-	-	-	-	-
Additional At-Risk Aid	-	-	-	-	-	-
No Child Left Behind, Title I, Part A: Improving Basic Programs Oper	288,397	87,118	87,118	-	116,800	116,800
Special Education: Grants to States IDEA Part B (formula driven) CFI	-	-	-	-	-	-
Individuals with Disabilities Education Act, Part B (IDEA): Special Edu	-	-	-	-	-	-
No Child Left Behind: Title III Part A: English Language Acquisition: L	-	8,418	8,418	-	8,418	8,418

No Child Left Behind, Title II, Part A. Teacher and Principal Training	-	10,654	10,654		15,040	15,040
School Breakfast Program CFDA# 10.553	-				-	-
National School Lunch Program CFDA# 10.555	-				-	-
Federal Fresh Fruit & Vegetable Program CFDA# 10.582	-				-	-
Charter Credit	-	16,143	16,143		15,982	15,982
No Child Left Behind, Title V, Part B. Public Charter School Grant CF	-	215,000	215,000		-	-
Fund Transfers	-	-	-	-		-
Per Pupil Funding	975,836	1,732,225	1,732,225	2,589,923		2,589,923
TOTAL REVENUE	1,857,686	2,722,470	2,722,470	2,615,923	815,210	3,431,133
Salaries: Administrator	230,653	277,360	277,360	221,308		221,308
Salaries: Administrator					-	-
Salaries: Administrator					12,000	12,000
Salaries: Teachers	426,926	923,524	923,524	680,032		680,032
Salaries: Teachers					17,843	17,843
Salaries: Teachers					7,157	7,157
Salaries: Teachers					71,682	71,682
Salaries: Teachers					8,418	8,418
Salaries: Teachers					15,040	15,040
Salaries: Teachers					38,000	38,000
Salaries: Teachers					39,760	39,760
Salaries: Teachers					74,507	74,507
Salaries: Teachers					40,061	40,061
Salaries: Teachers					9,104	9,104
Salaries: Teachers					60,071	60,071
Salaries: Teachers					32,138	32,138
Salaries: Teachers					15,982	15,982
Salaries: Teachers				106,090		106,090
Salaries: Teachers		-	-	65,000		65,000
Salaries: Teachers		-	-		50,000	50,000
Salaries: Teachers		-	-			-
Salaries: Teachers		-	-			-
Salaries: Teachers		-	-			-
Salaries: Teachers		-	-			-
Salaries: Other Professionals						-
Salaries: Other Professionals	75,800	56,600	56,600			-
Salaries: Other Professionals		-	-			-
Salaries: Other Professionals		-	-	58,195		58,195
Salaries: Other Professionals		-	-			-
Salaries: Paraprofessionals		-	-			-
Salaries: Paraprofessionals		-	-			-
Salaries: Paraprofessionals		-	-			-
Salaries: Paraprofessionals		-	-			-
Salaries: Clerical	34,101	35,120	35,120	35,020		35,020
Salaries: Clerical		-	-			-
Salaries: Custodial		-	-			-
Salaries: Custodial		-	-			-
Salaries of Temporary Employees: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Administrator		-	-			-
Additional/Extra Duty Pay/Stipend: Administrator		-	-		300	300
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-		19,500	19,500
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-		200	200
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-		300	300
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-
Additional/Extra Duty Pay/Stipend: Teachers		-	-			-

Additional/Extra Duty Pay/Stipend: Teachers	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Teachers	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	100	100
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Other Professionals	-	-	-	100	100
Additional/Extra Duty Pay/Stipend: Paraprofessionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Paraprofessionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Paraprofessionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Paraprofessionals	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Clerical	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Clerical	-	-	-	100	100
Additional/Extra Duty Pay/Stipend: Clerical	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Custodial	-	-	-	-	-
Additional/Extra Duty Pay/Stipend: Custodial	-	-	-	-	-
Medicare: Administrator	3,344	4,022	4,022	3,387	3,387
Medicare: Teachers	5,909	11,757	11,757	16,375	16,375
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	1,541	1,541
Medicare: Teachers	-	1,539	1,539	947	947
Medicare: Teachers	-	-	-	725	725
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Teachers	-	-	-	-	-
Medicare: Other Professionals	-	-	-	-	-
Medicare: Other Professionals	1,230	821	821	-	-
Medicare: Other Professionals	-	-	-	-	-
Medicare: Other Professionals	-	-	-	845	845
Medicare: Other Professionals	-	-	-	1	1
Medicare: Paraprofessionals	-	-	-	-	-
Medicare: Paraprofessionals	-	-	-	-	-
Medicare: Paraprofessionals	-	-	-	-	-
Medicare: Paraprofessionals	-	-	-	-	-
Medicare: Clerical	439	509	509	509	509
Medicare: Clerical	-	-	-	-	-
Medicare: Custodial	-	-	-	-	-
Medicare: Custodial	-	-	-	-	-
PERA: Administrator	6,790	12,052	12,052	13,059	13,059
PERA: Administrator	-	-	-	-	-
PERA: Teachers	12,040	35,270	35,270	59,810	59,810
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	1,418	1,418
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	1,900	1,900
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	5,942	5,942
PERA: Teachers	-	4,608	4,608	3,650	3,650
PERA: Teachers	-	-	-	2,795	2,795
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	-	-
PERA: Teachers	-	-	-	-	-
PERA: Other Professionals	-	-	-	-	-
PERA: Other Professionals	2,736	2,458	2,458	-	-

PERA: Other Professionals	-	-	-	-	-	-
PERA: Other Professionals	-	-	-	3,259	-	3,259
PERA: Other Professionals	-	-	-	6	-	6
PERA: Paraprofessionals	-	-	-	-	-	-
PERA: Paraprofessionals	-	-	-	-	-	-
PERA: Paraprofessionals	-	-	-	-	-	-
PERA: Paraprofessionals	-	-	-	-	-	-
PERA: Clerical	1,018	1,523	1,523	1,963	-	1,963
PERA: Clerical	-	-	-	-	-	-
PERA: Custodial	-	-	-	-	-	-
PERA: Custodial	-	-	-	-	-	-
PCOPs: Administrator	22,552	27,761	27,761	22,426	-	22,426
PCOPs: Administrator	-	-	-	-	-	-
PCOPs: Teachers	41,511	81,243	81,243	100,912	-	100,912
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	3,700	3,700
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	3,800	3,800
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	10,204	-	10,204
PCOPs: Teachers	-	10,613	10,613	6,269	-	6,269
PCOPs: Teachers	-	-	-	-	4,800	4,800
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Teachers	-	-	-	-	-	-
PCOPs: Other Professionals	-	-	-	-	-	-
PCOPs: Other Professionals	6,383	5,661	5,661	-	-	-
PCOPs: Other Professionals	-	-	-	-	-	-
PCOPs: Other Professionals	-	-	-	5,596	-	5,596
PCOPs: Other Professionals	-	-	-	10	-	10
PCOPs: Paraprofessionals	-	-	-	-	-	-
PCOPs: Paraprofessionals	-	-	-	-	-	-
PCOPs: Paraprofessionals	-	-	-	-	-	-
PCOPs: Clerical	3,383	3,509	3,509	3,372	-	3,372
PCOPs: Clerical	-	-	-	-	-	-
PCOPs: Custodial	-	-	-	-	-	-
PCOPs: Custodial	-	-	-	-	-	-
Health: Administrator	4,229	9,792	9,792	6,528	-	6,528
Health: Administrator	-	-	-	-	-	-
Health: Teachers	11,681	52,224	52,224	75,072	-	75,072
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	6,528	-	6,528
Health: Teachers	-	4,896	4,896	3,264	-	3,264
Health: Teachers	-	-	-	-	3,264	3,264
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Teachers	-	-	-	-	-	-
Health: Other Professionals	-	-	-	-	-	-
Health: Other Professionals	3,566	3,264	3,264	-	-	-
Health: Other Professionals	-	-	-	-	-	-
Health: Other Professionals	-	-	-	3,264	-	3,264
Health: Other Professionals	-	-	-	-	-	-
Health: Paraprofessionals	-	-	-	-	-	-
Health: Paraprofessionals	-	-	-	-	-	-
Health: Paraprofessionals	-	-	-	-	-	-

Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Teachers	-	-	-	-	-	-
Other Employee Benefits: Other Professionals	-	-	-	-	-	-
Other Employee Benefits: Other Professionals	-	-	-	-	-	-
Other Employee Benefits: Other Professionals	-	-	-	-	-	-
Other Employee Benefits: Other Professionals	-	-	-	-	-	-
Other Employee Benefits: Other Professionals	-	-	-	-	-	-
Other Employee Benefits: Paraprofessionals	-	-	-	-	-	-
Other Employee Benefits: Paraprofessionals	-	-	-	-	-	-
Other Employee Benefits: Paraprofessionals	-	-	-	-	-	-
Other Employee Benefits: Paraprofessionals	-	-	-	-	-	-
Other Employee Benefits: Clerical	-	-	-	-	-	-
Other Employee Benefits: Clerical	-	-	-	-	-	-
Other Employee Benefits: Custodial	-	-	-	-	-	-
Other Employee Benefits: Custodial	-	-	-	-	-	-
Banking Service Fees	343	2,400	2,400	2,412		2,412
Professional-Educational Services	55,697	-	-	-		-
Contracted Services	-	192,000	192,000	222,000		222,000
Contracted Services	-	-	-	-	40,000	40,000
Substitutes	-	18,000	18,000	15,000		15,000
Whole Child Enrichment-Afterschool support	-	25,000	25,000	-		-
Whole Child Enrichment-Afterschool support	-	-	-	-	30,000	30,000
Legal Services	-	1,500	1,500	5,000		5,000
Audit Services	3,500	7,500	7,500	7,000		7,000
Negotiations Services	-	-	-	-		-
Consultant Services	7,500	5,000	5,000	-		-
Consultant Services	-	-	-	-		-
Consultant Services	-	11,450	11,450	-		-
Medical Services	-	-	-	-		-
Other Professional Services - G&G	-	-	-	-		-
Other Professional Services - G&G	-	-	-	-		-
Other Professional Services - G&G	38,688	57,500	57,500	65,000		65,000
Technical Services	25,503	44,700	44,700	15,766		15,766
Technical Services	-	-	-	-	20,234	20,234
Technical Services	-	-	-	-		-
Other Purchased Professional and Technical Services	3,884	-	-	-		-
Utility Services	-	-	-	-		-
Water/Sewage	-	-	-	-		-
Disposal Services	-	-	-	-		-
Snow Removal Services	-	-	-	-		-
Custodial Services	-	-	-	-		-
Lawn Care	-	-	-	-		-
Repairs and Maintenance Services	1,196	-	-	-		-
Repairs and Maintenance Services	-	-	-	-		-
Rentals	-	-	-	-		-
Rental of Land and Buildings	-	-	-	-		-
Rental of Land and Buildings	-	-	-	-	-	-
Rental of Equipment	4,395	11,200	11,200	11,000		11,000
Contractor Services	-	-	-	-		-
Student Transportation	-	-	-	-		-
Contracted Field Trips	5,959	15,000	15,000	20,000		20,000
Liability Insurance	11,695	13,024	13,024	13,517		13,517
Unemployment Compensation Insurance	2,275	3,878	3,878	5,601		5,601
Workers' Compensation Insurance	5,611	10,082	10,082	14,563		14,563
District Multiple-Coverage Insurance	-	-	-	-		-
District Student Insurance	-	-	-	-		-
Phone	-	10,000	10,000	3,600		3,600
Phone	-	10,000	10,000	-	14,000	14,000

Postage machine rental		-	-	-		-
Postage	2,477	2,213	2,213	2,000		2,000
Online services	14,411	35,000	35,000	3,508		3,508
Online services	-	-	-	-	5,258	5,258
Online services	-	-	-	-	20,234	20,234
Advertising	13,358	10,000	10,000	-		-
Student Recruitment				7,000		7,000
Staff Recruitment				7,000		7,000
Printing and Binding	1,416	3,400	3,400	-		-
Tuition - Other		-	-	-		-
Travel, Registration, and Entrance	28,949	28,000	28,000	20,000		20,000
Travel, Registration, and Entrance					10,850	10,850
Travel, Registration, and Entrance					7,000	7,000
Staff Food	-	-	-	4,000		4,000
District Purchased Services	187,851	60,709	60,709	100,640		100,640
District Purchased Services	-	86,521	86,521	117,352		117,352
District Purchased Services	-	17,604	17,604	40,000		40,000
District Purchased Services	-	178,260	178,260	203,168		203,168
District Purchased Services	-	-	-	-	44,157	44,157
District Admin Overhead	32,910	55,839	55,839	95,680		95,680
SFA Purchased Services		472	472	-		-
General Supplies	74,650	84,500	84,500	33,009		33,009
General Supplies					1,007	1,007
General Supplies					5,925	5,925
General Supplies					8,059	8,059
Office Supplies	9,808	8,000	8,000	8,040		8,040
General Supplies	-	-	-	-		-
Natural Gas	-	-	-	-		-
Electricity	-	-	-	-		-
Motor Vehicle Fuels						-
Food	5,227	8,000	8,000	22,400		22,400
Books and Periodicals	36,473	26,028	26,028	7,254		7,254
Books and Periodicals	36,473	26,028	26,028		12,746	12,746
Electronic Media Materials	11,740	964	964	1,500		1,500
Other Supplies	6,849	13,500	13,500	-		-
Land and Improvements		-	-	-		-
Buildings		-	-	-		-
New Construction		-	-	-		-
Equipment		-	-	-		-
Vehicles		-	-	-		-
Furniture and Fixtures	29,074	375	375	-		-
Furniture and Fixtures		720	720	-		-
Technology Equipment	115,913	89,227	89,227	932		932
Technology Equipment					22,340	22,340
Technology Equipment					28,728	28,728
Technology Equipment		1,000	1,000	2,200		2,200
Technology Equipment					5,000	5,000
Technology Equipment					5,000	5,000
Non-Capital Equipment	449	-	-	-		-
Non-Capital Equipment		-	-	-		-
Dues and Fees	1,345	2,100	2,100	2,374		2,374
Interest	2,410	-	-	-		-
Contingency		211	211	10,000		10,000
Contingency		-	-	-		-
Indirect Costs		-	-	-		-
Miscellaneous Expenditures	2,143	450	450	1,000		1,000
Other Uses of Funds		-	-	-		-
Redemption of Principal	95,223	-	-	-		-
TOTAL EXPENDITURES	1,769,686	2,743,482	2,743,482	2,613,164	815,303	3,428,466
NET INCOME	88,000	(21,012)	(21,012)	2,760	(93)	2,667
TABOR RESERVE	125,000	71,554	71,554			98,247

ASSIGNED FUND BALANCE (15% rule)
UNASSIGNED FUND BALANCE

-	-	-	188,790	(93)	90,450
(37,000)	114,476	114,476			



Board Meeting Executive Director Update

April 2017

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“New to Compass Academy” family event had over 40% in attendance!

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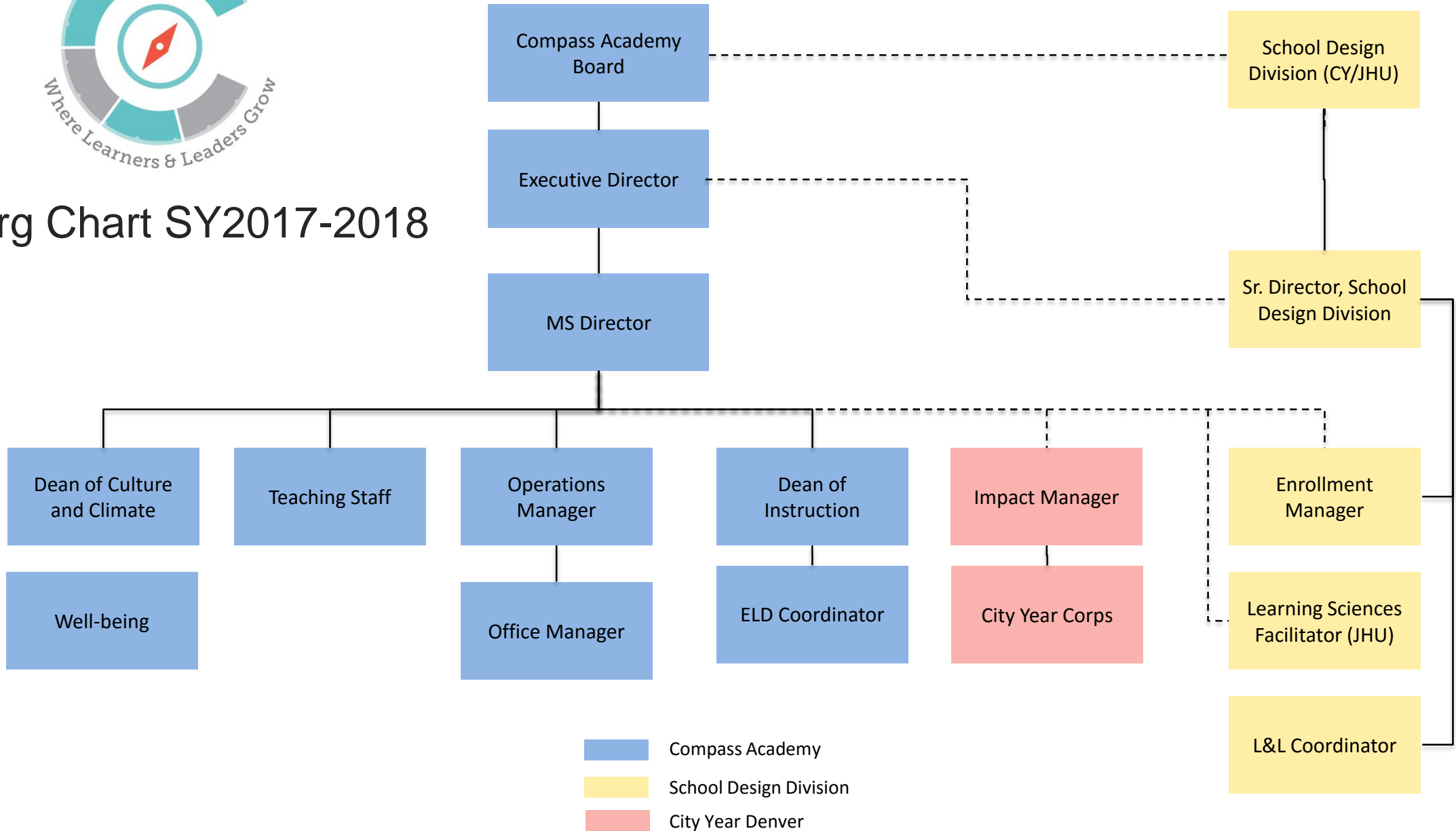
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ELD	ELD	SpEd	SpEd

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2017-2018 CALENDAR

Compass Academy

							9								20								20						
JULY							AUGUST							SEPTEMBER							OCTOBER								
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su		
Teachers work 5 flex days							31	1	2	3	4	5	6	1	2	3	4	5	6	7	30	1	2	3	4	5	6		
4	5	6	7	8	9	10	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22		
25	26	27	28	29	30	31	28	29	30	31				25	26	27	28	29			23	24	25	26	27	28	29		
																					30	31							
14							15							17							17								
NOVEMBER							DECEMBER							JANUARY							FEBRUARY								
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su		
		1	2	3	4	5					1	2	3			1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
27	28	29	30				25	26	27	28	29	30	31	29	30	31				26	27	28							
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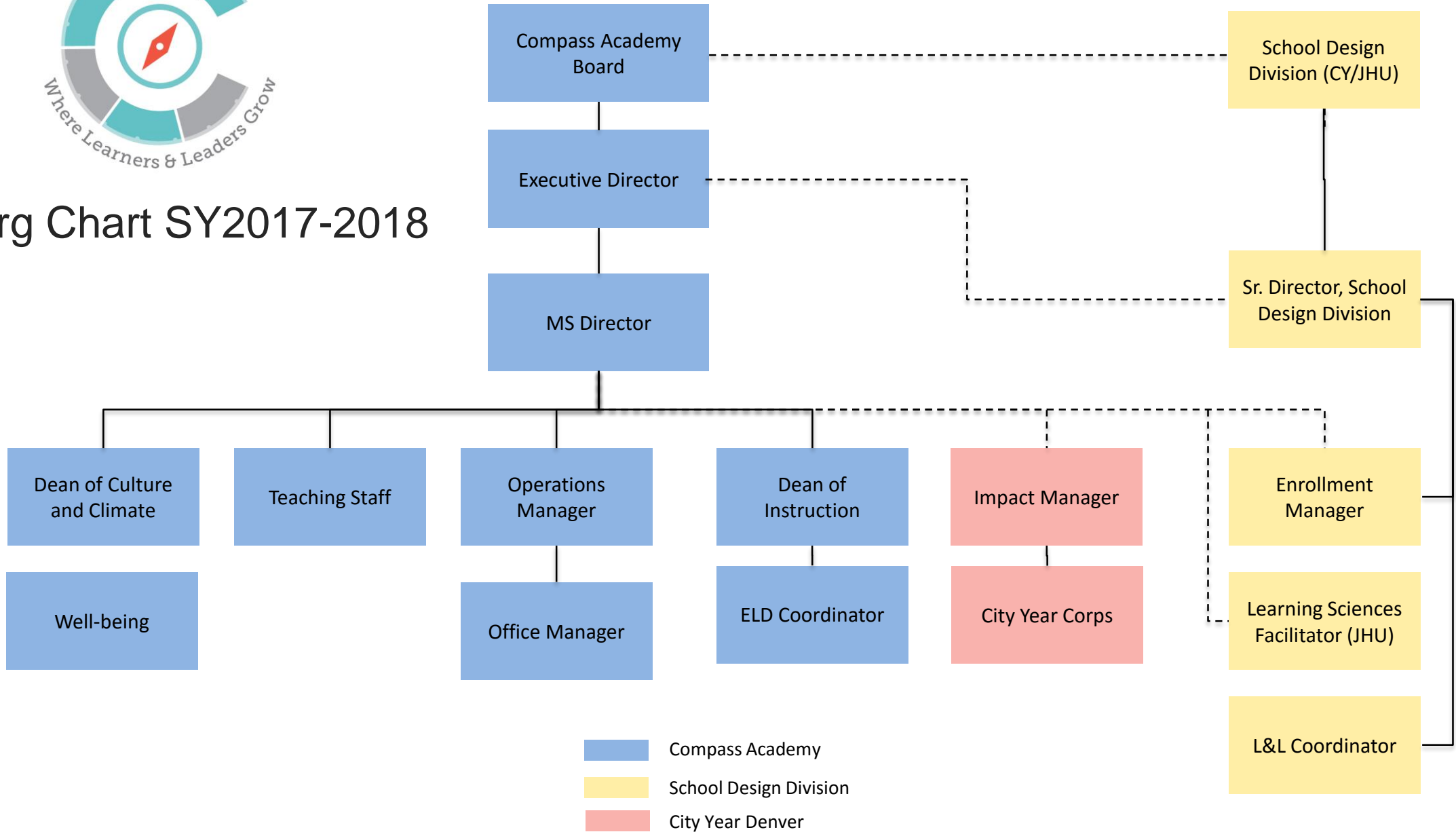
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Board Meeting

HIGH SCHOOL CONSIDERATIONS

789 Sherman St #400, Denver, CO 80203

Immediate Considerations

1. Determination of submitting a HS plan to DPS by the Sept 1 2017 deadline (as specified in original Compass charter)
2. The need to determine alignment for what the first phase of Compass Academy HS would consist of. For example, are we building from an established HS model (i.e. Chicago Talent Development HS) or building the XQ model from the ground up?
3. Need to gauge the political climate of DPS and implications of the Sept 1, HS design submission

Overall Readiness Criteria for Consideration

- High School Design
- Performance and Accountability
- Determine Co-curricular and afterschool programming (service projects, etc.)
- Determine Behavioral Norms and Expectations for HS
- Academics: determine curriculum, assessments and schedule
- Enrollment
- Facilities
- Finance: Set/Adapt accounting policies and procedures (G&G)
- Governance
- HS Start Up Funding
- Human Resources
- Services
- Technology needs

High level scenarios and timeline considerations:

	Aug Sept 2017	Oct Nov 2017	Jan 2018	April 2018	June 2018	Aug Sept 2018	Oct Nov 2018	Ja2019	Aug 2019
Expansion at current facilities	SPF Results			New School Application	BOE Decision				Opening
Opening in 2018 at a private facility	HS update approval request	BOE Decision	Choice process			9 th Grade opens in a private facility			
Opening in 2019 in a private facility – or potential District availability						HS Update Approval	BOE Decision	Choice Process	9 th Grade opens in a private facility – or potential District availability