



Compass Charter Schools

Board Meeting

Date and Time

Sunday January 31, 2021 at 10:00 AM PST

Please join the meeting from your computer, tablet or smartphone:

<https://zoom.us/j/125392983>

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Agenda

| | Purpose | Presenter | Time |
|--|---------|----------------|-----------------|
| I. Opening Items | | | 10:00 AM |
| Opening Items | | | |
| A. Call the Meeting to Order | | Martin Suarez | 1 m |
| B. Record Attendance and Guests | | Miguel Aguilar | 1 m |
| II. Consent Items | | | 10:02 AM |
| A. Consent Items | Vote | J.J. Lewis | 5 m |

Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.

- Approval of the January 31, 2021 Meeting Agenda
- Approval of the December 8, 2020 Regular Meeting Minutes
- Approval of the Check Registry for November & December 2020
- Approval of the 2019-20 School Accountability Report Cards
 - CCS of Los Angeles

| | Purpose | Presenter | Time |
|--|-----------------|-----------------------|-----------------|
| <ul style="list-style-type: none"> ◦ CCS of San Diego ◦ CCS of Yolo • Approval of Resolution 2020-01: One-Time Mandate Funds • Approval of the 2021-22 Academic Calendar • Approval of the El Dorado County Charter SELPA Local Plan Section B & Participation Agreement <ul style="list-style-type: none"> ◦ CCS of Los Angeles ◦ CCS of San Diego ◦ CCS of Yolo | | | |
| <p>B. Approval of December 8, 2020 Regular Meeting Minutes</p> <p>Approve minutes for Board Meeting on December 8, 2020</p> | Approve Minutes | Miguel Aguilar | |
| III. Closed Session | | | 10:07 AM |
| <p>A. Conference with Legal Counsel - Anticipated Litigation</p> <p>Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of section 54956.9: 1 potential case</p> | Discuss | J.J. Lewis | 15 m |
| <p>B. Public Employee Performance Evaluation</p> <p>Title: Superintendent & CEO</p> | Discuss | Martin Suarez | 10 m |
| IV. Reconvene from Closed Session | | | 10:32 AM |
| <p>A. Closed Session Report</p> | FYI | Martin Suarez | 5 m |
| V. Communications | | | 10:37 AM |
| <p>A. Board Member Communication</p> <ul style="list-style-type: none"> • Thomas Arnett • Cori Brooks • Bill Dennett • Randi Pugh • Martin Suarez • John Vargas | FYI | Martin Suarez | 5 m |
| <p>B. Parent Advisory Council Update</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Parent Advisory Council Report • PAC Parent Survey | FYI | Randi Pugh | 5 m |
| <p>C. Scholar Leadership Council Update</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Scholar Leadership Council Report | FYI | Elizabeth Christopher | 5 m |

| | Purpose | Presenter | Time |
|----------------------|---------|-----------|------|
| • SLC Scholar Survey | | | |

VI. Superintendent's Report **10:52 AM**

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|-----------------------------------|-----|------------|-----|
| A. Superintendent's Report | FYI | J.J. Lewis | 5 m |
|-----------------------------------|-----|------------|-----|

Attachments:

- Superintendent's Report
- Additions & Terminations Report
- 2020 Annual Report
- *Compass Chronicle* Quarterly eNewsletter
- Learning Continuity & Attendance Plan Quarterly Update - January 2021

VII. Presentations **10:57 AM**

| | | |
|--|-----|----------------|
| A. Engagement Department Presentation | FYI | Aviva Ebner |
|--|-----|----------------|

Attachments:

- Engagement Department Overview

Recording:

- [Board of Directors Presentation 2021 Engagement](#)

| | | |
|--|-----|-----------------|
| B. Operations Department Presentation | FYI | Lisa Fishman |
|--|-----|-----------------|

Attachments:

- Operations Department Overview

Recording:

- [Board of Directors Presentation 2021 Operations](#)

VIII. Public Comment **10:57 AM**

| | | | |
|--------------------------|-----|------------------|------|
| A. Public Comment | FYI | Martin Suarez | 10 m |
|--------------------------|-----|------------------|------|

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (<https://forms.gle/jEmpDNMxeZYjirg89>) and submit it to Miguel Aguilar, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board's jurisdiction and have **two (2) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting

Purpose Presenter Time

and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

IX. Unfinished Business

X. Academic Services

11:07 AM

| | | | |
|------------------------------------|-----|-------------|-----|
| A. Academic Services Update | FYI | Aviva Ebner | 5 m |
|------------------------------------|-----|-------------|-----|

Attachments:

- Academic Services Division Report
- CCS of Los Angeles Report
- CCS of Yolo Report

| | | | |
|-----------------------------------|---------|---------------|------|
| B. CCS of San Diego Update | Discuss | Kasey Wingate | 10 m |
|-----------------------------------|---------|---------------|------|

Attachments:

- CCS of San Diego Report

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|---|------|---------------|-----|
| C. Review and Approval of the Orange County Learning Center Reopening Plan | Vote | Kasey Wingate | 5 m |
|---|------|---------------|-----|

Attachments:

- OCLC Reopening Plan

XI. Financial Services

11:27 AM

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|-------------------------------------|-----|--------------|-----|
| A. Financial Services Update | FYI | Lisa Fishman | 5 m |
|-------------------------------------|-----|--------------|-----|

Attachments:

- Financial Services Division Report

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|---|------|--------------|-----|
| B. Review and Approval of the December 2020 Financial Statements | Vote | Lisa Fishman | 5 m |
|---|------|--------------|-----|

Attachments:

- FY21 Finance Update
- CharterVision Board Report
- Balance Sheet
- Profit v Loss Statement

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|---|------|--------------|-----|
| C. Review and Approval of the Comprehensive School Safety Plan | Vote | Lisa Fishman | 5 m |
|---|------|--------------|-----|

| | Purpose | Presenter | Time |
|---|---------|---------------|-----------------|
| Attachments: | | | |
| <ul style="list-style-type: none"> • Comprehensive School Safety Plan | | | |
| XII. Executive | | | 11:42 AM |
| A. Review and Approval of the 2020-21 School Plans for Scholar Achievement | Vote | J.J. Lewis | 10 m |
| Attachments: | | | |
| <ul style="list-style-type: none"> • SPSA Overview Presentation • CCS of Los Angeles SPSA Plan • CCS of San Diego SPSA Plan • CCS of Yolo SPSA Plan | | | |
| B. Review and Approval of Resolution 2020-02: Enrollment Capacity for the 2021-22 School Year | Vote | J.J. Lewis | 5 m |
| Attachments: | | | |
| <ul style="list-style-type: none"> • Resolution 2020-02 | | | |
| XIII. Closing Items | | | 11:57 AM |
| A. Upcoming Meetings Board of Directors | FYI | J.J. Lewis | 1 m |
| Sunday, March 28 at 10 am | | | |
| <ul style="list-style-type: none"> • Approve 2021-22 Scholar Handbooks • Approve 2021-22 Staff Handbook • Approve Second Interim Reports • Workshop on 2021-22 LCAPs • Workshop on FY22 Budget • <i>Superintendent's Evaluation</i> • Department Presentations | | | |
| B. Adjourn Meeting | FYI | Martin Suarez | 1 m |

Cover Sheet

Consent Items

Section: II. Consent Items

Item: A. Consent Items

Purpose: Vote

Submitted by: J.J. Lewis

Related Material:

A Compass - CR - December 20.pdf

B SARC for CCS of Los Angeles.pdf

C SARC For CCS of San Diego.pdf

D SARC for CCS of Yolo.pdf

E One-Time Mandate Funds Resultion 2020-01.pdf

F 2021-22 Calendar - Online Learning Program.pdf

G 2021-22 Calendar - Options Learning Program.pdf

H 2020 Local Plan Part B - Governance - El Dorado Charter SELPA - Adopted CEO Council 10-7-20.pdf

I Charter Certification 5 - CCS of Los Angeles.pdf

J Charter Certification 5 - CCS of San Diego.pdf

K Charter Certification 5 - CCS of Yolo.pdf

L 2021-22 El Dorado County Charter SELPA Participation Agreement - CCS of Los Angeles.pdf

M 2021-22 El Dorado County Charter SELPA Participation Agreement - CCS of San Diego.pdf

N 2021-22 El Dorado County Charter SELPA Participation Agreement - CCS of Yolo.pdf

RECOMMENDATION:

A motion to approve the consent items.



Check Register Detail

Compass Charter Schools

Check Register 11/1/2020 through 12/31/2020

| Payment Number | Payment Date | Payee Name | Rec Status | Check Amount | Account | Account Description | Invoiced GL Amount |
|----------------|--------------|--------------------------------------|------------|--------------|-------------|---|--------------------|
| 61165 | 11/3/2020 | Academics in a Box Inc. | Cleared | \$546.05 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$299.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.95 |
| 61168 | 11/3/2020 | Auditory Processing Ctr. of Pasadena | Cleared | \$250.00 | 5810-040-65 | Educational Consultants | \$250.00 |
| 61173 | 11/3/2020 | Bitsbox | Cleared | \$721.65 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| 61175 | 11/3/2020 | Bird Watching Academy | Cleared | \$488.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.20 |
| 61179 | 11/3/2020 | Crafty School Crates | Cleared | \$3,765.57 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$284.90 |

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|-------|-----------|-------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$261.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$232.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$519.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$254.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$374.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$261.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$340.82 |
| 61176 | 11/3/2020 | BookPagez | Cleared | \$48.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 61192 | 11/3/2020 | Gardener's Supply Company | Cleared | \$86.38 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.38 |
| 61190 | 11/3/2020 | Educational Development Corporation | Cleared | \$113.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.99 |
| 61197 | 11/3/2020 | Hands 4 Building LLC | Cleared | \$295.98 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| 61201 | 11/3/2020 | KiwiCo, Inc | Cleared | \$4,749.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$219.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$705.57 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.35 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.70 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$443.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$323.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$448.95 |
| 61204 | 11/3/2020 | Logic of English | Cleared | \$2,220.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$189.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$255.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$335.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$186.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$283.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.91 |
| 61210 | 11/3/2020 | Miaplaza Inc. | Cleared | \$270.27 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.27 |
| 61215 | 11/3/2020 | Oak Meadow Inc. | Cleared | \$2,586.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$650.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$385.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$512.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$380.00 |
| 61220 | 11/3/2020 | QBI, LLC | Cleared | \$2,215.00 | 5873-010-84 | Financial Services | \$2,215.00 |

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| 61223 | 11/3/2020 | Activities For Learning | Cleared | \$1,151.37 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.28 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$370.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.28 |
| 61228 | 11/3/2020 | SPG | Cleared | \$460.00 | 5810-070-65 | Educational Consultants | \$460.00 |
| 61227 | 11/3/2020 | Sensory Box, LLC | Cleared | \$473.13 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.71 |
| 61226 | 11/3/2020 | Scout from University of California | Cleared | \$399.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$399.00 |
| 61225 | 11/3/2020 | Specialized Therapy Services | Cleared | \$487.50 | 5810-040-65 | Educational Consultants | \$487.50 |
| 61216 | 11/3/2020 | Outside the Box Creation | Cleared | \$263.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| 61212 | 11/3/2020 | McColgan & Associates Inc. | Cleared | \$1,093.75 | 5810-070-65 | Educational Consultants | \$1,093.75 |
| 61209 | 11/3/2020 | MEL Science | Outstanding | \$279.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| 61207 | 11/3/2020 | Math-U-See, Inc. | Cleared | \$331.51 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$331.51 |
| 61205 | 11/3/2020 | Little Hands Therapy Staffing, Inc. | Cleared | \$1,347.50 | 5810-070-65 | Educational Consultants | \$1,347.50 |
| 61233 | 11/3/2020 | Thinkwell Corp | Cleared | \$69.49 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.49 |
| 61236 | 11/3/2020 | Zoo-Phonics | Cleared | \$494.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$494.50 |
| 61232 | 11/3/2020 | TalkBox.Mom | Cleared | \$1,305.78 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$362.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$327.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$354.50 |
| 61196 | 11/3/2020 | Christopher Hansen | Cleared | \$111.69 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.23 |
| 61184 | 11/3/2020 | Elemental Science | Cleared | \$486.52 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.89 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.19 |
| 61187 | 11/3/2020 | Stephens Educational Services, LLC | Cleared | \$78.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.40 |
| 61186 | 11/3/2020 | Education.com Holdings, Inc. | Cleared | \$59.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.94 |
| 61181 | 11/3/2020 | Child Diagnostics, Inc. | Cleared | \$177.48 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.39 |
| 61169 | 11/3/2020 | Adobe Inc. | Cleared | \$1,300.00 | 5877-010-86-203 | IT Services | \$1,300.00 |
| 61189 | 11/3/2020 | Eat2Explore | Cleared | \$1,547.69 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.95 |
| 61195 | 11/3/2020 | Home Science Tools | Cleared | \$3,941.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.51 |

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| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.38 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.89 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$523.98 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.32 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.52 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$268.60 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.94 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.55 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.88 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.73 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.04 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$253.91 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.81 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.35 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.24 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.70 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.52 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.65 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.53 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$374.38 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$132.92 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.52 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.11 | |
| 61219 | 11/3/2020 | Quill Corporation | Cleared | \$693.65 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.69 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.25 |
| 61162 | 11/3/2020 | Acorn Naturalist | Cleared | \$485.89 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$246.76 |
| 61222 | 11/3/2020 | Rainbow Resource Center | Cleared | \$1,787.46 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$256.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.76 |
| 61194 | 11/3/2020 | Hess and Associates, Inc. | Cleared | \$1,057.50 | 5800-010-84 | Professional/Consulting Services and Operating Expenditures | \$1,057.50 |
| 61193 | 11/3/2020 | Green Kid Crafts | Cleared | \$789.81 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$321.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| 61166 | 11/3/2020 | Art of Problem Solving | Cleared | \$600.12 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |

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|-------|-----------|----------------|---------|------------|-----------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$456.12 |
| 61170 | 11/3/2020 | ABC Crate, LLC | Cleared | \$377.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.00 |
| 61185 | 11/3/2020 | E=McQ, LLC | Cleared | \$60.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61188 | 11/3/2020 | EdTech 101 | Cleared | \$3,802.22 | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$298.58 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$55.93 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$45.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$55.93 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$43.00 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |

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| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$298.58 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$298.58 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$144.08 |
| 61183 | 11/3/2020 | Discover Talking Pen | Cleared | \$286.81 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$286.81 |
| 61182 | 11/3/2020 | Chef Tech Cooking School | Cleared | \$135.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61198 | 11/3/2020 | Institute for Excellence in Writing | Cleared | \$308.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.40 |
| 61234 | 11/3/2020 | The BEarth Institute, Inc. | Cleared | \$500.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| 61235 | 11/3/2020 | Wonder Crate | Cleared | \$1,074.74 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| 61202 | 11/3/2020 | LEGO Education | Cleared | \$345.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$345.66 |
| 61206 | 11/3/2020 | Moving Beyond the Page | Cleared | \$123.17 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.17 |
| 61208 | 11/3/2020 | MoxieBox Art, Inc. | Cleared | \$306.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| 61211 | 11/3/2020 | Mathnasium of Novato | Cleared | \$1,745.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| 61213 | 11/3/2020 | Nature-Watch | Cleared | \$17.61 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.61 |
| 61217 | 11/3/2020 | Pandia Press | Cleared | \$227.45 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.99 |
| 61231 | 11/3/2020 | Time4Learning.com | Cleared | \$2,316.46 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
| 61230 | 11/3/2020 | Teachers Synergy LLC | Cleared | \$2,805.34 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.64 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$265.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$339.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$331.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.99 |
| 61229 | 11/3/2020 | Teaching Textbooks | Cleared | \$1,195.13 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |

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|-------|-----------|---------------------------------|---------|------------|-------------|---|------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.16 |
| 61224 | 11/3/2020 | Brick Math | Cleared | \$772.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.95 |
| 61221 | 11/3/2020 | Royal Staffing Services | Cleared | \$798.72 | 5800-010-87 | Professional/Consulting Services and Operating Expenditures | \$798.72 |
| 61218 | 11/3/2020 | Proforma | Cleared | \$300.82 | 5815-010-90 | Advertising/Recruiting | \$300.82 |
| 61214 | 11/3/2020 | Oxford Consulting Services Inc. | Cleared | \$2,301.88 | 5810-070-65 | Educational Consultants | \$1,556.38 |
| | | | | | 5810-020-65 | Educational Consultants | \$642.00 |
| | | | | | 5810-040-65 | Educational Consultants | \$103.50 |
| 61203 | 11/3/2020 | Lakeshore Learning Materials | Cleared | \$931.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$308.40 |

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|-------|-----------|---------------------------------------|---------|-------------|-----------------|---|-------------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$297.45 |
| 61199 | 11/3/2020 | ISP Cloud Services Inc. | Cleared | \$197.00 | 5877-010-86-203 | IT Services | \$197.00 |
| 61200 | 11/3/2020 | JacKris Publishing, LLC | Cleared | \$288.53 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.33 |
| 61180 | 11/3/2020 | ChemExplained.com | Cleared | \$592.02 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$432.22 |
| 61191 | 11/3/2020 | Fat Brain Toys | Cleared | \$236.31 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.31 |
| 61174 | 11/3/2020 | Beakers & Bricks, LLC | Cleared | \$128.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.90 |
| 61178 | 11/3/2020 | Could It Be Dyslexia, Inc. | Cleared | \$2,646.00 | 5810-040-65 | Educational Consultants | \$1,323.00 |
| | | | | | 5810-040-65 | Educational Consultants | \$1,323.00 |
| 61177 | 11/3/2020 | Charter School Management Corporation | Cleared | \$30,000.00 | 5873-010-00 | Financial Services | \$30,000.00 |
| 61172 | 11/3/2020 | Brave Writer LLC | Cleared | \$478.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$478.00 |
| 61171 | 11/3/2020 | Barnes & Noble, Inc. | Cleared | \$80.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$5.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.58 |
| 61167 | 11/3/2020 | Aroma Dough Inc. | Cleared | \$250.04 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.95 |
| 61164 | 11/3/2020 | Academy of Science for Kids, LLC | Cleared | \$54.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.95 |
| 61163 | 11/3/2020 | AF386 Group LLC | Cleared | \$615.54 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.18 |
| 61239 | 11/5/2020 | ClassLink, Inc. | Cleared | \$13,693.75 | 5877-010-62-203 | IT Services | \$13,693.75 |
| 61240 | 11/5/2020 | GrubHub Holdings, Inc. | Cleared | \$2,970.57 | 5210-010-80 | Training and Development Expense | \$2,970.57 |
| 61237 | 11/5/2020 | Altitude Learning | Cleared | \$60,000.00 | 5800-010-31 | Professional/Consulting Services and Operating Expenditures | \$60,000.00 |

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|-------------|---|--------------------------------------|---------|------------|-----------------|---|-----------------|
| 61244 | 11/5/2020 | School Pathways, LLC | Cleared | \$2,675.62 | 5877-020-87 | IT Services | \$2,675.62 |
| 61245 | 11/5/2020 | San Diego County Office of Education | Cleared | \$3,150.00 | 5210-010-80-202 | Training and Development Expense | \$3,150.00 |
| 61238 | 11/5/2020 | Barnabas Robotics Inc | Cleared | \$1,227.29 | 5830-010-90-403 | Field Trip Expenses | \$1,227.29 |
| 61243 | 11/5/2020 | School Pathways, LLC | Cleared | \$4,337.49 | 5877-020-87 | IT Services | \$4,337.49 |
| 61242 | 11/5/2020 | School Pathways, LLC | Cleared | \$3,819.22 | 5877-040-87 | IT Services | \$3,819.22 |
| 61241 | 11/5/2020 | ISP Cloud Services Inc. | Cleared | \$184.00 | 5877-010-86 | IT Services | \$184.00 |
| 61301 | 11/10/2020 | Outside the Box Creation | Cleared | \$659.21 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.85 |
| 61285 | 11/10/2020 | Kitchen Stewardship, LLC | Cleared | \$299.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| 61303 | 11/10/2020 | Quill Corporation | Cleared | \$1,728.45 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.87 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.05 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.97 | | | | | |

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|-------|------------|------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.66 |
| 61258 | 11/10/2020 | Beakers & Bricks, LLC | Cleared | \$506.98 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$399.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.98 |
| 61286 | 11/10/2020 | KiwiCo, Inc | Cleared | \$3,160.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$452.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$326.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$324.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$323.20 |
| 61251 | 11/10/2020 | A Brighter Child, Inc. | Cleared | \$8,530.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.25 |

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|-------------|---|-----------------|
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$484.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$168.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$255.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$168.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$482.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$361.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$328.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$214.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.70 |

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|-------|------------|---------------------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$505.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$181.28 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$313.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$358.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.69 |
| 61261 | 11/10/2020 | A Child's Dream | Cleared | \$97.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.93 |
| 61262 | 11/10/2020 | Crafty School Crates | Cleared | \$262.34 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.34 |
| 61277 | 11/10/2020 | Gardener's Supply Company | Cleared | \$1,036.42 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.66 |
| 61263 | 11/10/2020 | Curiosity Chronicles | Cleared | \$257.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.00 |
| 61304 | 11/10/2020 | Rainbow Resource Center | Cleared | \$1,119.11 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$652.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$394.56 |
| 61305 | 11/10/2020 | Activities For Learning | Cleared | \$1,053.52 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$312.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.28 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$117.15 |
| 61271 | 11/10/2020 | Easy Peasy Science Labs and Fair | Cleared | \$335.34 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$219.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.44 |
| 61272 | 11/10/2020 | Educational Development Corporation | Cleared | \$38.69 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.70 |
| 61306 | 11/10/2020 | Sensory Box, LLC | Cleared | \$2,395.80 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |

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|-------|------------|------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.72 |
| 61289 | 11/10/2020 | Logic of English | Cleared | \$241.58 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.58 |
| 61290 | 11/10/2020 | Lewis Music Academy | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61288 | 11/10/2020 | Lakeshore Learning Materials | Cleared | \$65.23 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.23 |
| 61307 | 11/10/2020 | Shaping Future Artist LLC | Cleared | \$14.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.95 |
| 61309 | 11/10/2020 | Teachers Synergy LLC | Cleared | \$129.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.37 |
| 61311 | 11/10/2020 | Vermilion Labs LLC | Cleared | \$2,053.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$352.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.62 |
| 61308 | 11/10/2020 | Timberdoodle | Cleared | \$669.16 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$669.16 |
| 61292 | 11/10/2020 | Moving Beyond the Page | Cleared | \$367.23 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.06 |
| 61264 | 11/10/2020 | Laura Whittington | Cleared | \$1,005.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61274 | 11/10/2020 | Fat Brain Toys | Cleared | \$804.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$143.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.93 |
| 61273 | 11/10/2020 | Alicia Ellsworth | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 61249 | 11/10/2020 | Academy of Science for Kids, LLC | Cleared | \$292.98 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$218.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.64 |
| 61253 | 11/10/2020 | Alina E. Solodovnikova-Adams | Cleared | \$670.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.00 |
| 61252 | 11/10/2020 | Art & Soul Music Studios | Cleared | \$3,276.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| 61247 | 11/10/2020 | Arts Attack Publications | Cleared | \$149.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.00 |
| 61276 | 11/10/2020 | Fresh Education, Inc. | Cleared | \$2,640.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| 61250 | 11/10/2020 | Art of Problem Solving | Cleared | \$649.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.00 |
| 61246 | 11/10/2020 | All About Learning Press | Cleared | \$506.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$231.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.90 |
| 61275 | 11/10/2020 | 42 Development LLC | Cleared | \$830.16 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$415.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$415.08 |
| 61254 | 11/10/2020 | Barnes & Noble, Inc. | Cleared | \$1,696.82 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$6.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$530.50 |

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|-------------|---|----------------------------|---------|------------|-------------|---|----------|
| 61293 | 11/10/2020 | Math-U-See, Inc. | Cleared | \$3,447.70 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$217.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$219.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.00 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$217.63 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.06 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.79 | | | | | |
| 61310 | 11/10/2020 | The BEarth Institute, Inc. | Cleared | \$442.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| 61291 | 11/10/2020 | Layers of Learning | Cleared | \$131.42 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.46 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.96 |
| 61287 | 11/10/2020 | KidsArt - Chino Hills | Cleared | \$167.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.00 |
| 61260 | 11/10/2020 | The Critical Thinking Co. | Cleared | \$74.36 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.36 |
| 61270 | 11/10/2020 | Edgenuity Inc. | Cleared | \$1,625.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$650.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| 61259 | 11/10/2020 | BookPagez | Cleared | \$128.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.00 |
| 61302 | 11/10/2020 | Pandia Press | Cleared | \$176.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.97 |
| 61281 | 11/10/2020 | Homeschool Art Box | Cleared | \$286.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$163.96 |
| 61295 | 11/10/2020 | MEL Science | Cleared | \$378.80 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| 61296 | 11/10/2020 | Mad Dog Math | Cleared | \$129.86 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.28 |
| 61294 | 11/10/2020 | MoxieBox Art, Inc. | Cleared | \$272.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$272.66 |
| 61282 | 11/10/2020 | Reading Horizons | Cleared | \$797.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$213.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$584.51 |
| 61298 | 11/10/2020 | Nature-Watch | Cleared | \$178.85 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.85 |
| 61300 | 11/10/2020 | Outschool, Inc. | Cleared | \$3,330.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$7.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$6.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 61297 | 11/10/2020 | McClure & Co. | Cleared | \$25.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 61283 | 11/10/2020 | Hands 4 Building LLC | Cleared | \$147.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| 61284 | 11/10/2020 | Institute for Excellence in Writing | Cleared | \$1,583.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$333.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$304.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$301.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$306.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.79 |
| 61267 | 11/10/2020 | EMH Sports USA Inc | Cleared | \$105.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| 61248 | 11/10/2020 | Acorn Naturalist | Cleared | \$920.46 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.73 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.66 |
| 61268 | 11/10/2020 | E=McQ, LLC | Cleared | \$120.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 61257 | 11/10/2020 | Be A Maker Club LLC | Cleared | \$150.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61269 | 11/10/2020 | Stephens Educational Services, LLC | Cleared | \$1,317.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.90 |
| 61299 | 11/10/2020 | Oak Meadow Inc. | Cleared | \$1,127.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$652.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$380.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.00 |
| 61255 | 11/10/2020 | Beautiful Feet Books, Inc. | Cleared | \$352.92 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$352.92 |
| 61315 | 11/10/2020 | WM Tutoring Services | Cleared | \$540.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.00 |
| 61317 | 11/10/2020 | Zoo-Phonics | Cleared | \$309.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$309.90 |
| 61316 | 11/10/2020 | Youth Digital Arts Cyber School | Cleared | \$155.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.00 |
| 61280 | 11/10/2020 | High Five Music Academy | Cleared | \$490.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| 61256 | 11/10/2020 | Bitsbox | Cleared | \$302.55 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.85 |
| 61279 | 11/10/2020 | Homeschool Buyers Co-op | Cleared | \$104.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.00 |
| 61314 | 11/10/2020 | Wonder Crate | Cleared | \$977.22 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.52 |
| 61278 | 11/10/2020 | Home Science Tools | Cleared | \$370.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.11 |
| 61266 | 11/10/2020 | Discover Talking Pen | Cleared | \$862.64 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$261.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$261.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.69 |
| 61313 | 11/10/2020 | WriteShop, Inc | Cleared | \$151.29 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.75 |
| 61312 | 11/10/2020 | Kimberly Votaw | Cleared | \$80.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61265 | 11/10/2020 | Discount School Supply | Cleared | \$39.91 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.91 |
| 61318 | 11/17/2020 | Aldrete Communications LLC | Cleared | \$935.00 | 5815-070-80 | Advertising/Recruiting | \$935.00 |

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|-----------------|--------------------------|-------------------|-------------|-------------|-----------------|---|-------------|
| 61326 | 11/17/2020 | Learning A-Z, LLC | Cleared | \$262.35 | 4100-010-62-303 | Supplemental Curriculum | \$262.35 |
| 61324 | 11/17/2020 | Kit Strauss | Outstanding | \$1,792.13 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$238.99 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$144.92 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$35.98 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$238.99 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$179.99 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$299.99 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$266.94 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$210.38 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$59.96 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$115.99 |
| 61323 | 11/17/2020 | EdTech 101 | Cleared | \$18,383.65 | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$11,146.45 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| 4400-010-62-203 | Noncapitalized Equipment | \$31.18 | | | | | |

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|-------|------------|--|---------|------------|-----------------|---|-------------------|
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$31.18 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4400-010-62-203 | Noncapitalized Equipment | \$59.13 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| | | | | | 4430-010-62-203 | Noncapitalized Student Equipment | \$459.83 |
| 61320 | 11/17/2020 | California Charter Schools Conference Registration | Cleared | \$150.00 | 5200-010-80 | Travel and Conferences | \$150.00 |
| 61321 | 11/17/2020 | Department of Justice | Cleared | \$64.00 | 5874-010-85 | Personnel Services | \$32.00 |
| | | | | | 5874-010-85 | Personnel Services | \$32.00 |
| 61322 | 11/17/2020 | Dover Publications, Inc. | Cleared | \$28.14 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$28.14 |
| 61327 | 11/17/2020 | MIC Wright Specialty | Cleared | \$4,753.38 | 5400-010-84 | Insurance | \$4,753.38 |
| 61328 | 11/17/2020 | Soaring Minds Education, LLC | Cleared | \$2,635.00 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$95.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$205.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$600.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$170.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$400.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-92 | Approved Textbooks and Core Curricula Materials | \$290.00 |

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| 61325 | 11/17/2020 | Greater Conejo Valley Chamber Of Commerce | Cleared | \$367.00 | 5815-010-80 | Advertising/Recruiting | \$75.00 |
| | | | | | 5300-010-80 | Dues and Memberships | \$292.00 |
| 61319 | 11/17/2020 | Maritza Bailon | Cleared | \$60.00 | 5901-010-86 | Scholar Internet Reimbursement | \$60.00 |
| 61329 | 11/17/2020 | Jessica Sanchez | Cleared | \$60.00 | 5901-010-86 | Scholar Internet Reimbursement | \$60.00 |
| 61354 | 11/19/2020 | Logic of English | Cleared | \$283.34 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$283.34 |
| 61341 | 11/19/2020 | Eat2Explore | Cleared | \$314.54 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.54 |
| 61342 | 11/19/2020 | 42 Development LLC | Cleared | \$417.28 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$417.28 |
| 61349 | 11/19/2020 | Inspyr Arts LLC | Cleared | \$82.12 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.12 |
| 61350 | 11/19/2020 | Kitchen Stewardship, LLC | Cleared | \$307.10 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| 61343 | 11/19/2020 | Global Student Network | Cleared | \$494.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$335.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.00 |
| 61351 | 11/19/2020 | KiwiCo, Inc | Cleared | \$1,225.22 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.53 |
| 61356 | 11/19/2020 | Moving Beyond the Page | Cleared | \$281.56 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$281.56 |
| 61357 | 11/19/2020 | Math-U-See, Inc. | Cleared | \$732.28 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$218.57 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.52 |

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| 61333 | 11/19/2020 | Barnes & Noble, Inc. | Cleared | \$188,160 | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$17.99 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$155.81 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$14.36 |
| 61366 | 11/19/2020 | Rainbow Resource Center | Cleared | \$26,996.95 | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$98.94 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$60.51 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$23.18 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$149.46 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$167.68 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$59.83 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$69.22 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$568.09 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$20.30 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$54.57 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$43.76 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$51.27 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$135.06 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$39.57 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$118.36 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$294.20 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$81.43 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$123.21 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$174.96 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$120.66 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$136.76 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$144.35 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$163.27 |
| | | | | | 4100-010-71 Approved Textbooks and Core Curricula Materials | \$70.34 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$306.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$228.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.93 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$414.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$348.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.57 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$616.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$533.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$214.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$572.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$356.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.77 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$449.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$311.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$431.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$469.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$312.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.26 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$206.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$291.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$246.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$231.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$518.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.83 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$400.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$715.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$429.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$132.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$352.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$218.47 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$569.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$628.82 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$347.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.39 |
| 61338 | 11/19/2020 | Jenna D. Duvall | Cleared | \$1,250.00 | 5810-040-65 | Educational Consultants | \$1,062.50 |
| | | | | | 5810-040-65 | Educational Consultants | \$187.50 |
| 61330 | 11/19/2020 | All About Learning Press | Cleared | \$193.55 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 61344 | 11/19/2020 | Generation Genius, Inc | Cleared | \$884.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61353 | 11/19/2020 | Lakeshore Learning | Cleared | \$4,981.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.07 |

Materials

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|-------------|---|-----------------|
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$181.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$397.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$246.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.54 |

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|-------|------------|-------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$630.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.14 |
| 61358 | 11/19/2020 | McRuffy Press, LLC | Cleared | \$874.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$237.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$271.90 |
| 61347 | 11/19/2020 | Homeschool Buyers Co-op | Cleared | \$228.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.00 |
| 61348 | 11/19/2020 | Institute for Excellence in Writing | Cleared | \$1,302.55 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.07 |
| 61359 | 11/19/2020 | McRory Pediatric Services, Inc. | Cleared | \$845.00 | 5810-040-65 | Educational Consultants | \$455.00 |
| | | | | | 5810-040-00 | Educational Consultants | \$390.00 |
| 61360 | 11/19/2020 | MoxieBox Art, Inc. | Cleared | \$306.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| 61334 | 11/19/2020 | Beautiful Feet Books, Inc. | Cleared | \$4,493.24 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.63 |

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|-------|------------|-------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.21 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$206.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$248.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$390.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.38 |
| 61361 | 11/19/2020 | MEL Science | Cleared | \$2,546.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |

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|-------|------------|------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| 61335 | 11/19/2020 | BYU Independent Study | Cleared | \$3,090.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$680.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$170.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$840.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$840.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61345 | 11/19/2020 | Green Kid Crafts | Cleared | \$347.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| 61346 | 11/19/2020 | Home Science Tools | Cleared | \$1,035.27 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$206.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$368.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.24 |
| 61355 | 11/19/2020 | Little Passports, Inc. | Cleared | \$8,137.64 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$297.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$423.42 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$296.74 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$425.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$791.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$531.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.91 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$297.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$425.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.58 |
| 61332 | 11/19/2020 | BLICK Art Materials | Cleared | \$9,124.33 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$143.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.62 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.62 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.49 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$344.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.93 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$214.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$254.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$290.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.25 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$284.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$3.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$288.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$418.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$243.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.65 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.87 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.98 |
| 61365 | 11/19/2020 | Quill Corporation | Cleared | \$11,036.80 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$181.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.62 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.01 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.30 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.14 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$186.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$243.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.69 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$186.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$306.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.74 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$139.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$357.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$232.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$302.04 |

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| 61368 | 11/19/2020 | Avani Zaidi MSPT | Cleared | \$1,575.00 | 5810-040-65 | Educational Consultants | \$1,575.00 |
| 61331 | 11/19/2020 | Av-STEM Alaska, Inc. | Cleared | \$2,190.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$365.00 |
| 61337 | 11/19/2020 | Mr. D Math LLC | Cleared | \$1,144.41 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$522.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.10 |
| 61340 | 11/19/2020 | EdTech 101 | Cleared | \$33,970.28 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$966.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.75 |
| 61352 | 11/19/2020 | Kids Institute for Development and Advancement LLC | Cleared | \$1,430.00 | 5810-020-65 | Educational Consultants | \$910.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$520.00 |
| 61363 | 11/19/2020 | Oak Meadow Inc. | Cleared | \$224.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.93 |
| 61367 | 11/19/2020 | Teachers Synergy LLC | Cleared | \$260.16 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.49 |
| 61364 | 11/19/2020 | Outside the Box Creation | Cleared | \$416.53 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| 61362 | 11/19/2020 | Nature-Watch | Cleared | \$311.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$311.71 |
| 61336 | 11/19/2020 | Bitsbox | Cleared | \$841.65 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$455.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$299.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| 61339 | 11/19/2020 | Exploration Education | Cleared | \$1,782.30 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.54 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.98 |
| 61380 | 11/24/2020 | Danielle Valencia | Cleared | \$20.00 | 5901-010-86 | Scholar Internet Reimbursement | \$20.00 |
| 61381 | 11/24/2020 | Water Court, LLC | Cleared | \$9,246.03 | 5600-010-84 | Space Rental/Leases Expense | \$9,246.03 |
| 61371 | 11/24/2020 | 8x8, Inc | Cleared | \$54.26 | 5900-010-86 | Communications (Tele., Internet, Copies,Postage,Messenger) | \$54.26 |
| 61373 | 11/24/2020 | Harvard Business School | Outstanding | \$6,783.00 | 5210-010-80 | Training and Development Expense | \$6,783.00 |
| 61372 | 11/24/2020 | Global Teletherapy | Cleared | \$22,189.00 | 5810-040-66 | Educational Consultants | \$3,005.94 |
| | | | | | 5810-040-65 | Educational Consultants | \$8,991.28 |
| | | | | | 5810-070-65 | Educational Consultants | \$4,638.86 |
| | | | | | 5810-070-66 | Educational Consultants | \$392.08 |
| | | | | | 5810-020-65 | Educational Consultants | \$1,958.86 |
| | | | | | 5810-020-66 | Educational Consultants | \$3,201.98 |
| 61369 | 11/24/2020 | Allstate Building & Office Maintenance, Inc. | Cleared | \$375.00 | 5500-010-84 | Operation and Housekeeping Services | \$375.00 |
| 61378 | 11/24/2020 | Trinity Cristo Rey Church | Outstanding | \$3,375.00 | 5600-010-93 | Space Rental/Leases Expense | \$4,500.00 |
| | | | | | 5600-010-93 | Space Rental/Leases Expense | (\$1,125.00) |
| 61370 | 11/24/2020 | Charter Schools Development Center | Cleared | \$5,190.00 | 5210-010-80 | Training and Development Expense | \$5,190.00 |
| 61379 | 11/24/2020 | University of Oregon | Cleared | \$200.00 | 4101-010-62-201 | Curriculum Assessment and Software | \$200.00 |
| 61376 | 11/24/2020 | StepWare, Inc. | Cleared | \$295.00 | 4102-010-62-303 | Supplemental Curriculum | \$295.00 |
| 61377 | 11/24/2020 | Sumdog Inc | Cleared | \$1,125.00 | 4102-010-62-303 | Supplemental Curriculum | \$1,125.00 |
| 61375 | 11/24/2020 | MV Learning, LLC | Cleared | \$1,298.00 | 5210-010-62-302 | Training and Development Expense | \$1,298.00 |

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| 61374 | 11/24/2020 | Language Training Center Inc. | Cleared | \$789.88 | 5800-010-80 | Professional/Consulting Services and Operating Expenditures | \$789.88 |
| 61454 | 12/1/2020 | Play-based Learning Academy LLC | Cleared | \$1,186.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.00 |
| 61398 | 12/1/2020 | Could It Be Dyslexia, Inc. | Cleared | \$1,386.00 | 5810-040-00 | Educational Consultants | \$1,386.00 |
| 61399 | 12/1/2020 | Claremont Community School of Music | Cleared | \$112.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| 61486 | 12/1/2020 | Write On Webb | Cleared | \$425.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$425.00 |
| 61419 | 12/1/2020 | Vincent Gonzales | Cleared | \$642.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61406 | 12/1/2020 | Pamela E. Dewey | Cleared | \$400.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$400.00 |
| 61407 | 12/1/2020 | Elemental Science | Cleared | \$133.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.50 |
| 61461 | 12/1/2020 | Gravitas Publications, Inc. | Cleared | \$109.54 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.54 |

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| 61488 | 12/1/2020 | WM Tutoring Services | Cleared | \$360.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| 61490 | 12/1/2020 | Yamashita Karate Studios | Cleared | \$759.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 61462 | 12/1/2020 | Riff's Music | Cleared | \$1,430.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| 61491 | 12/1/2020 | Zoo-Phonics | Cleared | \$447.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$447.40 |
| 61492 | 12/1/2020 | KiwiCo, Inc | Cleared | \$489.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.95 |
| 61420 | 12/1/2020 | Lynn S. Graf | Cleared | \$840.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61455 | 12/1/2020 | Kim Powell | Cleared | \$2,685.00 | 5810-070-00 | Educational Consultants | \$270.00 |
| | | | | | 5810-070-00 | Educational Consultants | \$1,040.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$625.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$750.00 |

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|-------|-----------|------------------------------|---------|------------|-------------|---|------------|
| 61408 | 12/1/2020 | EMH Sports USA Inc | Cleared | \$2,635.00 | 5810-010-65 | Educational Consultants | \$1,105.00 |
| | | | | | 5810-040-65 | Educational Consultants | \$1,190.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$340.00 |
| 61421 | 12/1/2020 | Laura M. Gagnon | Cleared | \$1,180.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61464 | 12/1/2020 | Rhythms Performing Arts | Cleared | \$1,648.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.00 |
| 61463 | 12/1/2020 | Really Good Stuff, LLC | Cleared | \$63.70 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.70 |
| 61436 | 12/1/2020 | Lava Learning Inc. | Cleared | \$332.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.50 |
| 61409 | 12/1/2020 | Education.com Holdings, Inc. | Cleared | \$119.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |

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|-------|-----------|-------------------------------------|---------|-------------|-------------|---|-------------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.94 |
| 61437 | 12/1/2020 | Loree Capper | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61438 | 12/1/2020 | Little Hands Therapy Staffing, Inc. | Cleared | \$3,885.00 | 5810-070-65 | Educational Consultants | \$3,885.00 |
| 61439 | 12/1/2020 | Moving Beyond the Page | Cleared | \$152.69 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.69 |
| 61440 | 12/1/2020 | Math-U-See, Inc. | Cleared | \$336.82 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.39 |
| 61411 | 12/1/2020 | Eat2Explore | Cleared | \$314.52 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.52 |
| 61410 | 12/1/2020 | EdTech 101 | Cleared | \$375.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$375.18 |
| 61382 | 12/1/2020 | Oxford Consulting Services Inc. | Cleared | \$16,530.38 | 5810-010-00 | Educational Consultants | \$6,815.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$3,013.75 |
| | | | | | 5810-040-65 | Educational Consultants | \$853.87 |
| | | | | | 5810-040-66 | Educational Consultants | \$621.00 |
| | | | | | 5810-070-65 | Educational Consultants | \$4,398.76 |
| | | | | | 5810-070-65 | Educational Consultants | \$828.00 |
| 61441 | 12/1/2020 | Middletown Art Center | Cleared | \$520.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61384 | 12/1/2020 | Academy of Science for Kids, LLC | Cleared | \$904.23 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$348.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$266.00 |
| 61386 | 12/1/2020 | Art of Problem Solving | Cleared | \$96.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |

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|-------|-----------|---|-------------|------------|-----------------|---|------------|
| 61389 | 12/1/2020 | A Tree of Knowledge Educational Services, Inc | Cleared | \$1,028.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.00 |
| 61385 | 12/1/2020 | Academics in a Box Inc. | Cleared | \$2,216.75 | 5830-010-90-403 | Field Trip Expenses | \$1,696.60 |
| | | | | | 5830-010-90-403 | Field Trip Expenses | \$24.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| 61489 | 12/1/2020 | Storybook Bindles | Cleared | \$150.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61460 | 12/1/2020 | Activities For Learning | Cleared | \$26.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.75 |
| 61487 | 12/1/2020 | William Billich | Outstanding | \$865.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.00 |
| 61392 | 12/1/2020 | A Brighter Child, Inc. | Cleared | \$3,193.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$139.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.62 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$457.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$288.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.76 |

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|-------|-----------|---------------------------------|---------|----------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$132.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$436.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$328.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.53 |
| 61388 | 12/1/2020 | Art Steps, Inc | Cleared | \$448.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.00 |
| 61403 | 12/1/2020 | Astrid Chauvin | Cleared | \$480.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61429 | 12/1/2020 | Infinity Kids | Cleared | \$960.00 | 5810-020-65 | Educational Consultants | \$960.00 |
| 61430 | 12/1/2020 | Justice B Bufford | Cleared | \$137.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 61390 | 12/1/2020 | Advanced Brain Technologies LLC | Cleared | \$111.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.95 |

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|-------|-----------|-----------------------------------|---------|------------|-------------|---|------------|
| 61414 | 12/1/2020 | Fired Up Arts | Cleared | \$340.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61431 | 12/1/2020 | Janet E. Kohtz, O.D. F.C.O.V.D | Cleared | \$300.00 | 5810-040-65 | Educational Consultants | \$300.00 |
| 61432 | 12/1/2020 | Lakeshore Learning Materials | Cleared | \$2,276.03 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$1,226.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$143.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.12 |
| 61395 | 12/1/2020 | Bonnie LaVallo | Cleared | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61396 | 12/1/2020 | Jamie Butterworth | Cleared | \$63.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.75 |
| 61416 | 12/1/2020 | Global Student Network | Cleared | \$1,271.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$524.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$379.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.00 |
| 61415 | 12/1/2020 | Gardener's Supply Company | Cleared | \$146.41 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.41 |
| 61474 | 12/1/2020 | Elizabeth Skopp | Cleared | \$750.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |

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|-------|-----------|---------------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61393 | 12/1/2020 | BLICK Art Materials | Cleared | \$2,805.19 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$62.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$313.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$357.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.35 |

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|-------|-----------|--|---------|------------|-------------|---|----------|
| 61423 | 12/1/2020 | Huckleberry Center For Creative Learning | Cleared | \$1,328.64 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.33 |
| 61480 | 12/1/2020 | Nicole Lindsey Medeiros | Cleared | \$1,901.17 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$151.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$370.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$408.10 |
| 61478 | 12/1/2020 | Teachers Synergy LLC | Cleared | \$1,577.08 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$467.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.37 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$308.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$285.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.69 |
| 61477 | 12/1/2020 | South Bay Art Department, LLC | Cleared | \$100.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61475 | 12/1/2020 | SPG | Cleared | \$805.00 | 5810-070-65 | Educational Consultants | \$805.00 |
| 61433 | 12/1/2020 | Lake Arrowhead School of Dance | Cleared | \$65.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 61434 | 12/1/2020 | Layers of Learning | Cleared | \$366.76 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$366.76 |
| 61481 | 12/1/2020 | Valverde School of Performing Arts | Cleared | \$351.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$243.00 |
| 61482 | 12/1/2020 | Village Music School | Cleared | \$570.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.00 |
| 61483 | 12/1/2020 | Viva Learning Community | Cleared | \$3,343.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |

| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
|-------|-----------|------------------------|---------|------------|-------------|---|----------|
| 61417 | 12/1/2020 | Generation Genius, Inc | Cleared | \$625.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61404 | 12/1/2020 | CultureHum Foundation | Cleared | \$208.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.00 |
| 61479 | 12/1/2020 | Time4Learning.com | Cleared | \$5,346.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
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| 61405 | 12/1/2020 | Pamela Douglas | Cleared | \$1,560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$390.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |

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| 61450 | 12/1/2020 | Gretchen McKay | Cleared | \$675.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 61418 | 12/1/2020 | Galaxy Kids LLC | Cleared | \$587.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$212.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
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| 61451 | 12/1/2020 | Nasco Modesto | Cleared | \$130.11 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.11 |
| 61484 | 12/1/2020 | Voices of Eve N Angels | Cleared | \$475.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.75 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.75 |
| 61452 | 12/1/2020 | Nature-Watch | Cleared | \$48.30 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.30 |
| 61485 | 12/1/2020 | WM Music Lessons, Inc | Cleared | \$955.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
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| 61453 | 12/1/2020 | Pasadena Conservatory of Music Services | Cleared | \$470.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$470.00 |
| 61383 | 12/1/2020 | Arbor Learning Community | Cleared | \$715.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| 61435 | 12/1/2020 | Independent Minds Academy | Cleared | \$6,040.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61476 | 12/1/2020 | Sphero | Cleared | \$176.07 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.07 |
| 61397 | 12/1/2020 | Danielle Botticelli | Cleared | \$280.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 61473 | 12/1/2020 | Stephanie Reyes | Cleared | \$1,370.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |

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|-------|-----------|---------------------------------|-------------|-------------|-------------|---|-----------------|
| 61445 | 12/1/2020 | Jennifer Murphy | Cleared | \$200.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61426 | 12/1/2020 | Michael Horowitz | Cleared | \$160.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61387 | 12/1/2020 | The Animation Course, LLC | Cleared | \$87.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.50 |
| 61447 | 12/1/2020 | Laurie Meinhold | Cleared | \$252.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$252.00 |
| 61469 | 12/1/2020 | BioBox Labs LLC | Cleared | \$2,359.73 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$489.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$515.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$489.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$356.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.66 |
| 61446 | 12/1/2020 | McClure & Co. | Cleared | \$25.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 61427 | 12/1/2020 | Keely Hawkes | Cleared | \$350.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61449 | 12/1/2020 | Margaret Courtney Navarro Gupta | Outstanding | \$10,500.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61400 | 12/1/2020 | Cogito International Inc. | Cleared | \$90.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |

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|-------|-----------|-----------------------|---------|------------|-------------|---|----------|
| 61470 | 12/1/2020 | Smart Sprouts | Cleared | \$549.32 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.33 |
| 61428 | 12/1/2020 | Hands 4 Building LLC | Cleared | \$1,081.92 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| 61401 | 12/1/2020 | Coastal Music Studios | Cleared | \$280.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61394 | 12/1/2020 | Barnes & Noble, Inc. | Cleared | \$1,487.01 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$6.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.28 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.10 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.71 |
| 61402 | 12/1/2020 | Emily Cook | Cleared | \$22.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$9.95 |
| 61471 | 12/1/2020 | Sylvan Learning Centers | Cleared | \$420.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$420.00 |
| 61472 | 12/1/2020 | Step 2 This Dance & Performing Arts | Cleared | \$525.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 61448 | 12/1/2020 | Mel Booker Music | Cleared | \$460.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| 61459 | 12/1/2020 | Rainbow Resource Center | Cleared | \$66,174.14 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$363.06 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$389.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$366.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$237.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$351.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$344.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$151.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.26 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$675.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$391.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$217.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$829.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$624.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$367.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$132.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.29 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$186.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$267.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$187.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$451.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$283.61 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$285.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$399.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$570.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$446.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.88 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$738.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$441.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$299.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.14 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$476.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$302.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$371.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$351.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$445.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$310.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$232.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$232.86 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$207.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$738.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$797.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.42 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$249.74 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$545.09 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$281.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$453.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$256.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$413.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$297.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$400.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$633.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$204.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$117.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$405.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$513.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.43 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$340.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$321.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$571.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$456.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$845.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$358.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$345.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.18 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$535.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$301.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$302.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$495.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$248.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.93 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.92 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$598.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$212.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$348.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$382.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$634.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$494.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$437.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$784.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$344.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$309.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$313.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.01 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$744.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.93 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$580.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$310.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$186.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$492.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$739.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$256.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$359.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$683.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.42 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.98 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$513.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$151.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$187.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$441.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$324.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.93 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$359.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.38 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.32 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.64 |
| 61443 | 12/1/2020 | McRuffy Press, LLC | Cleared | \$113.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.20 |
| 61444 | 12/1/2020 | MEL Science | Cleared | \$872.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| 61467 | 12/1/2020 | Samara Rice | Cleared | \$496.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| 61442 | 12/1/2020 | My Learning Studio | Cleared | \$296.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$296.00 |
| 61425 | 12/1/2020 | Celeste Haueter | Cleared | \$61.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61468 | 12/1/2020 | Rebecca Scott | Cleared | \$662.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| 61413 | 12/1/2020 | Laura Fischer | Cleared | \$915.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61424 | 12/1/2020 | Christopher Hansen | Cleared | \$37.23 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.23 |
| 61458 | 12/1/2020 | Piano Play Music Systems, Inc | Cleared | \$135.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61466 | 12/1/2020 | Scientifics Direct | Cleared | \$691.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.87 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$7.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$302.57 |
| 61412 | 12/1/2020 | Educational Development Corporation | Cleared | \$180.72 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.72 |
| 61457 | 12/1/2020 | Jennifer Perry | Cleared | \$1,100.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$390.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$390.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.00 |
| 61465 | 12/1/2020 | Singapore Math Inc. | Cleared | \$775.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$62.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.32 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$202.01 |
| 61456 | 12/1/2020 | Phillip Goltiao | Cleared | \$500.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$170.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.00 |
| 61587 | 12/3/2020 | K12 Management, Inc. | Cleared | \$3,884.00 | 4410-070-71 | Software and Software Licensing | \$1,140.00 |
| | | | | | 4410-040-71 | Software and Software Licensing | \$1,704.00 |
| | | | | | 4410-020-71 | Software and Software Licensing | \$1,040.00 |
| 61505 | 12/3/2020 | Bitsbox | Cleared | \$428.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$299.40 |
| 61499 | 12/3/2020 | Art of Problem Solving | Cleared | \$161.59 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.59 |
| 61537 | 12/3/2020 | Hands 4 Building LLC | Cleared | \$295.98 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.99 |
| 61534 | 12/3/2020 | Homeschool Buyers Co-op | Outstanding | \$818.32 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.00 |
| 61554 | 12/3/2020 | MIC Wright Specialty | Cleared | \$4,753.38 | 5400-010-84 | Insurance | \$4,753.38 |
| 61556 | 12/3/2020 | Nest Family LLC | Cleared | \$412.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.79 |

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|-------|-----------|------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$218.13 |
| 61555 | 12/3/2020 | Nasco Modesto | Cleared | \$190.78 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.78 |
| 61521 | 12/3/2020 | Elemental Science | Cleared | \$527.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$428.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.99 |
| 61557 | 12/3/2020 | Nature-Watch | Cleared | \$44.91 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.91 |
| 61558 | 12/3/2020 | Nicole the Math Lady, LLC | Cleared | \$158.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.00 |
| 61559 | 12/3/2020 | Outside the Box Creation | Cleared | \$791.04 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| 61522 | 12/3/2020 | E=McQ, LLC | Cleared | \$60.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61560 | 12/3/2020 | A Plan in Place | Cleared | \$46.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.93 |
| 61561 | 12/3/2020 | Edith Penn | Cleared | \$122.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.00 |
| 61562 | 12/3/2020 | Quill Corporation | Cleared | \$206.64 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.82 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.82 |
| 61523 | 12/3/2020 | Education.com Holdings, Inc. | Cleared | \$120.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61572 | 12/3/2020 | Sensory Box, LLC | Cleared | \$1,185.19 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$319.44 |
| 61524 | 12/3/2020 | Stephens Educational Services, LLC | Cleared | \$782.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.40 |

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|-------|-----------|------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.40 |
| 61514 | 12/3/2020 | Carolina Biological Supply Company | Cleared | \$188.67 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$4.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.18 |
| 61573 | 12/3/2020 | Sphero | Cleared | \$400.55 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$400.55 |
| 61574 | 12/3/2020 | Teaching Textbooks | Cleared | \$167.34 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.26 |
| 61575 | 12/3/2020 | Teachers Synergy LLC | Cleared | \$1,332.85 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$576.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$326.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.98 |
| 61511 | 12/3/2020 | Susan M. Byrnes | Cleared | \$560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| 61515 | 12/3/2020 | A Child's Dream | Cleared | \$4,489.81 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$383.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$259.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$495.94 |

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|-------|-----------|-----------------------|-------------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$599.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$458.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$705.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$271.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.88 |
| 61506 | 12/3/2020 | Burbank Music Academy | Cleared | \$350.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 61535 | 12/3/2020 | History Unboxed LLC | Cleared | \$4,054.91 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$736.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$736.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$521.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$562.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$670.80 |
| 61500 | 12/3/2020 | Aroma Dough Inc. | Outstanding | \$244.30 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.62 |

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|-------|-----------|----------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.85 |
| 61576 | 12/3/2020 | TalkBox.Mom | Cleared | \$2,947.41 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$329.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$721.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$725.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$438.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.60 |
| 61497 | 12/3/2020 | Academy of Science for Kids, LLC | Cleared | \$277.59 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$277.59 |
| 61498 | 12/3/2020 | Academics in a Box Inc. | Cleared | \$173.80 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.95 |
| 61507 | 12/3/2020 | B&B Wenneberg Inc. | Cleared | \$699.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.00 |
| 61503 | 12/3/2020 | Blackbird & Company | Cleared | \$2,854.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$213.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$393.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$609.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$455.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$217.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.54 |

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|-------|-----------|-------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.06 |
| 61508 | 12/3/2020 | Waldorfish | Cleared | \$749.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| 61577 | 12/3/2020 | Nicole Lindsey Medeiros | Cleared | \$918.03 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$245.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.18 |
| 61504 | 12/3/2020 | Barnes & Noble, Inc. | Cleared | \$2,119.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$207.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.21 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.26 |

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|-------|-----------|----------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.03 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.29 |
| 61494 | 12/3/2020 | Arts Attack Publications | Cleared | \$551.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.00 |
| 61578 | 12/3/2020 | Think Outside, LLC | Cleared | \$481.35 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$481.35 |
| 61579 | 12/3/2020 | The BEarth Institute, Inc. | Cleared | \$600.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| 61581 | 12/3/2020 | Vermilion Labs LLC | Cleared | \$1,604.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.37 |
| 61493 | 12/3/2020 | All About Learning Press | Cleared | \$7,117.26 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$62.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.86 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.60 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$211.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$211.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$204.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$384.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.80 |

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|-------|-----------|-------------------------|---------|-------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$222.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$402.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$207.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.75 |
| 61536 | 12/3/2020 | Natalie S. Hale | Cleared | \$611.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$305.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$305.50 |
| 61495 | 12/3/2020 | Acorn Naturalist | Cleared | \$1,197.36 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$551.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.39 |
| 61564 | 12/3/2020 | Rainbow Resource Center | Cleared | \$30,836.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$93.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.77 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.29 |

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|-------------|---|-----------------|
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$316.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$519.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$206.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$311.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$527.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$851.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$588.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$337.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.16 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$469.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$329.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$189.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.27 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$330.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$311.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$83.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$195.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.40 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$672.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$245.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.09 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$117.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$265.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$132.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$286.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$231.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$399.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$460.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$168.20 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.90 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$407.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$810.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$288.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$472.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$588.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$577.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$283.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.71 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$370.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$170.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$329.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.42 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$479.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.74 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$667.26 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$713.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$434.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$435.64 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$283.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$414.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$328.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$291.27 |
| 61563 | 12/3/2020 | Quality Science Labs, LLC | Cleared | \$1,282.38 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$290.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.24 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$340.45 |
| 61510 | 12/3/2020 | Breakthrough Sports LLC | Cleared | \$61.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61509 | 12/3/2020 | Barbara Bird | Cleared | \$1,040.00 | 5810-070-00 | Educational Consultants | \$1,040.00 |
| 61551 | 12/3/2020 | McRuffy Press, LLC | Cleared | \$2,690.15 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$243.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.20 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.20 |
| 61529 | 12/3/2020 | Gardener's Supply Company | Cleared | \$390.53 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$244.69 |
| 61517 | 12/3/2020 | Curiosity Chronicles | Cleared | \$88.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.99 |
| 61540 | 12/3/2020 | JackKris Publishing, LLC | Cleared | \$32.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.99 |
| 61541 | 12/3/2020 | Kitchen Stewardship, LLC | Cleared | \$199.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.95 |
| 61530 | 12/3/2020 | Alisha Gratehouse | Cleared | \$394.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$394.68 |
| 61542 | 12/3/2020 | KiwiCo, Inc | Cleared | \$1,733.02 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$323.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$443.82 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$220.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.70 |
| 61531 | 12/3/2020 | Green Kid Crafts | Cleared | \$347.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.83 |
| 61518 | 12/3/2020 | Child Diagnostics, Inc. | Cleared | \$64.24 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.24 |
| 61532 | 12/3/2020 | VBW Enterprises, LLC | Cleared | \$159.84 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.84 |
| 61533 | 12/3/2020 | Home Science Tools | Cleared | \$783.96 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.87 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.81 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.37 |
| 61519 | 12/3/2020 | CrashWorks STEAM Studio & Makerspace, LLC | Cleared | \$2,156.00 | 5830-010-90-403 | Field Trip Expenses | \$2,156.00 |
| 61580 | 12/3/2020 | T-Mobile | Cleared | \$74.68 | 5877-010-62-203 | IT Services | \$74.68 |
| 61544 | 12/3/2020 | David Kelly | Cleared | \$493.00 | 5830-010-90-403 | Field Trip Expenses | \$493.00 |
| 61545 | 12/3/2020 | LEGO Education | Cleared | \$430.89 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$230.53 |
| 61582 | 12/3/2020 | Wonder Crate | Cleared | \$963.84 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.95 |
| 61520 | 12/3/2020 | Discount School Supply | Cleared | \$420.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.33 |
| 61552 | 12/3/2020 | MoxieBox Art, Inc. | Cleared | \$698.35 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$272.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$272.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| 61546 | 12/3/2020 | Lakeshore Learning Materials | Cleared | \$5,383.13 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$327.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$92.06 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$384.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$356.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$230.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$433.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$181.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$399.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$548.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.74 |
| 61583 | 12/3/2020 | Law Office of Young, Minney & Corr | Cleared | \$17,438.50 | 5805-010-65 | Legal Services | \$11,028.00 |
| | | | | | 5805-010-80 | Legal Services | \$6,410.50 |
| 61553 | 12/3/2020 | MEL Science | Cleared | \$1,600.30 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.10 |
| 61584 | 12/3/2020 | Storybook Binds | Cleared | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61585 | 12/3/2020 | Accelerate Education Incorporated | Cleared | \$1,292.00 | 4410-010-71 | Software and Software Licensing | \$1,292.00 |
| 61586 | 12/3/2020 | GoNoodle, Inc | Cleared | \$1,375.00 | 4102-010-62-303 | Supplemental Curriculum | \$1,375.00 |
| 61543 | 12/3/2020 | Diana Karna | Cleared | \$26.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.94 |
| 61516 | 12/3/2020 | Cozy Grammar | Cleared | \$60.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| 61550 | 12/3/2020 | Memoria Press | Cleared | \$465.39 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.90 |
| 61502 | 12/3/2020 | BLICK Art Materials | Cleared | \$496.54 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.14 |
| 61528 | 12/3/2020 | Fresno Chaffee Zoo | Cleared | \$2,775.00 | 5830-010-90-403 | Field Trip Expenses | \$75.00 |
| | | | | | 5830-010-90-403 | Field Trip Expenses | \$2,700.00 |
| 61565 | 12/3/2020 | Activities For Learning | Cleared | \$99.83 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.83 |

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|-------------|---|-------------------------------------|---------|------------|-------------|---|------------|
| 61566 | 12/3/2020 | Gravitas Publications, Inc. | Cleared | \$19.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.00 |
| 61567 | 12/3/2020 | Republic Indemnity Co Of America | Cleared | \$4,351.00 | 3603-010-84 | Worker Compensation Insurance | \$42.00 |
| | | | | | 3603-010-84 | Worker Compensation Insurance | \$4,309.00 |
| 61539 | 12/3/2020 | Institute for Excellence in Writing | Cleared | \$1,082.59 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$473.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$272.24 |
| 61569 | 12/3/2020 | Sparkletts | Cleared | \$91.76 | 4300-010-84 | Materials and Supplies | \$91.76 |
| 61571 | 12/3/2020 | Singapore Math Inc. | Cleared | \$3,882.56 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$62.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.39 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.04 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$56.44 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 | | | | | |

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|-------|-----------|-----------------------------|---------|----------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.35 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.15 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$41.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.42 |
| 61568 | 12/3/2020 | Rising Stars Foundation Inc | Cleared | \$387.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$387.95 |

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| 61570 | 12/3/2020 | School Pathways, LLC | Cleared | \$175.00 | 5877-070-87 | Financial Services | \$175.00 |
| 61547 | 12/3/2020 | Logic of English | Cleared | \$363.02 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.59 |
| 61513 | 12/3/2020 | The Critical Thinking Co. | Cleared | \$847.88 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$329.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.99 |
| 61548 | 12/3/2020 | Little Passports, Inc. | Cleared | \$141.91 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.91 |
| 61549 | 12/3/2020 | MobyMax Education, LLC | Cleared | \$176.17 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.25 |
| 61501 | 12/3/2020 | A Brighter Child, Inc. | Cleared | \$8.40 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.40 |
| 61526 | 12/3/2020 | Easy Peasy Science Labs and Fair | Cleared | \$435.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$435.00 |
| 61527 | 12/3/2020 | Educational Development Corporation | Cleared | \$569.87 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.64 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$232.15 |
| 61496 | 12/3/2020 | AF386 Group LLC | Cleared | \$205.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$205.18 |
| 61525 | 12/3/2020 | Edgenuity Inc. | Cleared | \$1,300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$1,300.00 |
| 61512 | 12/3/2020 | Charter School Management Corporation | Cleared | \$78,325.46 | 5873-010-00 | Financial Services | \$80,000.00 |
| | | | | | 3101-010-84 | State Teachers' Retirement System, certificated positions | (\$1,674.54) |

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| 61538 | 12/3/2020 | Honest History Co. | Cleared | \$920.24 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.64 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.21 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.41 |
| 61613 | 12/8/2020 | Music Centre | Cleared | \$27.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.50 |
| 61614 | 12/8/2020 | Lindann McPheeters | Cleared | \$810.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$405.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$405.00 |
| 61589 | 12/8/2020 | Anchor Counseling & Education Solutions, LLC | Cleared | \$4,865.83 | 5810-040-66 | Educational Consultants | \$1,646.47 |
| | | | | | 5810-040-65 | Educational Consultants | \$800.00 |
| | | | | | 5810-040-65 | Educational Consultants | \$750.00 |
| | | | | | 5810-070-65 | Educational Consultants | \$43.53 |
| | | | | | 5810-020-65 | Educational Consultants | \$450.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$645.00 |
| | | | | | 5810-040-66 | Educational Consultants | \$530.83 |
| 61615 | 12/8/2020 | Nest Family LLC | Cleared | \$96.27 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.27 |
| 61617 | 12/8/2020 | Portal Languages Fullerton LLC | Cleared | \$240.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 61616 | 12/8/2020 | Outschool, Inc. | Cleared | \$5,556.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$6.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$259.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$13.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 61618 | 12/8/2020 | Matthew Power | Cleared | \$420.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| 61594 | 12/8/2020 | A Child's Dream | Cleared | \$664.19 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.59 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$182.50 |
| 61588 | 12/8/2020 | Auditory Processing Ctr. of Pasadena | Cleared | \$695.00 | 5810-040-65 | Educational Consultants | \$695.00 |
| 61619 | 12/8/2020 | Provo Canyon School, Inc. | Cleared | \$27,239.00 | 5810-040-65 | Educational Consultants | \$10,005.00 |
| | | | | | 5813-040-65 | Residential Placement | \$9,792.00 |
| | | | | | 5813-040-66 | Residential Placement | \$3,660.00 |
| | | | | | 5810-040-66 | Educational Consultants | \$3,782.00 |
| 61623 | 12/8/2020 | Lisa Tucker | Cleared | \$378.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$189.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$189.00 |
| 61601 | 12/8/2020 | Lance M Giroux | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 61624 | 12/8/2020 | Erin Tator | Cleared | \$505.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 61607 | 12/8/2020 | Learn Beyond The Book | Cleared | \$4,471.36 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$335.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |

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|-------|-----------|---------------------------------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.68 |
| 61595 | 12/8/2020 | Kumon Math & Reading Center-Vacaville | Cleared | \$2,240.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |

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|-------|-----------|-------------------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61612 | 12/8/2020 | Mathnasium of Novato | Cleared | \$3,141.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| 61598 | 12/8/2020 | Elham Rafla-Yuan | Cleared | \$720.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$360.00 |
| 61602 | 12/8/2020 | Lynn S. Graf | Cleared | \$140.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61625 | 12/8/2020 | Tri-Valley CS LLC | Cleared | \$1,210.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$259.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$202.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.00 |
| 61603 | 12/8/2020 | High Five Music Academy | Cleared | \$840.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61599 | 12/8/2020 | Lakeport Dance Center | Cleared | \$1,555.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 61597 | 12/8/2020 | Eat2Explore | Cleared | \$1,727.37 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.65 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$314.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.84 |
| 61593 | 12/8/2020 | Bon Voyage French School | Cleared | \$825.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |

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|-------|-----------|---------------------------------------|---------|------------|-------------|---|-----------------|
| | | LLC | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61590 | 12/8/2020 | APEX School of Movement San Diego | Cleared | \$330.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| 61596 | 12/8/2020 | EdTech 101 | Cleared | \$3,255.11 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.75 |
| 61592 | 12/8/2020 | American Tiger Martial Arts & Fitness | Cleared | \$99.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.00 |
| 61606 | 12/8/2020 | Karen Fournier | Cleared | \$560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61610 | 12/8/2020 | McClure & Co. | Cleared | \$50.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.00 |
| 61609 | 12/8/2020 | McRory Pediatric Services, Inc. | Cleared | \$780.00 | 5810-040-65 | Educational Consultants | \$780.00 |
| 61611 | 12/8/2020 | Murrieta Academy of Music, Inc. | Cleared | \$560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61621 | 12/8/2020 | Specialized Therapy Services | Cleared | \$616.25 | 5810-040-65 | Educational Consultants | \$616.25 |

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| 61622 | 12/8/2020 | Nicole Lindsey Medeiros | Cleared | \$336.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.18 |
| 61605 | 12/8/2020 | Kidz Rock LLC | Cleared | \$315.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| 61620 | 12/8/2020 | Lauren Raymundo | Outstanding | \$1,212.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.00 |
| 61608 | 12/8/2020 | Independent Minds Academy | Outstanding | \$860.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61604 | 12/8/2020 | Jamie York Press Inc. | Cleared | \$195.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.66 |
| 61591 | 12/8/2020 | Amy Morton Brain | Cleared | \$1,275.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$262.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 61626 | 12/8/2020 | LearningHerbs.com | Cleared | \$451.23 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.00 |
| 61600 | 12/8/2020 | Gina Granier | Cleared | \$420.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |

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| 61634 | 12/10/2020 | Garner Holt Education Through Imagination, LLC | Cleared | \$1,136.63 | 5830-010-90-403 | Field Trip Expenses | \$1,136.63 |
| 61628 | 12/10/2020 | EdTech 101 | Cleared | \$47,500.00 | 4400-070-62 | Noncapitalized Equipment | \$8,701.20 |
| | | | | | 4400-020-62 | Noncapitalized Equipment | \$22,603.92 |
| | | | | | 4400-040-62 | Noncapitalized Equipment | \$16,194.88 |
| 61629 | 12/10/2020 | MoxieBox Art, Inc. | Cleared | \$2,153.97 | 5830-010-90-403 | Field Trip Expenses | \$2,153.97 |
| 61627 | 12/10/2020 | Charter School Management Corporation | Cleared | \$46,000.00 | 5873-010-00 | Financial Services | \$46,000.00 |
| 61632 | 12/10/2020 | School Pathways, LLC | Cleared | \$2,690.60 | 5877-070-87 | IT Services | \$2,690.60 |
| 61633 | 12/10/2020 | The Sign Language Company, Inc. | Cleared | \$156.00 | 5800-010-92 | Professional/Consulting Services and Operating Expenditures | \$156.00 |
| 61631 | 12/10/2020 | School Pathways, LLC | Cleared | \$4,444.74 | 5877-020-87 | IT Services | \$4,444.74 |
| 61630 | 12/10/2020 | School Pathways, LLC | Cleared | \$3,745.17 | 5877-040-87 | IT Services | \$3,745.17 |
| 61694 | 12/15/2020 | Half-A-Hundred Acre Wood, LLC | Outstanding | \$30.04 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.04 |
| 61695 | 12/15/2020 | Michael Horowitz | Cleared | \$120.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61730 | 12/15/2020 | Phillip Goltiao | Cleared | \$500.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$170.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.00 |
| 61729 | 12/15/2020 | Kim Powell | Cleared | \$1,300.00 | 5810-070-65 | Educational Consultants | \$1,300.00 |
| 61686 | 12/15/2020 | Galaxy Kids LLC | Cleared | \$587.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$212.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61731 | 12/15/2020 | Matthew Power | Cleared | \$1,560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 61696 | 12/15/2020 | High Five Music Academy | Cleared | \$420.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61641 | 12/15/2020 | American Tiger Martial Arts & Fitness | Cleared | \$99.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.00 |
| 61655 | 12/15/2020 | Baron Unlimited | Cleared | \$99.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.50 |
| 61656 | 12/15/2020 | Jamie Butterworth | Cleared | \$63.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.75 |
| 61681 | 12/15/2020 | Laura Fischer | Cleared | \$915.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 61698 | 12/15/2020 | Honest History Co. | Cleared | \$242.41 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.69 |

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|-------|------------|-------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.70 |
| 61657 | 12/15/2020 | Build-A-Project | Cleared | \$24.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.00 |
| 61658 | 12/15/2020 | Carolina Biological Supply Company | Cleared | \$109.47 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.47 |
| 61699 | 12/15/2020 | Institute for Excellence in Writing | Cleared | \$96.05 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.25 |
| 61659 | 12/15/2020 | A Child's Dream | Cleared | \$393.78 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$31.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$234.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.70 |
| 61647 | 12/15/2020 | Beautiful Feet Books, Inc. | Cleared | \$551.89 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$335.56 |
| 61701 | 12/15/2020 | Jessica Adele Ojo | Cleared | \$742.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 61642 | 12/15/2020 | American Martial Arts Academy | Cleared | \$99.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.00 |
| 61648 | 12/15/2020 | Burbank Music Academy | Cleared | \$350.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61643 | 12/15/2020 | BLICK Art Materials | Cleared | \$113.39 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.39 |
| 61682 | 12/15/2020 | Fresh Education, Inc. | Cleared | \$2,400.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |

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|-------|------------|-------------------------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61644 | 12/15/2020 | Barnes & Noble, Inc. | Cleared | \$962.96 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$255.90 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$127.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.89 |
| 61703 | 12/15/2020 | Justice B Bufford | Cleared | \$353.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 61750 | 12/15/2020 | Think Social Publishing, Inc. | Cleared | \$135.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.71 |
| 61751 | 12/15/2020 | Tri-Valley CS LLC | Cleared | \$1,489.35 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$259.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$168.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$202.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$259.00 |
| 61646 | 12/15/2020 | BookShark LLC | Cleared | \$19,606.24 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$207.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$346.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$7.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$961.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.49 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$71.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$874.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$834.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$290.53 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$774.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$501.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.98 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$139.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$787.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$818.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.26 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$599.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$930.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$139.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$829.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$817.65 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$390.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$204.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$640.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$846.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.40 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$788.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$561.87 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$323.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.38 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.01 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$483.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$211.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$647.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$74.69 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.57 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$212.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.25 |
| 61717 | 12/15/2020 | MoxieBox Art, Inc. | Cleared | \$153.03 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.03 |
| 61718 | 12/15/2020 | MEL Science | Outstanding | \$378.80 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$279.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.60 |
| 61716 | 12/15/2020 | My Learning Studio | Cleared | \$296.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$296.00 |
| 61752 | 12/15/2020 | Therapy In Action | Cleared | \$300.00 | 5810-040-65 | Educational Consultants | \$300.00 |
| 61753 | 12/15/2020 | Village Music School | Cleared | \$896.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.00 |

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|-------|------------|---------------------------------|-------------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.00 |
| 61720 | 12/15/2020 | Mel Booker Music | Outstanding | \$460.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.00 |
| 61649 | 12/15/2020 | B&B Wenneberg Inc. | Cleared | \$699.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.00 |
| 61640 | 12/15/2020 | Alina E. Solodovnikova-Adams | Cleared | \$600.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61721 | 12/15/2020 | Margaret Courtney Navarro Gupta | Outstanding | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61754 | 12/15/2020 | Viva Learning Community | Cleared | \$3,343.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |

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|-------|------------|---------------------------------|---------|------------|-------------|---|-------------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| 61723 | 12/15/2020 | Gretchen McKay | Cleared | \$675.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 61636 | 12/15/2020 | Art Steps, Inc | Cleared | \$448.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.00 |
| 61666 | 12/15/2020 | Gary L. Chin | Cleared | \$710.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$400.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$310.00 |
| 61724 | 12/15/2020 | Mercurius USA Inc. | Cleared | \$112.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.94 |
| 61725 | 12/15/2020 | Jarmila Nguyen | Cleared | \$140.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| 61726 | 12/15/2020 | Oak Meadow Inc. | Cleared | \$930.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$305.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$290.00 |
| 61650 | 12/15/2020 | Be A Maker Club LLC | Cleared | \$165.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| 61637 | 12/15/2020 | Advanced Brain Technologies LLC | Cleared | \$1,990.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$1,990.00 |
| 61755 | 12/15/2020 | WM Music Lessons, Inc | Cleared | \$1,050.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |

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|-------|------------|-----------------|---------|------------|-------------|---|----------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 61683 | 12/15/2020 | Lesley Fisher | Cleared | \$1,167.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$389.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$389.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$389.00 |
| 61727 | 12/15/2020 | Outschool, Inc. | Cleared | \$671.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$5.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$6.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$9.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$5.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 61635 | 12/15/2020 | Arbor Learning Community | Cleared | \$715.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| 61735 | 12/15/2020 | Riff's Music | Cleared | \$1,625.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$163.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |

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|-------|------------|--------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| 61722 | 12/15/2020 | Music Centre | Cleared | \$110.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| 61719 | 12/15/2020 | Laurie Meinhold | Cleared | \$252.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$252.00 |
| 61702 | 12/15/2020 | Jamie York Press Inc. | Cleared | \$101.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$101.66 |
| 61700 | 12/15/2020 | Intro 2 Skateboarding LLC | Cleared | \$180.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 61697 | 12/15/2020 | Keely Hawkes | Cleared | \$350.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61728 | 12/15/2020 | Outside the Box Creation | Cleared | \$263.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$263.68 |
| 61710 | 12/15/2020 | Lake Arrowhead School of Dance | Cleared | \$65.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 61711 | 12/15/2020 | Independent Minds Academy | Cleared | \$500.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 61671 | 12/15/2020 | CrossFit Kinnick | Cleared | \$75.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| 61712 | 12/15/2020 | Lava Learning Inc. | Cleared | \$157.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.50 |
| 61713 | 12/15/2020 | Loree Capper | Cleared | \$50.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 61714 | 12/15/2020 | Legacy Kits by Ignis LLC | Cleared | \$1,157.36 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.98 |

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| 61672 | 12/15/2020 | Jenna D. Duvall | Cleared | \$750.00 | 4100-010-71 | Educational Consultants | \$750.00 |
| 61673 | 12/15/2020 | Pamela E. Dewey | Cleared | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61674 | 12/15/2020 | Laura DeSoto | Cleared | \$130.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.00 |
| 61736 | 12/15/2020 | Eden Learning Academy, Inc | Cleared | \$320.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.00 |
| 61737 | 12/15/2020 | Rhythms Performing Arts | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 61738 | 12/15/2020 | Lauren Raymundo | Outstanding | \$144.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.00 |
| 61739 | 12/15/2020 | Starfall Education Foundation | Cleared | \$36.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.90 |
| 61740 | 12/15/2020 | Samara Rice | Cleared | \$496.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.00 |
| 61684 | 12/15/2020 | Gardener's Supply Company | Cleared | \$694.41 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.42 |
| 61715 | 12/15/2020 | Moving Beyond the Page | Cleared | \$8,230.03 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$461.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.74 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.72 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$333.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$628.14 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$115.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.61 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$18.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$8.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$616.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$17.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$348.63 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$46.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$825.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.46 |

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| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$239.23 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$463.89 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.61 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.91 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.69 | |
| | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.38 | |
| 61639 | 12/15/2020 | Art & Soul Music Studios | Cleared | \$4,381.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$240.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| 61741 | 12/15/2020 | Rebecca Scott | Cleared | \$439.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| 61675 | 12/15/2020 | EMH Sports USA Inc | Cleared | \$155.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.00 |
| 61654 | 12/15/2020 | Senya Borrelli | Cleared | \$240.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 61756 | 12/15/2020 | WM Tutoring Services | Cleared | \$630.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$405.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 61757 | 12/15/2020 | Youth Digital Arts Cyber School | Cleared | \$155.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.00 |
| 61758 | 12/15/2020 | Avani Zaidi MSPT | Cleared | \$1,225.00 | 5810-040-65 | Educational Consultants | \$1,225.00 |
| 61676 | 12/15/2020 | Education.com Holdings, Inc. | Outstanding | \$60.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |

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| 61742 | 12/15/2020 | Smart Sprouts | Outstanding | \$192.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| 61677 | 12/15/2020 | Christine Echeverri | Cleared | \$75.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.71 |
| 61678 | 12/15/2020 | Educational Development Corporation | Cleared | \$135.03 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.03 |
| 61691 | 12/15/2020 | Homeschool Spanish Academy Inc. | Cleared | \$549.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.50 |
| 61743 | 12/15/2020 | Step 2 This Dance & Performing Arts | Cleared | \$525.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61679 | 12/15/2020 | Alicia Ellsworth | Cleared | \$200.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 61692 | 12/15/2020 | Home School Coaches | Cleared | \$517.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$172.50 |
| 61680 | 12/15/2020 | 40 Acres and a Mind, Inc. | Outstanding | \$1,400.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$350.00 |
| 61693 | 12/15/2020 | Celeste Haueter | Cleared | \$61.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61744 | 12/15/2020 | Stephanie Reyes | Cleared | \$1,640.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61685 | 12/15/2020 | Global Teletherapy | Outstanding | \$22,088.00 | 5810-040-65 | Educational Consultants | \$8,359.28 |
| | | | | | 5810-070-65 | Educational Consultants | \$5,469.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$1,656.71 |
| | | | | | 5810-070-66 | Educational Consultants | \$391.25 |
| | | | | | 5810-020-66 | Educational Consultants | \$2,976.47 |
| | | | | | 5810-040-66 | Educational Consultants | \$3,235.29 |
| 61690 | 12/15/2020 | Huckleberry Center For Creative Learning | Cleared | \$1,328.69 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$103.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.33 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.34 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.33 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61705 | 12/15/2020 | Kids Institute for Development and Advancement LLC | Cleared | \$910.00 | 5810-020-65 | Educational Consultants | \$520.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$390.00 |
| 61662 | 12/15/2020 | Cogito International Inc. | Cleared | \$90.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 61706 | 12/15/2020 | Karen Fournier | Cleared | \$560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61663 | 12/15/2020 | Coastal Music Studios | Cleared | \$140.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 61748 | 12/15/2020 | Teachers Synergy LLC | Cleared | \$47.09 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.09 |
| 61749 | 12/15/2020 | Time4Learning.com | Cleared | \$5,871.10 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.95 |
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| 61707 | 12/15/2020 | Lakeshore Learning Materials | Cleared | \$2,042.32 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$437.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.86 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$173.01 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.76 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$253.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$435.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$309.09 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.60 |
| 61664 | 12/15/2020 | Crafty School Crates | Cleared | \$692.22 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.71 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$224.36 |
| 61645 | 12/15/2020 | Brave Writer LLC | Cleared | \$2,649.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$229.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.90 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$245.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$26.90 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$11.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.00 |
| 61652 | 12/15/2020 | Breakthrough Sports LLC | Cleared | \$61.25 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61653 | 12/15/2020 | Susan M. Byrnes | Cleared | \$480.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 61669 | 12/15/2020 | Child Diagnostics, Inc. | Cleared | \$484.17 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$484.17 |
| 61670 | 12/15/2020 | Chef Tech Cooking School | Cleared | \$175.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 61665 | 12/15/2020 | Creative Learning Place, Inc. | Cleared | \$1,482.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.75 |
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| 61708 | 12/15/2020 | LitWits Workshops, LLC | Cleared | \$65.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 61709 | 12/15/2020 | Lewis Music Academy | Cleared | \$100.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61733 | 12/15/2020 | Quality Science Labs, LLC | Cleared | \$635.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.24 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$235.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$219.95 |
| 61651 | 12/15/2020 | Barbara Bird | Cleared | \$1,430.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$260.00 |
| | | | | | 5810-070-65 | Educational Consultants | \$1,170.00 |
| 61734 | 12/15/2020 | Rainbow Resource Center | Cleared | \$17,719.57 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$228.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$148.20 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.46 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$228.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.61 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$23.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$62.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.34 | | | | | |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.95 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$79.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$167.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$324.09 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$623.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$316.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$250.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$239.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.59 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$286.47 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$236.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$223.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.97 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$428.88 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$344.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$171.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$194.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.21 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$276.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$311.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$229.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$203.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$255.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$500.79 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$486.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$261.71 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$265.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$447.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$231.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$94.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$547.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$117.72 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$892.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$289.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$131.87 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$158.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$16.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.98 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$166.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.73 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.57 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$121.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$247.83 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.43 |
| 61746 | 12/15/2020 | South Bay Art Department, LLC | Cleared | \$100.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 61747 | 12/15/2020 | Teaching Textbooks | Cleared | \$782.08 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.26 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$134.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| 61688 | 12/15/2020 | Lynn S. Graf | Cleared | \$560.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61668 | 12/15/2020 | Laura Whittington | Cleared | \$1,005.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.00 |
| 61689 | 12/15/2020 | Laura M. Gagnon | Cleared | \$1,060.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61687 | 12/15/2020 | Vincent Gonzales | Cleared | \$675.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61661 | 12/15/2020 | Claremont Community School of Music | Cleared | \$112.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$37.50 |
| 61745 | 12/15/2020 | Elizabeth Skopp | Cleared | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| 61638 | 12/15/2020 | Adventures For Young Explorers | Cleared | \$1,128.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| 61732 | 12/15/2020 | Jennifer Perry | Cleared | \$1,105.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$335.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$375.00 |
| 61660 | 12/15/2020 | Could It Be Dyslexia, Inc. | Cleared | \$1,008.00 | 5810-040-65 | Educational Consultants | \$1,008.00 |

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| 61667 | 12/15/2020 | Astrid Chauvin | Cleared | \$510.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 61704 | 12/15/2020 | KiwiCo, Inc | Outstanding | \$2,553.06 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$104.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$439.73 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$441.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$324.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.63 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.91 |
| 61761 | 12/17/2020 | California Charter Schools Association | Cleared | \$27,050.00 | 5300-040-80 | Dues and Memberships | \$8,770.00 |
| | | | | | 5300-020-80 | Dues and Memberships | \$11,780.00 |
| | | | | | 5300-070-80 | Dues and Memberships | \$6,500.00 |
| 61759 | 12/17/2020 | AVID Center | Cleared | \$5,529.00 | 5300-010-71 | Dues and Memberships | \$4,679.00 |
| | | | | | 5200-010-31-202 | Travel and Conferences | \$850.00 |
| 12172020 | 12/17/2020 | StrongProject, Inc. | Cleared | \$15,560.10 | 4300-070-62-401 | Materials and Supplies | \$2,415.49 |
| | | | | | 4300-040-62-401 | Materials and Supplies | \$3,654.41 |
| | | | | | 4300-020-62-401 | Materials and Supplies | \$9,490.20 |
| 61760 | 12/17/2020 | Aldrete Communications LLC | Cleared | \$935.00 | 5815-070-80 | Advertising/Recruiting | \$935.00 |
| 61762 | 12/17/2020 | Fusion, LLC | Cleared | \$1,243.64 | 5900-010-86 | Communications (Tele., Internet, Copies, Postage, Messenger) | \$1,243.64 |
| 61766 | 12/17/2020 | Janell Wellman | Cleared | \$60.00 | 5901-010-86 | Scholar Internet Reimbursement | \$60.00 |

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| 61764 | 12/17/2020 | San Joaquin County Office Of Education | Cleared | \$234.50 | 5877-010-84-203 | IT Services | \$234.50 |
| 61763 | 12/17/2020 | Haulin' Junk | Cleared | \$365.00 | 5800-010-84 | Professional/Consulting Services and Operating Expenditures | \$365.00 |
| 61812 | 12/22/2020 | Independent Minds Academy | Cleared | \$11,140.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.00 |
| 61839 | 12/22/2020 | Timberdoodle | Cleared | \$732.18 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$732.18 |
| 61840 | 12/22/2020 | TalkBox.Mom | Cleared | \$1,091.24 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$362.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$728.52 |
| 61841 | 12/22/2020 | Time4Writing.com | Cleared | \$119.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.00 |
| 61842 | 12/22/2020 | Nicole Lindsey Medeiros | Cleared | \$97.46 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$97.46 |
| 61843 | 12/22/2020 | Zolkin Talerico LLP | Cleared | \$7,532.50 | 5805-010-80 | Legal Services | \$7,532.50 |
| 61813 | 12/22/2020 | Little Hands Therapy Staffing, Inc. | Cleared | \$4,486.25 | 5810-070-65 | Educational Consultants | \$4,486.25 |
| 61814 | 12/22/2020 | Leading Note Studios, LLC | Cleared | \$68.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.75 |
| 61815 | 12/22/2020 | Moving Beyond the Page | Cleared | \$539.96 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$392.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$147.38 |

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|-------|------------|----------------------------|-------------|------------|-------------|---|----------|
| 61816 | 12/22/2020 | Math-U-See, Inc. | Cleared | \$2,238.95 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$293.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.06 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$221.82 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$192.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$116.52 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$332.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$258.70 |
| 61778 | 12/22/2020 | Bonnie LaVallo | Cleared | \$225.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$225.00 |
| 61798 | 12/22/2020 | Home Science Tools | Cleared | \$20.96 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.96 |
| 61799 | 12/22/2020 | Homeschool Buyers Co-op | Outstanding | \$369.19 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.37 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$151.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.61 |
| 61779 | 12/22/2020 | Bella Luna Toys, Inc. | Cleared | \$574.71 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$69.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$375.88 |
| 61774 | 12/22/2020 | Beautiful Feet Books, Inc. | Cleared | \$370.93 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$340.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.81 |
| 61800 | 12/22/2020 | Homeschool Art Box | Cleared | \$661.83 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.99 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$323.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.97 |

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|-------------|---|------------------------|---------|------------|-------------|---|----------|
| 61787 | 12/22/2020 | Evan-Moor | Cleared | \$371.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$371.68 |
| 61788 | 12/22/2020 | Exploration Education | Cleared | \$534.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$174.92 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$179.54 |
| 61784 | 12/22/2020 | Drivers Ed Direct, LLC | Cleared | \$39.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$39.00 |
| 61817 | 12/22/2020 | Middletown Art Center | Cleared | \$520.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 61801 | 12/22/2020 | Reading Horizons | Cleared | \$583.60 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$583.60 |
| 61802 | 12/22/2020 | Hands 4 Building LLC | Cleared | \$241.98 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$241.98 |
| 61803 | 12/22/2020 | Ivy Kids LLC | Cleared | \$3,138.90 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$251.40 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$287.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 | | | | | |

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|-------|------------|------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$215.70 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.85 |
| 61785 | 12/22/2020 | The Devine Schoolhouse | Cleared | \$400.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61772 | 12/22/2020 | Barnes & Noble, Inc. | Cleared | \$1,108.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.97 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$38.21 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.79 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$27.41 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.86 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.29 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.91 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.96 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$82.30 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.13 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$70.45 |
| 61775 | 12/22/2020 | Waldorfish | Cleared | \$1,387.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$154.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$274.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.00 |
| 61780 | 12/22/2020 | Carolina Biological Supply Company | Cleared | \$246.45 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$246.45 |
| 61790 | 12/22/2020 | Edgenuity Inc. | Cleared | \$325.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| 61809 | 12/22/2020 | Lakeshore Learning Materials | Cleared | \$95.28 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.28 |
| 61810 | 12/22/2020 | Little Passports, Inc. | Outstanding | \$3,404.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$206.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$364.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$143.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$109.58 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.17 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.04 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.80 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$427.37 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$362.42 | | | | | |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$128.98 | | | | | |
| 61791 | 12/22/2020 | Eat2Explore | Cleared | \$84.85 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.85 |
| 61781 | 12/22/2020 | Crafty School Crates | Cleared | \$817.77 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$462.58 |

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|-------|------------|------------------------------------|---------|------------|-------------|---|-----------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$208.59 |
| 61835 | 12/22/2020 | Sylvan Learning Center (D.D. & S.) | Cleared | \$90.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 61836 | 12/22/2020 | BioBox Labs LLC | Cleared | \$5,301.09 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$925.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$254.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$621.48 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$660.84 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$254.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$356.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$515.47 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.36 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$489.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$489.18 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$356.88 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$188.36 |
| 61769 | 12/22/2020 | The Animation Course, LLC | Cleared | \$87.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.50 |
| 61771 | 12/22/2020 | Amy Morton Brain | Cleared | \$750.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.00 |
| 61782 | 12/22/2020 | Chef Tech Cooking School | Cleared | \$175.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61768 | 12/22/2020 | Academics in a Box Inc. | Cleared | \$86.85 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.85 |
| 61783 | 12/22/2020 | Discount School Supply | Cleared | \$176.16 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.35 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.81 |
| 61767 | 12/22/2020 | Acorn Naturalist | Cleared | \$125.11 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.11 |
| 61789 | 12/22/2020 | Stephens Educational | Cleared | \$684.45 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.40 |

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|-------|------------|-----------------------|---------|------------|-------------|---|----------|
| | | Services, LLC | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$198.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$199.05 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$209.00 |
| 61777 | 12/22/2020 | Barbara Bird | Cleared | \$130.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| 61808 | 12/22/2020 | Learn Beyond The Book | Cleared | \$1,790.68 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$98.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.68 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |

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|-------|------------|---------------------------------|-------------|------------|-------------|---|------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.00 |
| 61829 | 12/22/2020 | Portal Languages Fullerton LLC | Cleared | \$300.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61830 | 12/22/2020 | Play-based Learning Academy LLC | Outstanding | \$1,186.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$107.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$52.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$157.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$136.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.25 |
| 61795 | 12/22/2020 | Global Student Network | Cleared | \$249.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$249.00 |
| 61821 | 12/22/2020 | McColgan & Associates Inc. | Cleared | \$1,531.25 | 5810-070-65 | Educational Consultants | \$1,531.25 |
| 61822 | 12/22/2020 | Nature-Watch | Cleared | \$195.20 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$119.64 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$75.56 |
| 61796 | 12/22/2020 | Generation Genius, Inc | Cleared | \$125.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 61823 | 12/22/2020 | Nicole the Math Lady, LLC | Cleared | \$129.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$129.00 |
| 61824 | 12/22/2020 | Oak Meadow Inc. | Cleared | \$1,583.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$595.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$285.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$655.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.00 |

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| 61797 | 12/22/2020 | Lakeport Dance Center | Cleared | \$1,017.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$187.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$187.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$187.50 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.00 |
| 61770 | 12/22/2020 | A+ In Home Tutors | Cleared | \$801.66 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$216.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| 61786 | 12/22/2020 | EMH Sports USA Inc | Cleared | \$4,356.25 | 5810-040-65 | Educational Consultants | \$1,190.00 |
| | | | | | 5810-040-65 | Educational Consultants | \$765.00 |
| | | | | | 5810-070-65 | Educational Consultants | \$935.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$425.00 |
| | | | | | 5810-020-65 | Educational Consultants | \$170.00 |
| | | | | | 5810-070-65 | Educational Consultants | \$871.25 |
| 61825 | 12/22/2020 | Outschool, Inc. | Cleared | \$5,126.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$175.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$32.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |

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|-------------|---|-----------------|
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$78.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$12.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$10.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$200.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$90.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$85.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.00 |
| 61831 | 12/22/2020 | Provo Canyon School, Inc. | Cleared | \$8,633.00 | 5813-040-00 | Residential Placement | \$6,315.00 |
| | | | | | 5813-040-66 | Residential Placement | \$2,318.00 |

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|-------|------------|-------------------------|---------|-------------|-----------------|---|----------|
| 61832 | 12/22/2020 | Edith Penn | Cleared | \$122.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$122.00 |
| 61833 | 12/22/2020 | Project Survival | Cleared | \$200.00 | 5830-010-90-403 | Field Trip Expenses | \$200.00 |
| 61834 | 12/22/2020 | Rainbow Resource Center | Cleared | \$31,782.91 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$125.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$92.85 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.57 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$228.42 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$304.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$142.19 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.66 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$156.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$161.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.45 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$120.23 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.98 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$96.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.43 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.94 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.67 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.60 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$25.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$149.08 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$374.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$204.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$202.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$457.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.20 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$196.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$558.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.76 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$176.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$77.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$177.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$246.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$407.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.14 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$347.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$113.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$42.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$307.19 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.25 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.08 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$336.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$403.22 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$315.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$184.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.11 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$300.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$191.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$169.28 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$45.48 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.29 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$193.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$146.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.49 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$65.30 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$14.24 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$162.92 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.70 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$516.91 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$133.78 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$91.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$333.34 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$44.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$170.86 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.10 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$183.68 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.75 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.53 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.32 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$22.83 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.46 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.89 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$33.31 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$282.50 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$105.45 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$479.94 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$137.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$117.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.41 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$48.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$152.42 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.80 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$165.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$59.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$217.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$231.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.38 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.35 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$178.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$268.96 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$201.23 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$126.67 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$334.79 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$29.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$325.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$36.54 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$15.58 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$57.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$277.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$197.06 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$496.99 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$264.43 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$334.07 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$140.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$591.33 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$63.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$160.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.85 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$190.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$102.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$269.74 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$84.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$130.56 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.52 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.62 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.84 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$68.00 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$20.16 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.27 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$210.81 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$124.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$114.05 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.77 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.37 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.51 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$249.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$155.15 |

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| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$112.25 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$72.18 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$138.64 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.47 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$270.13 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.01 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$76.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.15 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$24.55 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$238.12 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$844.44 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$226.03 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$163.82 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$66.73 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$73.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$64.91 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$35.04 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$368.80 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$55.17 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$123.69 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$153.02 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$111.39 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$54.57 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$320.66 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$185.43 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$88.36 |
| 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$50.77 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$805.55 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$397.89 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$58.95 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$21.51 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$313.56 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$89.10 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$145.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.27 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$144.93 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$302.12 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.02 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$418.72 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$28.22 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$106.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.07 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$34.78 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$99.14 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$49.54 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$383.34 |
| 61811 | 12/22/2020 | Sherry Lewis | Cleared | \$60.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$60.00 |
| 61837 | 12/22/2020 | SPG | Cleared | \$1,518.00 | 5810-070-65 | Educational Consultants | \$1,518.00 |
| 61838 | 12/22/2020 | Teaching Textbooks | Cleared | \$110.16 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$43.08 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$67.08 |
| 61776 | 12/22/2020 | Be A Maker Club LLC | Cleared | \$150.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$150.00 |
| 61820 | 12/22/2020 | Mathnasium of Novato | Cleared | \$3,141.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |

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| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$349.00 |
| 61793 | 12/22/2020 | Fired Up Arts | Cleared | \$187.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$100.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$87.50 |
| 61826 | 12/22/2020 | Online G3.com, Inc. | Outstanding | \$1,260.94 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$280.31 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.44 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$233.44 |
| 61773 | 12/22/2020 | BookShark LLC | Cleared | \$795.70 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$19.16 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$776.54 |
| 61794 | 12/22/2020 | Guided Discoveries, Inc | Outstanding | \$990.00 | 5830-010-90 | Field Trip Expenses | \$990.00 |
| 61805 | 12/22/2020 | KiwiCo, Inc | Outstanding | \$546.77 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$546.77 |
| 61806 | 12/22/2020 | Kidz Rock LLC | Cleared | \$315.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$180.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$135.00 |
| 61827 | 12/22/2020 | Pandia Press | Cleared | \$51.99 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$51.99 |
| 61828 | 12/22/2020 | Portal Languages Costa Mesa | Cleared | \$203.75 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$81.25 |
| 61807 | 12/22/2020 | Janet E. Kohtz, O.D. F.C.O.V.D | Cleared | \$2,350.00 | 5810-040-65 | Educational Consultants | \$2,350.00 |
| 61848 | 12/22/2020 | Water Court, LLC | Cleared | \$9,246.03 | 5600-010-84 | Space Rental/Leases Expense | \$9,246.03 |
| 61849 | 12/22/2020 | Yamashita Karate Studios | Cleared | \$398.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.00 |

| | | | | | | | |
|---------------------------|------------|------------------------------------|---------|-----------------------|------------------------|---|-----------------------|
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$80.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$159.00 |
| 61804 | 12/22/2020 | Inspyr Arts LLC | Cleared | \$245.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$40.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$95.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$30.00 |
| 61819 | 12/22/2020 | MyEduCrate | Cleared | \$491.33 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$164.11 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$327.22 |
| 61792 | 12/22/2020 | Function Junction | Cleared | \$290.00 | 5810-020-65 | Educational Consultants | \$290.00 |
| 61847 | 12/22/2020 | Voices of Eve N Angels | Cleared | \$237.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$118.75 |
| 61846 | 12/22/2020 | Valverde School of Performing Arts | Cleared | \$108.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$108.00 |
| 61845 | 12/22/2020 | Temecula Music Teacher, LLC | Cleared | \$110.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$110.00 |
| 61818 | 12/22/2020 | Jennifer Murphy | Cleared | \$200.50 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$53.00 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$86.25 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$61.25 |
| 61844 | 12/22/2020 | Lisa Tucker | Cleared | \$189.00 | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$141.75 |
| | | | | | 4100-010-71 | Approved Textbooks and Core Curricula Materials | \$47.25 |
| Total Check Amount | | | | \$1,366,258.06 | Total GL Amount | | \$1,366,258.06 |



[SARC Home](#) » Compass Charter Schools of Los Angeles

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

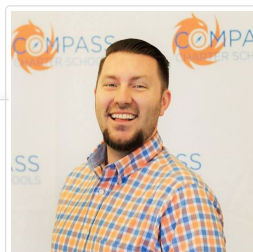
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Mrs. Janae Smith, MA

Principal, Compass Charter Schools of Los Angeles

About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) of Los Angeles their school of choice. I am proud to be the Superintendent & CEO of CCS and look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at CCS is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few vocabulary words that we use that make our school culture unique to many others.

CCS of Los Angeles Vocabulary

Like any school, CCS of Los Angeles has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at CCS of Los Angeles. Since we are an independent study virtual public charter school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS of Los Angeles, we choose to refer to students as "scholars." A scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to

helping every individual be academically successful.

We look forward to being part of our scholars' educational journey, and invite you to learn more about us through this School Accountability Report Card, connecting with our CCS of Los Angeles Principal, Janae Smith, at jsmith@compasscharters.org, and by visiting us online at www.compasscharters.org!

Forever Loud and Proud,

J.J. Lewis, M.Ed.
Superintendent & CEO

Contact

Compass Charter Schools of Los Angeles
850 Hampshire Rd., Ste. R
Thousand Oaks, CA 91361-6004

Phone: 855-937-4227
Email: info@compasscharters.org

About This School

Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) | |
|--|---|
| District Name | Acton-Agua Dulce Unified |
| Phone Number | (661) 269-0750 |
| Superintendent | Lawrence King |
| Email Address | lking@aadusd.k12.ca.us |
| Website | http://www.aadusd.k12.ca.us |

| School Contact Information (School Year 2020–2021) | |
|--|--|
| School Name | Compass Charter Schools of Los Angeles |
| Street | 850 Hampshire Rd., Ste. R |
| City, State, Zip | Thousand Oaks, Ca, 91361-6004 |
| Phone Number | 855-937-4227 |
| Principal | Mrs. Janae Smith, MA |
| Email Address | info@compasscharters.org |
| Website | www.compasscharters.org |
| County-District-School (CDS) Code | 19753090135145 |

Last updated: 1/27/2021

School Description and Mission Statement (School Year 2020–2021)

Compass Charter Schools (CCS) of Los Angeles is a free, non classroom-based, public charter school that is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Acton-Agua Dulce USD for scholars in grades TK-12 who reside in Los Angeles County and its adjacent counties, and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The supervising teacher is there to guide the learning coach with curricular options, order requests, and academic guidance.

In both programs, each scholar is assigned a supervising teacher who helps provide support to the scholar and learning coach on their educational journey. CCS provides additional support for scholars through our Counseling Services Department and the Scholar Success Coordinator implements a robust Multi-Tier System of Supports (MTSS) program.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

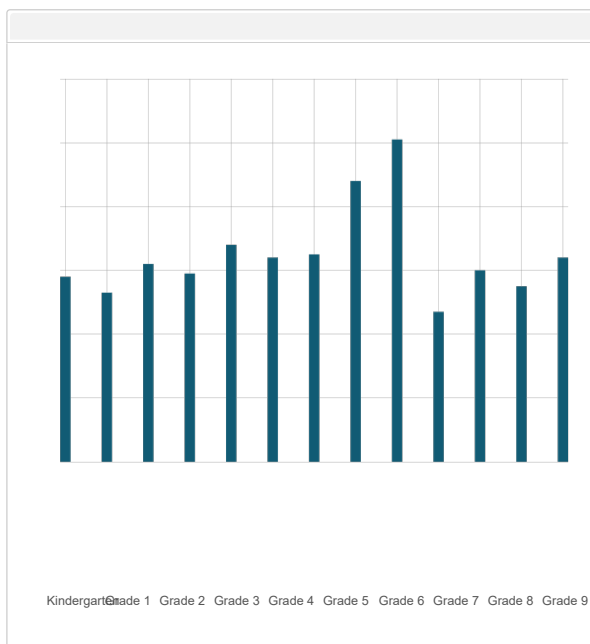
Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Last updated: 1/27/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 58 120 |
| Grade 1 | 53 |
| Grade 2 | 62 100 |
| Grade 3 | 59 |
| Grade 4 | 68 80 |
| Grade 5 | 64 |
| Grade 6 | 65 60 |
| Grade 7 | 88 |
| Grade 8 | 101 40 |
| Grade 9 | 47 |
| Grade 10 | 60 20 |
| Grade 11 | 55 0 |
| Grade 12 | 64 |
| Total Enrollment | 844 |



Last updated: 1/27/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.00 % |
| American Indian or Alaska Native | 0.90 % |
| Asian | 2.50 % |
| Filipino | 0.90 % |
| Hispanic or Latino | 52.30 % |
| Native Hawaiian or Pacific Islander | 0.40 % |
| White | 25.80 % |
| Two or More Races | 6.80 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 50.50 % |
| English Learners | 9.40 % |
| Students with Disabilities | 7.80 % |
| Foster Youth | 0.10 % |
| Homeless | 2.10 % |

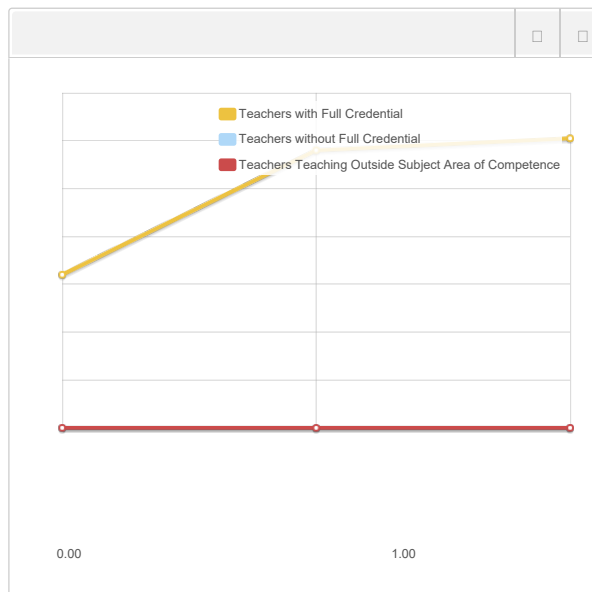
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

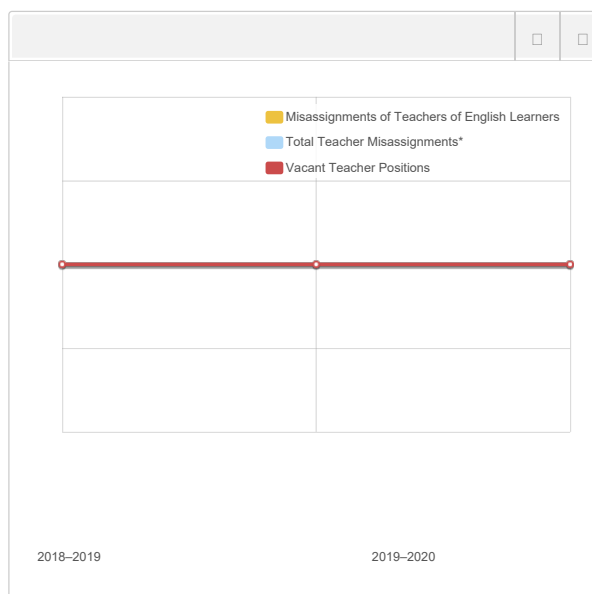
| Teachers | School 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|---|------------------|------------------|------------------|--------------------|
| With Full Credential | 64 | 116 | 121 | 140 |
| Without Full Credential | 0 | 0 | 0 | 20 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 100 |



Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 1.0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0.5 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---------|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| | | | | | | |

| | | | | | | |
|--|-------|-----|-------|-----|-----|-----|
| English Language Arts / Literacy (grades 3-8 and 11) | 41.0% | N/A | 41.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 16.0% | N/A | 20.0% | N/A | 39% | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | 18 | N/A | 23 | N/A | 30 | N/A |

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

Last updated: 1/27/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | 18 | N/A | 23 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

| Measure | CTE Program Participation |
|---------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 93 |

Career Technical Education (CTE) Programs (School Year 2019–2020)

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 93 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 13.30% |

Last updated: 1/27/2021

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 69.47% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 20.00% |

Last updated: 1/27/2021

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Last updated: 1/27/2021

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of Los Angeles to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Last updated: 1/21/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 69.47% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 20.00% |

Last updated: 1/27/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/27/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of Los Angeles to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Welcome Back Night

Welcome Back Night is an annual, virtual program for our learning coaches. In this session, staff welcome families and scholars to Compass, introduce supervising teachers and staff and highlight important news and information for the start of the school year. For those families who are unable to attend, the session slides and recording are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other CCS families and staff.

Learning Coach Surveys

Surveys are sent to CCS stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Translation Committee

The Translation Committee is a staff-driven committee that works to ensure that all communication is equitable for all learning coaches to access school-wide communication.

Learning Coach Academy

Learning Coach Academy is designed to provide relevant and meaningful training videos along with a collaborative community of learning coaches and staff. Learning coaches watch training videos and answer a weekly question within a ParentSquare group. There is one training and one question per week for 10 weeks. Learning coaches that complete 10 Academy Sessions and actively participate in the Learning Coach Academy Support Group are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics will include reviewing Back to School Night, Internet Safety, State Testing Overview, Growth Mindset, Preparing for College and Career, and more.

Last updated: 1/27/2021

State Priority: Pupil Engagement

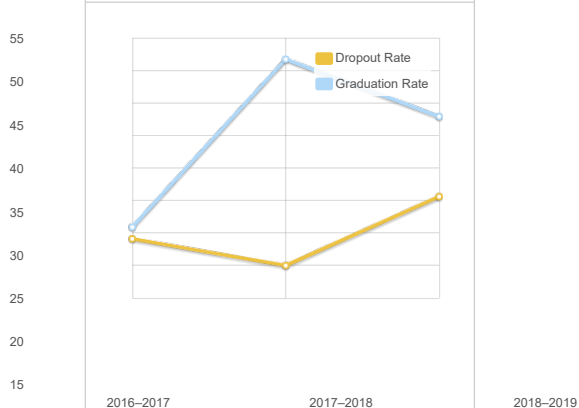
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016–2017 | School 2017–2018 | School 2018–2019 | District 2016–2017 | District 2017–2018 | District 2018–2019 | State 2016–2017 | State 2017–2018 | State 2018–2019 |
|-----------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|
| Dropout Rate | 24.10% | 20.00% | 30.60% | 34.80% | 27.20% | 35.00% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | 25.90% | 51.70% | 42.90% | 32.30% | 26.40% | 22.60% | 82.70% | 83.00% | 84.50% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/27/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|-------------|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Suspensions | 0.00% | 0.00% | 0.30% | 0.40% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|-------------|------------------|--------------------|-----------------|
| Suspensions | 0.00% | -- | 2.50% |
| Expulsions | 0.00% | -- | 0.10% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

The school's Comprehensive Safety Plan was initially developed in February 2019, updated in January 2021, and adapted into the Board Policy Manual. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harrasment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents

Last updated: 1/27/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|

| | | | |
|---------|-------|----|---|
| K | 20.00 | 8 | 5 |
| 1 | 10.00 | 20 | 5 |
| 2 | 12.00 | 20 | 5 |
| 3 | 10.00 | 24 | 5 |
| 4 | 13.00 | 21 | 5 |
| 5 | 10.00 | 24 | 5 |
| 6 | 14.00 | 23 | 5 |
| Other** | 13.00 | 11 | 5 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 15.00 | 7 | 1 | 3 |
| Mathematics | 11.00 | 10 | 2 | 1 |
| Science | 8.00 | 11 | | |
| Social Science | 12.00 | 11 | | 3 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 12.00 | 12 | 1 | |
| Mathematics | 10.00 | 12 | 1 | 1 |
| Science | 10.00 | 9 | | 1 |
| Social Science | 11.00 | 9 | 3 | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 11.00 | 20 | 3 | 1 |
| Mathematics | 7.00 | 24 | 2 | 1 |
| Science | 9.00 | 15 | 1 | 1 |
| Social Science | 9.00 | 21 | 3 | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 480.1 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 38.70 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11248.13 | \$3248.25 | \$7999.98 | \$55126.33 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7750.12 | \$68990.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Note: Cells with N/A values do not require data.

Last updated: 1/27/2021

Types of Services Funded (Fiscal Year 2019–2020)

| |
|--|
| <p>The types of programs and service available at CCS that support and assist scholars are found below:</p> <ul style="list-style-type: none"> • AVID elective and support field trips • Online courses (Accelerate Education, K12, and StrongMind) • Live learning sessions • Special Education support, resources, services • 504 supports, accommodations, and services • Live tutoring, as part of our MTSS Tier 2/3 interventions by Math/ELA online teachers, Q&A sessions for each course/teacher, by appointment for any online scholar with teacher • EL support by teachers • Resources posted in online classrooms (asynchronous) MyCompass, Classroom Introductions/Welcome Announcements • Standardized testing (ELPAC) • Istation (TK-8), Edgenuity (6-12), ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventures2Learning • Counseling support, resources, services, and live sessions (including SEL, College & Career, etc.) • MTSS Framework • Community Provider/Curriculum choices for Options scholars • Learning coach support sessions (in-person meet-ups and virtual sessions) |
|--|

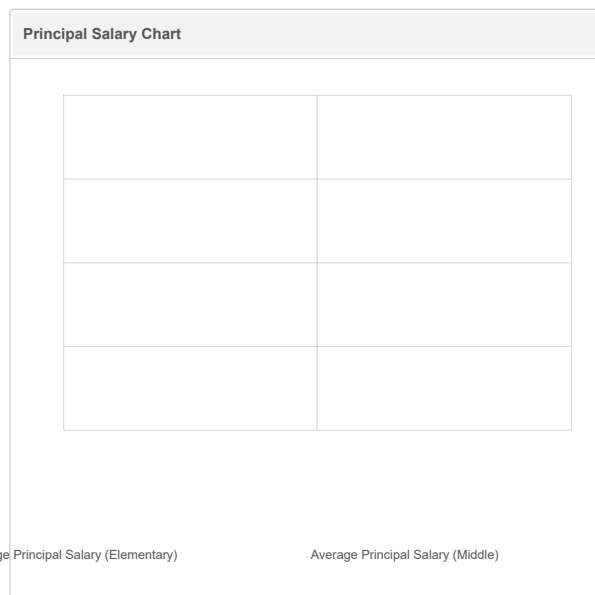
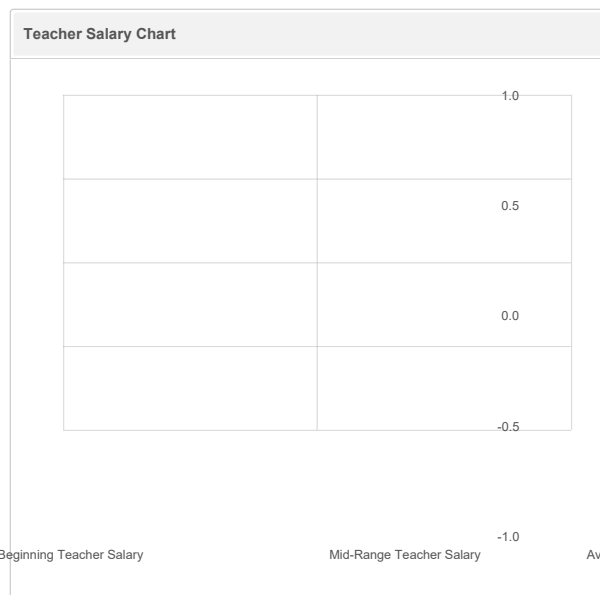
Last updated: 1/27/2021

| Category | District Amount | State Average For Districts In Same Category |
|----------|-----------------|--|
| | | |

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | -- | \$44,318 |
| Mid-Range Teacher Salary | -- | \$67,053 |
| Highest Teacher Salary | -- | \$90,163 |
| Average Principal Salary (Elementary) | -- | \$106,389 |
| Average Principal Salary (Middle) | -- | \$113,976 |
| Average Principal Salary (High) | -- | \$114,214 |
| Superintendent Salary | -- | \$141,066 |
| Percent of Budget for Teacher Salaries | 28.00% | 29.00% |
| Percent of Budget for Administrative Salaries | 7.00% | 6.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2021

Percent of Students in AP Courses 0.90%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

Last updated: 1/27/2021

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---------|-----------|-----------|-----------|
| | | | |

Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.90%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2021

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 9 | 16 |

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814



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2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

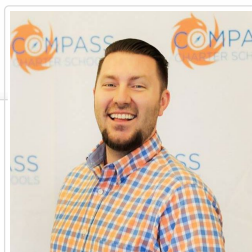
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Kasey Wingate, M.S.

Principal, Compass Charter Schools of San Diego

About Our School

We are happy scholars and families choose to make Compass Charter Schools (CCS) of San Diego their school of choice. I am proud to be the Superintendent & CEO of CCS and look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at CCS of San Diego is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few vocabulary words that we use that make our school culture unique to many others.

CCS of San Diego Vocabulary

Like any school, CCS of San Diego has its own unique culture. To help you understand part of the culture of CCS of San Diego it is important you understand our use of the following key terms:

Learning Coach

Parents/guardians are known as the "Learning Coach" for their children and they are an integral part of their children's success at CCS of San Diego. Since we are an independent study virtual public charter school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS of San Diego, we choose to refer to students as "scholars." A scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to

helping every individual be academically successful.

We look forward to being part of our scholars' educational journey, and invite you to learn more about us through this School Accountability Report Card, connecting with our CCS of San Diego Principal, Kasey Wingate, at kwingate@compasscharters.org, and by visiting us online at www.compasscharters.org!

Forever Loud and Proud,

J.J. Lewis, M.Ed.
Superintendent & CEO

Contact

Compass Charter Schools of San Diego
850 Hampshire Rd., Ste. R
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227
Email: info@compasscharters.org

About This School

Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) | |
|--|--|
| District Name | Mountain Empire Unified |
| Phone Number | (619) 473-9022 |
| Superintendent | Patrick Keeley |
| Email Address | patrick.keeley@meusd.k12.ca.us |
| Website | http://meusd.k12.ca.us |

| School Contact Information (School Year 2020–2021) | |
|--|--|
| School Name | Compass Charter Schools of San Diego |
| Street | 850 Hampshire Rd., Ste. R |
| City, State, Zip | Thousand Oaks, Ca, 91361-2851 |
| Phone Number | 855-937-4227 |
| Principal | Kasey Wingate, M.S. |
| Email Address | info@compasscharters.org |
| Website | www.compasscharters.org |
| County-District-School (CDS) Code | 37682130127084 |

Last updated: 1/27/2021

School Description and Mission Statement (School Year 2020–2021)

Compass Charter Schools (CCS) of San Diego is a free, non classroom-based, public charter school that is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Mountain Empire USD for scholars in grades TK-12 who reside in San Diego County and its adjacent counties, and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The supervising teacher is there to guide the learning coach with curricular options, order requests, and academic guidance.

In both programs, each scholar is assigned a supervising teacher who helps provide support to the scholar and learning coach on their educational journey. CCS provides additional supports for scholars through our Counseling Services Department and the Scholar Success Coordinator implements a robust Multi-Tier System of Supports (MTSS) program.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

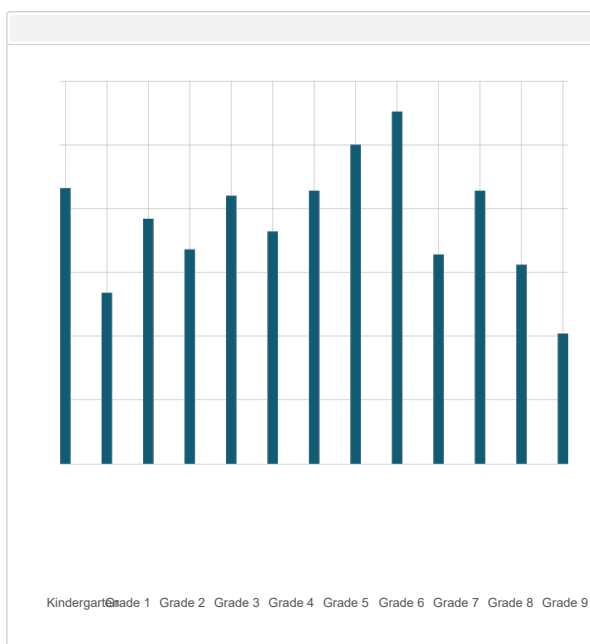
Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Last updated: 1/27/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 108 150 |
| Grade 1 | 67 |
| Grade 2 | 96 125 |
| Grade 3 | 84 |
| Grade 4 | 105 100 |
| Grade 5 | 91 |
| Grade 6 | 107 75 |
| Grade 7 | 125 |
| Grade 8 | 138 50 |
| Grade 9 | 82 |
| Grade 10 | 107 25 |
| Grade 11 | 78 0 |
| Grade 12 | 51 |
| Total Enrollment | 1239 |



Last updated: 1/27/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.10 % |
| American Indian or Alaska Native | 0.10 % |
| Asian | 0.80 % |
| Filipino | 0.50 % |
| Hispanic or Latino | 66.00 % |
| Native Hawaiian or Pacific Islander | 0.20 % |
| White | 24.70 % |
| Two or More Races | 5.00 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 26.30 % |
| English Learners | 22.80 % |
| Students with Disabilities | 3.90 % |
| Foster Youth | 0.20 % |
| Homeless | 0.80 % |

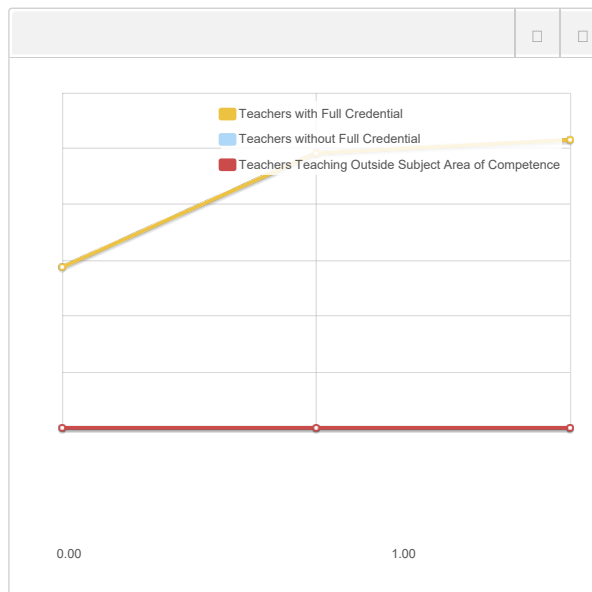
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

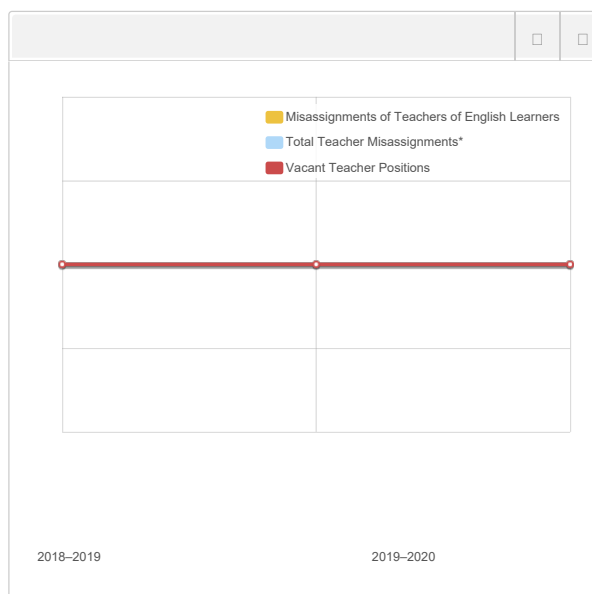
| Teachers | School 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|---|------------------|------------------|------------------|--------------------|
| With Full Credential | 72 | 123 | 129 | 150 |
| Without Full Credential | 0 | 0 | 0 | 25 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 100 |



Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 1.0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0.5 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---------|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| | | | | | | |

| | | | | | | |
|--|-------|-----|-------|-----|-----|-----|
| English Language Arts / Literacy (grades 3-8 and 11) | 28.0% | N/A | 38.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 12.0% | N/A | 21.0% | N/A | 39% | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | 17 | N/A | 20 | N/A | 30 | N/A |

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

Last updated: 1/27/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | 17 | N/A | 20 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

| Measure | CTE Program Participation |
|---------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 77 |

Last updated: 1/27/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 77 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 11.10% |

Last updated: 1/27/2021

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 46.71% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 19.05% |

Last updated: 1/27/2021

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Last updated: 1/27/2021

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of San Diego to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Last updated: 1/21/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 46.71% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 19.05% |

Last updated: 1/27/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/27/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of San Diego to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Welcome Back Night

Welcome Back Night is an annual, virtual program for our learning coaches. In this session, staff welcome families and scholars to Compass, introduce Supervising Teachers and staff, and highlight important news and information for the start of the school year. For those families who are unable to attend, the session slides and recording are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other CCS families and staff.

Learning Coach Surveys

Surveys are sent to CCS stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Translation Committee

The Translation Committee is a staff-driven committee that works to ensure that all communication is equitable for all learning coaches to access school-wide communication.

Learning Coach Academy

Learning Coach Academy is designed to provide relevant and meaningful training videos along with a collaborative community of learning coaches and staff. Learning

coaches watch training videos and answer a weekly question within a ParentSquare group. There is one training and one question per week for 10 weeks. Learning coaches that complete 10 Academy Sessions and actively participate in the Learning Coach Academy Support Group are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics will include reviewing Back to School Night, Internet Safety, State Testing Overview, Growth Mindset, Preparing for College and Career, and more.

Last updated: 1/27/2021

State Priority: Pupil Engagement

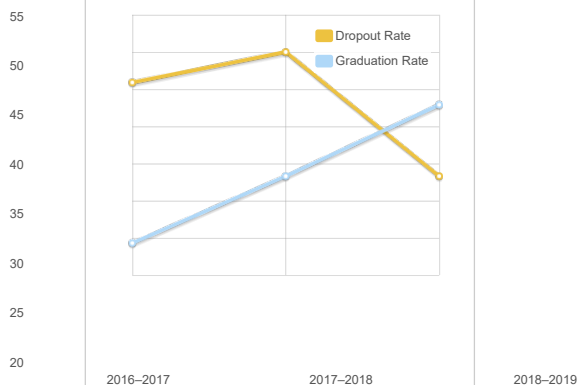
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016–2017 | School 2017–2018 | School 2018–2019 | District 2016–2017 | District 2017–2018 | District 2018–2019 | State 2016–2017 | State 2017–2018 | State 2018–2019 |
|-----------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|
| Dropout Rate | 45.90% | 50.00% | 33.30% | 21.70% | 22.70% | 21.30% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | 24.30% | 33.30% | 42.90% | -- | 56.80% | 67.00% | 82.70% | 83.00% | 84.50% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/27/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|-------------|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Suspensions | 0.00% | 0.00% | 2.40% | 1.30% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|-------------|------------------|--------------------|-----------------|
| Suspensions | 0.00% | -- | 2.50% |
| Expulsions | 0.00% | -- | 0.10% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

The school's comprehensive safety plan was initially developed in February 2019, updated in January 2021, and adapted into the Board Policy Manual. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Safety plan overview
- Charter school employee criminal record policy
- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harrasment
- Ingress and egress
- Safe and orderly learning environment
- Tactical response to criminal incidents

Last updated: 1/27/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level | Average Class Size | Number of Classes * | Number of Classes * | Number of Classes * |
|-------------|--------------------|---------------------|---------------------|---------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ |
|-------------|--------------------|------|-------|-----|
| K | 13.00 | 12 | | 5 |
| 1 | 19.00 | 12 | | 5 |
| 2 | 2.00 | 16 | | |
| 3 | 2.00 | 16 | | |
| 4 | 14.00 | 32 | | 5 |
| 5 | 11.00 | 28 | | 4 |
| 6 | 23.00 | 21 | 1 | 5 |
| Other** | 54.00 | 8 | | 16 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 7.00 | 12 | | |
| Mathematics | 5.00 | 13 | 1 | |
| Science | 4.00 | 12 | | |
| Social Science | 6.00 | 11 | 1 | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 8.00 | 17 | | |
| Mathematics | 7.00 | 14 | 1 | |
| Science | 7.00 | 11 | 1 | |
| Social Science | 9.00 | 11 | 1 | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 17.00 | 16 | 1 | 4 |
| Mathematics | 12.00 | 21 | 1 | 2 |
| Science | 10.00 | 14 | 1 | 1 |
| Social Science | 12.00 | 20 | 1 | 2 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------|-------|
| | |

| | |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 344.1 |
|-------------------------------|-------|

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 36.90 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11248.13 | \$3248.25 | \$7999.98 | \$55126.33 |
| District | N/A | N/A | -- | \$61040.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7750.12 | \$75706.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Note: Cells with N/A values do not require data.

Last updated: 1/27/2021

Types of Services Funded (Fiscal Year 2019–2020)

| |
|--|
| <p>The types of programs and service available at CCS that support and assist scholars are found below:</p> <ul style="list-style-type: none"> • AVID elective and support field trips • Online courses (Accelerate Education, K12, and StrongMind) • Live learning sessions • Special Education support, resources, services • 504 supports, accommodations, and services • Live tutoring, as part of our MTSS Tier 2/3 interventions by Math/ELA online teachers, Q&A sessions for each course/teacher, by appointment for any online scholar with teacher • EL support by teachers • Resources posted in online classrooms (asynchronous) MyCompass, Classroom Introductions/Welcome Announcements • Standardized testing (ELPAC) • Istation (TK-8), Edgenuity (6-12), ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventures2Learning • Counseling support, resources, services, and live sessions (including SEL, College & Career, etc.) • MTSS Framework • Community Provider/Curriculum options for Options scholars • Learning coach support sessions (in-person meet-ups and virtual sessions) |
|--|

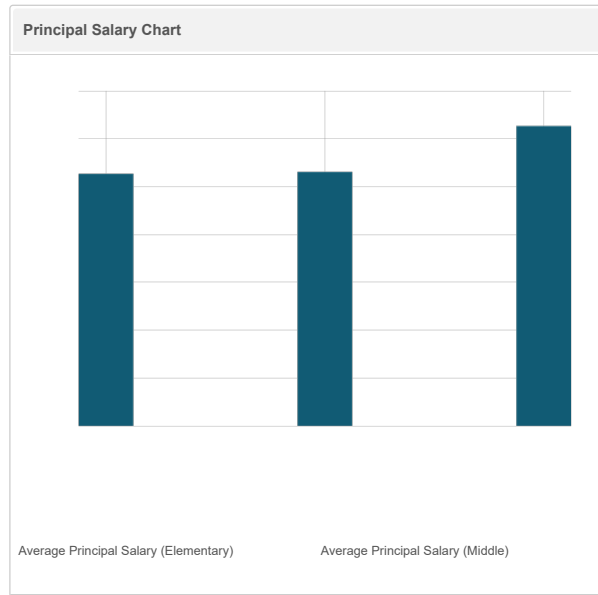
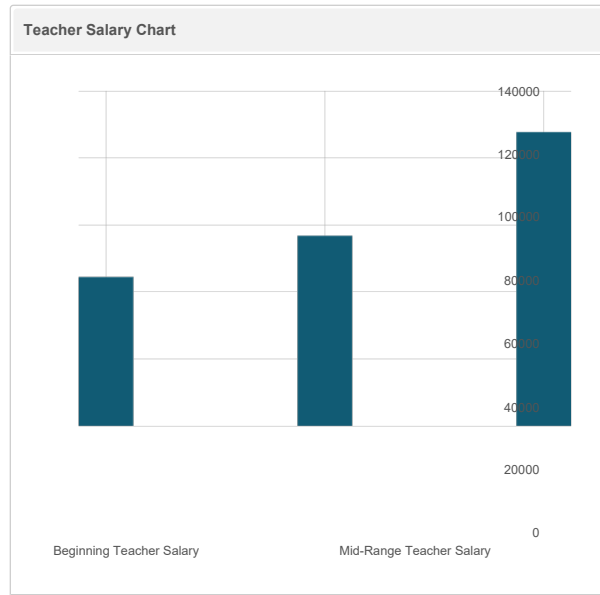
Last updated: 1/27/2021

| Category | District Amount | State Average For Districts In Same Category |
|----------|-----------------|--|
|----------|-----------------|--|

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,443 | \$47,145 |
| Mid-Range Teacher Salary | \$56,749 | \$74,952 |
| Highest Teacher Salary | \$87,687 | \$96,092 |
| Average Principal Salary (Elementary) | \$105,346 | \$116,716 |
| Average Principal Salary (Middle) | \$106,126 | \$120,813 |
| Average Principal Salary (High) | \$125,304 | \$131,905 |
| Superintendent Salary | \$169,027 | \$192,565 |
| Percent of Budget for Teacher Salaries | 28.00% | 31.00% |
| Percent of Budget for Administrative Salaries | 7.00% | 6.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2021

Percent of Students in AP Courses 0.90%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

Last updated: 1/27/2021

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---------|-----------|-----------|-----------|
| | | | |

Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.90%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2021

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 9 | 16 |

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814



[SARC Home](#) » Compass Charter School of Yolo

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

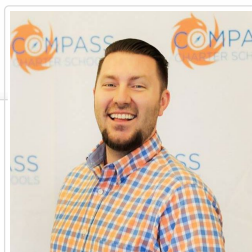
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Jason Bee, M.Ed.

Principal, Compass Charter School of Yolo

About Our School

Compass Charter Schools (CCS) of Yolo is a free, non classroom-based, public charter school that is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Winters Joint USD for scholars in grades TK-12 who reside in Yolo County and its adjacent counties, and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The supervising teacher is there to guide the learning coach with curricular options, order requests, and academic guidance.

In both programs, each scholar is assigned a supervising teacher who helps provide support to the scholar and learning coach on their educational journey. CCS provides additional supports for scholars through our Counseling Services Department and the Scholar Success Coordinator implements a robust Multi-Tier System of Supports (MTSS) program.

Mission Statement

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision Statement

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Contact

Compass Charter School of Yolo
850 Hampshire Rd. Ste. P
Thousand Oaks, CA 91361-2851

Phone: 855-937-4227
Email: info@compasscharters.org

About This School

Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) | |
|--|--|
| District Name | Winters Joint Unified |
| Phone Number | (530) 795-6100 |
| Superintendent | Diana Jimenez |
| Email Address | djimenez@wintersjUSD.org |
| Website | www.wintersjUSD.org |

| School Contact Information (School Year 2020–2021) | |
|--|--|
| School Name | Compass Charter School of Yolo |
| Street | 850 Hampshire Rd. Ste. P |
| City, State, Zip | Thousand Oaks, Ca, 91361-2851 |
| Phone Number | 855-937-4227 |
| Principal | Jason Bee, M.Ed. |
| Email Address | info@compasscharters.org |
| Website | www.compasscharters.org |
| County-District-School (CDS) Code | 57727020139436 |

Last updated: 1/27/2021

School Description and Mission Statement (School Year 2020–2021)

Compass Charter Schools (CCS) of Yolo is a free, non classroom-based, public charter school that is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Winters Joint USD for scholars in grades TK-12 who reside in Yolo County and its adjacent counties, and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

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Core Values
 Achievement | Respect | Teamwork | Integrity | Communication

Last updated: 1/27/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.20 % |
| American Indian or Alaska Native | 0.20 % |
| Asian | 2.00 % |
| Filipino | 1.00 % |
| Hispanic or Latino | 19.00 % |
| Native Hawaiian or Pacific Islander | % |
| White | 62.10 % |
| Two or More Races | 10.30 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 33.20 % |
| English Learners | 1.20 % |
| Students with Disabilities | 3.60 % |
| Foster Youth | 0.20 % |
| Homeless | 0.70 % |

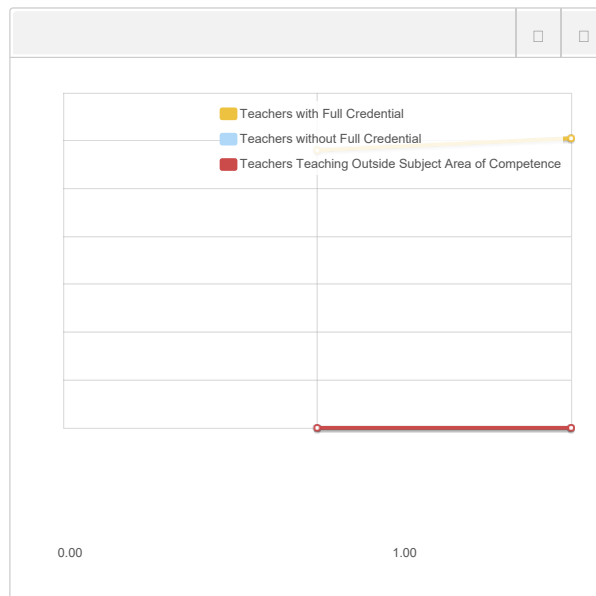
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|---|------------------|------------------|------------------|--------------------|
| With Full Credential | | 116 | 121 | 140 |
| Without Full Credential | | 0 | 0 | 20 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | 100 |



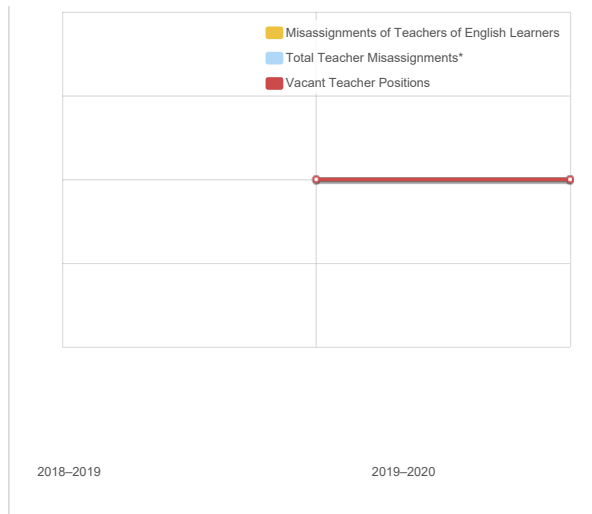
Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 | |
|---------------------------------------|-----------|-----------|-----------|---|
| Misassignments of Teachers of English | | 0 | 1.0 | 0 |



| Learners | | | |
|-------------------------------|---|-----|---|
| Total Teacher Misassignments* | 0 | | 0 |
| Vacant Teacher Positions | 0 | 0.5 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-2019 | School 2019-2020 | District 2018-2019 | District 2019-2020 | State 2018-2019 | State 2019-2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| English Language Arts / Literacy (grades 3-8 and 11) | | N/A | | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | | N/A | | N/A | 39% | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | | N/A | | N/A | | N/A |

Last updated: 1/27/2021

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

Last updated: 1/27/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Science (grades 5, 8, and high school) | | N/A | | N/A | | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

| Measure | CTE Program Participation |
|---------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 19 |

Career Technical Education (CTE) Programs (School Year 2019–2020)

- Two CTE pathways were offered during the 2019/2020 school year in the areas of 1) Patient Care-Emphasis in Nursing 2) Patient Care- Emphasis in Pharmacy Technician
- CTE pathways Patient Care- Emphasis in Nursing: Health Science Concepts Concentrator, Medical Terminology Concentrator, and Nursing Assistant Concentrator
- CTE pathways Patient Care- Emphasis in Pharmacy Technician: Health Science Concentrator, Medical Terminology Concentrator, and Pharmacy Technician Concentrator

Last updated: 1/27/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 19 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 9.10% |

Last updated: 1/27/2021

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 50.00% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

Last updated: 1/27/2021

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Last updated: 1/27/2021

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of Yolo to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coaches perspective on the school process, policies and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Welcome Back Night

Last updated: 1/21/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 50.00% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

Last updated: 1/27/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| | | | |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/27/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We are proud to have numerous opportunities available for parental involvement:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass Charter Schools (CCS) of Yolo to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and CCS. They provide feedback and insight from the learning coaches perspective on the school process, policies and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a monthly basis.

Welcome Back Night

Welcome Back Night is an annual, virtual program for our learning coaches. In this session, staff welcome families and scholars to Compass, introduce supervising teachers and staff and highlight important news and information for the start of the school year. For those families who are unable to attend, the session slides and recording are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other CCS families and staff.

Learning Coach Surveys

Surveys are sent to CCS of Yolo stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Translation Committee

The Translation Committee is a staff-driven committee that works to ensure that all communication is equitable for all learning coaches to access school-wide communication.

Learning Coach Academy

Learning Coach Academy is designed to provide relevant and meaningful training videos along with a collaborative community of learning coaches and staff. Learning coaches watch training videos and answer a weekly question within a ParentSquare group. There is one training and one question per week for 10 weeks. Learning coaches that complete 10 Academy Sessions and actively participate in the Learning Coach Academy Support Group are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics will include reviewing Back to School Night, Internet Safety, State Testing Overview, Growth Mindset, Preparing for College and Career and more.

Last updated: 1/27/2021

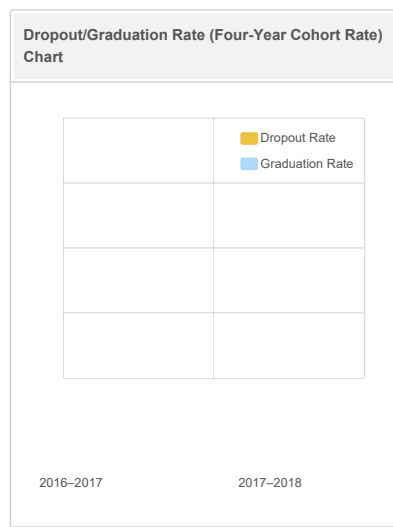
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016–2017 | School 2017–2018 | School 2018–2019 | District 2016–2017 | District 2017–2018 | District 2018–2019 | State 2016–2017 | State 2017–2018 | State 2018–2019 |
|-----------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|
| Dropout Rate | -- | -- | -- | -- | 6.10% | 13.90% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | -- | -- | -- | 84.60% | 84.00% | 82.60% | 82.70% | 83.00% | 84.50% |



Last updated: 1/27/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|-------------|------------------|------------------|--------------------|--------------------|-----------------|-----------------|
| Suspensions | -- | -- | 3.90% | 4.00% | 3.50% | 3.50% |
| Expulsions | -- | -- | 0.00% | 0.10% | 0.10% | 0.10% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|-------------|------------------|--------------------|-----------------|
| Suspensions | 0.00% | 0.00% | 2.50% |
| Expulsions | 0.00% | -- | 0.10% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

The school's Comprehensive Safety Plan was initially developed in February 2019, updated in January 2021, and adapted into the Board Policy Manual. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harrasment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents

Last updated: 1/27/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 42.00 | | 5 | 5 |
| 1 | 72.00 | | | 5 |
| 2 | 29.00 | 4 | | 5 |

| | | | |
|---------|-------|----|---|
| 3 | 1.00 | 4 | |
| 4 | 22.00 | 5 | 4 |
| 5 | 46.00 | | 5 |
| 6 | 16.00 | 16 | 5 |
| Other** | 54.00 | 1 | 6 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 5.00 | 19 | | |
| Mathematics | 4.00 | 18 | | |
| Science | 4.00 | 14 | | |
| Social Science | 4.00 | 16 | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 222.1 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 14.30 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | -- | \$72321.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7750.12 | \$68990.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Note: Cells with N/A values do not require data.

Last updated: 1/27/2021

Types of Services Funded (Fiscal Year 2019–2020)

| |
|--|
| <p>The types of programs and service available at CCS that support and assist scholars are found below:</p> <ul style="list-style-type: none"> • AVID elective and support field trips • Online courses (Accelerate Education, K12, and StrongMind) • Live learning sessions • Special Education support, resources, services • 504 supports, accommodations, and services • Live tutoring, as part of our MTSS Tier 2/3 interventions by Math/ELA online teachers, Q&A sessions for each course/teacher, by appointment for any online scholar with teacher • EL support by teachers • Resources posted in online classrooms (asynchronous) MyCompass, Classroom Introductions/Welcome Announcements • Standardized testing (ELPAC) • Istation (TK-8), Edgenuity (6-12), ThinkingStorm, BrainPop (K-5), Reading A-Z (K-5), Adventures2Learning • Counseling support, resources, services, and live sessions (including SEL, College & Career, etc.) • MTSS Framework • Community Provider/Curriculum options for Options scholars • Learning coach support sessions (in-person meet-ups and virtual sessions) |
|--|

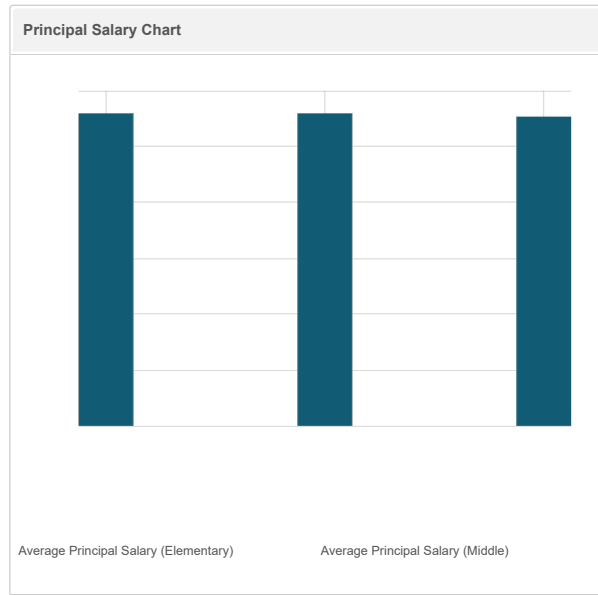
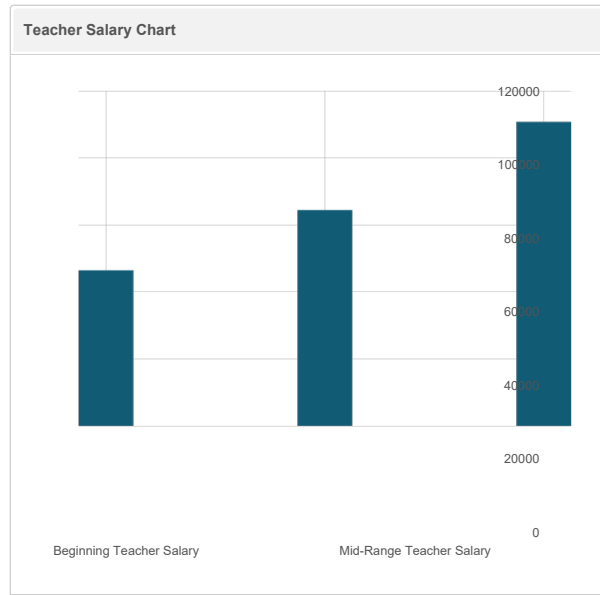
Last updated: 1/27/2021

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,426 | \$44,318 |
| Mid-Range Teacher Salary | \$64,414 | \$67,053 |
| Highest Teacher Salary | \$90,734 | \$90,163 |
| Average Principal Salary (Elementary) | \$111,947 | \$106,389 |

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,426 | \$44,318 |
| Mid-Range Teacher Salary | \$64,414 | \$67,053 |
| Highest Teacher Salary | \$90,734 | \$90,163 |
| Average Principal Salary (Elementary) | \$111,947 | \$106,389 |
| Average Principal Salary (Middle) | \$111,947 | \$113,976 |
| Average Principal Salary (High) | \$110,777 | \$114,214 |
| Superintendent Salary | \$171,558 | \$141,066 |
| Percent of Budget for Teacher Salaries | 30.00% | 29.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 6.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2021

Percent of Students in AP Courses 1.30%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 1 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 1 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

Last updated: 1/27/2021

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---------|-----------|-----------|-----------|
|---------|-----------|-----------|-----------|

Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 1.30%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 1 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 1 |
| Social Science | 1 |
| Total AP Courses Offered* | 4 |

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2021

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 9 | 16 |

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814



**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2020-01

One-Time Mandate Funds

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of Government Code Section 17581.96 (added by Sec. 67 of AB 99, Ch. 15/2017):

WHEREAS, LEAs must have reported average daily attendance (ADA) as of the 2019–20 Second Principal (P-2) Apportionment and must be in operation in fiscal year 2020-21.; and

WHEREAS, Funds will be allocated to LEAs based on an equal amount per unit of 2019-20 P-2 ADAs; and

WHEREAS, One-time funding available for local educational agencies (LEAs) in Fiscal Year (FY) 2020-21 shall first satisfy any outstanding mandate claims; and

WHEREAS, Funds may be used for any one-time purpose determined by the LEA’s governing board; and

WHEREAS, Compass will prioritize one-time expenses, related to professional development, instructional materials, and technology infrastructure; and

WHEREAS, Compass will also prioritize one-time expenses which support the implementation of the common core standards in English language arts, mathematics, and science.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Superintendent & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 31st day of January, 2021.

By: _____
J.J. Lewis, Superintendent & CEO



2021-22 Academic Calendar

Online Learning Program

| Key | |
|--|------------------------------|
| ■ | First Day of School |
| ■ | Internal Testing |
| ■ | Start of Semester 2 (Spring) |
| ■ | Graduation Week |
| ■ | Governing Body Meetings |
| ■ | Holiday - No School |
| ■ | Online PTCs |
| ■ | State Testing Window |
| ■ | Last Day of School |

| August '21 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September '21 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- 1 First Day of School
- 1-15 Initial Testing Window
- 6 Labor Day
- 7 Scholar Leadership Council
- 17 Parent Advisory Council
- 26 Board of Directors Meeting

| OCTOBER '21 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

- 11 Indigenous People's Day
- 12 Scholar Leadership Council

| NOVEMBER '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

- 8-19 Online PTCs
- 9 Scholar Leadership Council
- 11 Veterans Day
- 19 Parent Advisory Council
- 22-26 Fall Break
- 28 Board of Directors Meeting

| DECEMBER '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

- 14 Scholar Leadership Council
- 20-31 Winter Break

| JANUARY '22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 11 Scholar Leadership Council
- 17 Martin Luther King Jr. Day
- 21 Parent Advisory Council
- 23 Board of Directors Meeting
- 28-31 Mid-Year Break (Scholars)

| FEBRUARY '22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

- 1 Start of Spring Semester
- 1-11 Mid-Year Internal Testing
- 8 Scholar Leadership Council
- 21 President's Day

| MARCH '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

- 8 Scholar Leadership Council
- 14-25 Online PTCs
- 18 Parent Advisory Council
- 27 Board of Directors Meeting
- 28-31 State Testing Window

| APRIL '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- 1-8 State Testing Window
- 11-15 Spring Break
- 19 Scholar Leadership Council

| MAY '22 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- 10 Scholar Leadership Council
- 20 Parent Advisory Council
- 22 Public Hearing
- 23-31 Year-End Testing Window
- 30 Memorial Day

| JUNE '22 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- 1-3 Year-End Internal Testing
- 10 Last Day of School
- 13-17 Graduation Week
- 26 Annual Meeting



2021-22 Academic Calendar

Options Learning Program

| Key | |
|--|------------------------------|
| ■ | First Day of School |
| ■ | Internal Testing |
| ■ | Start of Semester 2 (Spring) |
| ■ | Graduation Week |
| ■ | Governing Body Meetings |
| ■ | Holiday - No School |
| ■ | Ordering Window |
| ■ | State Testing Window |
| ■ | Last Day of School |

| August '21 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

16 Options Ordering Opens

| September '21 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- 1 First Day of School
- 1-15 Initial Testing Window
- 6 Labor Day
- 7 Scholar Leadership Council
- 17 Parent Advisory Council
- 26 Board of Directors Meeting

| OCTOBER '21 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

- 11 Indigenous People's Day
- 12 Scholar Leadership Council

| NOVEMBER '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

- 9 Scholar Leadership Council
- 11 Veterans Day
- 19 Options Ordering Closes
- 19 Parent Advisory Council
- 22-26 Fall Break
- 28 Board of Directors Meeting

| DECEMBER '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

- 14 Scholar Leadership Council
- 20-31 Winter Break

| JANUARY '22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 3 Options Ordering Opens
- 11 Scholar Leadership Council
- 17 Martin Luther King Jr. Day
- 21 Parent Advisory Council
- 23 Board of Directors Meeting
- 28-31 Mid-Year Break (Scholars)

| FEBRUARY '22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

- 1 Start of Spring Semester
- 1-11 Mid-Year Internal Testing
- 8 Scholar Leadership Council
- 21 President's Day

| MARCH '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

- 8 Scholar Leadership Council
- 18 Options Ordering Closes
- 18 Parent Advisory Council
- 27 Board of Directors Meeting
- 28-31 State Testing Window

| APRIL '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- 1-8 State Testing Window
- 11-15 Spring Break
- 19 Scholar Leadership Council

| MAY '22 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- 10 Scholar Leadership Council
- 20 Parent Advisory Council
- 22 Public Hearing
- 23-31 Year-End Testing Window
- 30 Memorial Day

| JUNE '22 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- 1-3 Year-End Internal Testing
- 10 Last Day of School
- 13-17 Graduation Week
- 26 Annual Meeting

SELPA

Fiscal Year

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

Section B: Governance and Administration

SELPA Fiscal Year **B. Governance and Administration**California *Education Code (EC)* sections 56195 et seq. and 56205**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

Section B: Governance and Administration

SELPA Fiscal Year

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

Section B: Governance and Administration

SELPA Fiscal Year

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

Section B: Governance and Administration

SELPA Fiscal Year

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

Section B: Governance and Administration

SELPA Fiscal Year

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

Section B: Governance and Administration

SELPA Fiscal Year

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

Section B: Governance and Administration

SELPA Fiscal Year

3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
 - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.
Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

Section B: Governance and Administration

SELPA Fiscal Year

meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

Section B: Governance and Administration

SELPA Fiscal Year

2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights
(Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

Section B: Governance and Administration

SELPA

Fiscal Year

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA Fiscal Year

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

Section B: Governance and Administration

SELPA Fiscal Year **4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

5. Least Restrictive Environment: USC Section 1412(a)(5)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

Section B: Governance and Administration

SELPA Fiscal Year

services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.
 Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

7. Evaluation: 20 USC Section 1412(a)(7)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:
 1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

Section B: Governance and Administration

SELPA Fiscal Year

2. Revises the IEP, as appropriate, to address:

- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
- b. The results of any reassessment conducted pursuant to Education Code 56381
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
- d. The student's anticipated needs
- e. Any other relevant matters

8. Confidentiality: 20 USC Section 1412(a)(8)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Section B: Governance and Administration

SELPA Fiscal Year Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

10. Private Schools: 20 USC Section 1412(a)(10)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)Policy/Procedure Number: Document Title: Document Location:

Section B: Governance and Administration

SELPA Fiscal Year

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Section B: Governance and Administration

SELPA Fiscal Year **14. Personnel Qualifications**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

Section B: Governance and Administration

SELPA Fiscal Year

stated:

 Yes No**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

 Yes No**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

 Yes No**19. Public Participation: 20 USC Section 1412(a)(19)**Policy/Procedure Number: Policy/Procedure Title: Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to

Section B: Governance and Administration

SELPA Fiscal Year

comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)Policy/Procedure Number: Document Title: Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

Section B: Governance and Administration

SELPA

Fiscal Year

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

Section B: Governance and Administration

SELPA Fiscal Year

understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

Section B: Governance and Administration

SELPA Fiscal Year

Description:

1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

Section B: Governance and Administration

SELPA Fiscal Year

assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

Section B: Governance and Administration

SELPA

Fiscal Year

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.) Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

Section B: Governance and Administration

SELPA Fiscal Year

proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

Section B: Governance and Administration

SELPA Fiscal Year

Description:

the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

Section B: Governance and Administration

SELPA

Fiscal Year

other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child’s IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

Section B: Governance and Administration

SELPA

Fiscal Year

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA’s responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA’s instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

Section B: Governance and Administration

SELPA Fiscal Year

Description:

or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

Section B: Governance and Administration

SELPA

Fiscal Year

expenditure reporting prior to cash distribution;
 • Require an LEA to submit proof of actual expenditures; and/or
 • Initiate termination of membership pursuant to CEO Policy 26.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Centers and LEAs at all times during the year;
 8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
 9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
 10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;
 11. Procedures for resolving disputes between regional centers and LEAs;
 12. Procedures for the training and assignment of surrogate parents; and
 13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.
 Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

Legal Requirements Regarding Special Education Transportation
 Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

CEO Administrative Regulation 10

Document Title:

Personnel Qualifications

Document Location:

<https://charterselpa.org/governance/>

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school’s staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be

Section B: Governance and Administration

SELPA

Fiscal Year

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

| | |
|--------------------|---|
| Reference Number: | <input type="text" value="CEO Policy 6"/> |
| Document Title: | <input type="text" value="Part C-Transition"/> |
| Document Location: | <input type="text" value="https://charterselpa.org/governance/"/> |
| Description: | <input type="text" value="Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs."/> |

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

| | |
|--------------------|--|
| Reference Number: | <input type="text" value="CEO Policy 15"/> |
| Document Title: | <input type="text" value="Public Participation"/> |
| Document Location: | <input type="text" value="https://charterselpa.org/governance/"/> |
| Description: | <input type="text" value="It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different"/> |

Section B: Governance and Administration

SELPA

Fiscal Year

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

- 5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student’s IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
 Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
 Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,

Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and _____ ("LEA"), a California public charter school, collectively referred to as the "Parties."

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 - 1. Evidenced Based Practices;
 - 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

Ginese Quann
Executive Director
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 - 1. Evidenced Based Practices;
 - 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

Ginesse Quann
Executive Director
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 - 1. Evidenced Based Practices;
 - 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

Ginese Quann
Executive Director
SELPA Programs
El Dorado County Office of Education

Cover Sheet

Approval of December 8, 2020 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of December 8, 2020 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Board Meeting on December 8, 2020

RECOMMENDATION:

N/A - motion covered through consent items motion.

DRAFT



Compass Charter Schools

Minutes

Board Meeting

Date and Time

Tuesday December 8, 2020 at 5:00 PM

Please join the meeting from your computer, tablet or smartphone:

<https://zoom.us/j/125392983>

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

Directors Present

B. Dennett (remote), C. Brooks (remote), M. Suarez (remote), R. Pugh (remote), T. Arnett (remote)

Directors Absent

J. Vargas

Directors Arrived Late

C. Brooks

Ex-Officio Members Present

J. Lewis (remote)

Non Voting Members Present

J. Lewis (remote)

Guests Present

M. Aguilar (remote)

I. Opening Items

A. Call the Meeting to Order

M. Suarez called a meeting of the board of directors of Compass Charter Schools to order on Tuesday Dec 8, 2020 @ 5:00 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

T. Arnett made a motion to approve the consent items.

R. Pugh seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

T. Arnett Aye

J. Vargas Absent

B. Dennett Aye

R. Pugh Aye

M. Suarez Aye

C. Brooks Absent

B. Approval of September 27, 2020 Regular Meeting Minutes

T. Arnett made a motion to approve the minutes from Board Meeting on 09-27-20.

R. Pugh seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

B. Dennett Aye

T. Arnett Aye

J. Vargas Absent

M. Suarez Aye

C. Brooks Absent

R. Pugh Aye

III. Closed Session

A. Conference with Legal Counsel - Anticipated Litigation

The Board of Directors recessed into Closed Session at 5:04 pm.

B. Public Employee Performance Evaluation

IV. Reconvene from Closed Session

A. Closed Session Report

C. Brooks arrived late.

The Board of Directors reconvened from Closed Session at 5:28 pm.

Chairman Suarez shared there is nothing to report out from the Closed Session.

V. Communications

A. Board Member Communication

Mr. Suarez shared that he would like to thank all Compass staff, scholars, and families for everything they have done this school year.

B. Parent Advisory Council Update

Mrs. Pugh shared the Parent Advisory Council Report.

C. Scholar Leadership Council Update

Mr. Lewis shared the Scholar Advisory Council Report.

VI. Superintendent's Report

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

VII. Presentations

A. Counseling Services Department Presentation

Mrs. Debra Stephan, Director of Counseling Services, provided the board a video to explore the Counseling Services Department: <https://youtu.be/zirA0CW3JgE>

VIII. Public Comment

A. Public Comment

No public comment.

IX. Academic Services

A. Academic Services Update

Dr. Aviva Ebner, Assistant Superintendent & Chief Academic Officer, shared the Academic Services Division Report.

X. Financial Services

A. Financial Services Update

Ms. Lisa Fishman, Chief Financial Officer, shared the Financial Services Division Report.

B. Review and Approval of the October 2020 Financial Statements

C. Brooks made a motion to approve the October 2020 Financial Statements.

T. Arnett seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Suarez Aye

C. Brooks Aye

T. Arnett Aye

J. Vargas Absent

B. Dennett Aye

R. Pugh Aye

XI. Executive

A. Review and Approval of the 2018-2021 At-Will Employment Agreement Amendment for the Superintendent

B. Dennett made a motion to approve the 2018-2021 At-Will Employment Agreement Amendment for the Superintendent.

C. Brooks seconded the motion.

Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to Superintendent & CEO

1. Salary: \$158,038.05
2. Health benefits: Same as all staff
3. Stipends/Allowances: Higher Education Stipend (\$1,500) and Longevity Stipend (\$2,000)

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas Absent
C. Brooks Aye
R. Pugh Aye
T. Arnett Aye
M. Suarez Aye
B. Dennett Aye

XII. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Sunday, January 31,

2021 at 10 am. Agenda items will include:

- Approve 2019-20 School Accountability Report Cards
- Approve 2020-21 School Plans for Scholar Achievement
- Approve 2021-22 Academic Calendar
- Approve Resolution on One-Time Mandate Funds
- CCS of San Diego Charter Presentation
- Department Presentations

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:23 PM.

Respectfully Submitted,
M. Aguilar

Cover Sheet

Parent Advisory Council Update

Section: V. Communications
Item: B. Parent Advisory Council Update
Purpose: FYI
Submitted by: Miguel Aguilar
Related Material:
A Parent Advisory Council Report - January 2021.pdf
B Compass Parent Advisory Council Survey - 2020-21 - Google Forms.pdf

RECOMMENDATION:
N/A - For Discussion Only



Parent Advisory Council Report
January 31, 2021

The Parent Advisory Council (PAC) met on Friday, January 15 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Mrs. Therese Nordstrom Christopher, Mr. Tony Christopher, Ms. Galit Gordon, Ms. Samantha Herrod, Ms. Brianna Manning, Ms. Randi Pugh, Mrs. Lacey Scott, Ms. Leah Smith, Mrs. Joy Elizabeth Sterling-Effie, Ms. Pam Towobola and Ms. Roann Vanderwath.

Compass shared an update of the Governor's January budget and its effects on the enrollment capacity for next school year. Re-enrollment is scheduled to open on March 1. Our Scholar Leadership Council met in December and January, and their draft minutes can be found on BoardOnTrack.

Ms. Randi Pugh led the Council in an El Dorado Charter SELPA Community Advisory Committee Report.

Under New Business, the Council reviewed the 2020-21 PAC Survey. Members of the council suggested providing resources on technology healthy habits and ergonomics to scholars and parents. The council also reviewed and approved the 2020-21 School Plans for Scholar Achievement.

Draft minutes can be found on BoardOnTrack. The next Parent Advisory Council meeting will be on Friday, March 19 at 3 pm.

Respectfully Submitted,

Ms. Randi Pugh
Board Member &
Parent Advisory Council Chair

Compass Parent Advisory Council Survey

The Parent Advisory Council needs your help! Parents - please take our comprehensive survey about your experience with Compass. We want to understand the best ways to serve our fellow peers and families, which is why we are asking for your feedback.

Your responses are confidential and will not be shared with your teachers or impact your scholars' grades.

* Required

Demographic Information

1. Which county do you reside in?

Mark only one oval.

- Colusa
- Contra Costa
- Imperial
- Kern
- Lake
- Los Angeles
- Marin
- Napa
- Orange
- Riverside
- Sacramento
- San Diego
- Solano
- Sonoma
- San Bernardino
- Sutter
- Ventura
- Yolo

2. How many scholars do you have enrolled at Compass?

Mark only one oval.

- 1
- 2
- 3
- 4
- 5+

3. What grade level is your scholar(s) in?

Check all that apply.

- Elementary School (grades TK-5)
- Middle School (grades 6-8)
- High School (grades 9-12)

4. How long have you been part of the Compass family?

Mark only one oval.

- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5+ Years

5. What program is your scholar enrolled in? *

Mark only one oval.

- Online Learning Program *Skip to question 6*
- Options Learning Program *Skip to question 16*

Online Learning

The goal of this part of the survey is to gather information that will help the Parent Advisory Council improve the rigor of instruction for scholars in the Online Program.

6. I believe that the online curriculum is rigorous.

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

7. How much time does your scholar spend every day on schoolwork?

Mark only one oval.

- Under 2 hours
- 2-3 hours
- 3-4 hours
- 4-5 hours
- More than 5 hours

8. What other information would you like us to know about your experience with our curriculum (Accelerate Education):

9. How often does your scholar attend Learning Labs?

Mark only one oval.

| | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always |

10. I believe Learning Labs help my scholar better understand content in their courses:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

11. I believe that live sessions are more valuable than recorded sessions:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

12. What is your scholar proud of accomplishing so far this year?

13. What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

14. As a seasoned parent, what is one piece of advice you would give a new parent starting with Compass?

15. If you were given one thing you could change about Compass, what would that be?

Skip to question 26



The goal of this part of the survey is to gather information that will help the Parent Advisory Council improve the rigor of instruction for scholars in the Options Program.

16. Are you happy with the list of approved providers?

Mark only one oval.

Yes

No

17. Which provider(s) has been particularly great for your scholar(s)?

18. What has made the(se) provider(s) great for your scholar(s)?

19. Which subscription(s) has been particularly great for your scholar(s)?

20. What has made the(se) subscription(s) great for your scholar(s)?

21. How much time does your scholar spend every day on schoolwork?

Mark only one oval.

- Under 2 hours
- 2-3 hours
- 3-4 hours
- 4-5 hours
- More than 5 hours

22. What is your scholar proud of accomplishing so far this year?

23. What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

24. As a seasoned parent, what is one piece of advice you would give a new parent starting with Compass?

25. If you were given one thing you could change about Compass, what would that be?

Skip to question 26

**Engagement
Activities**

The goal of this part of the survey is to gather information that will help the Parent Advisory Council build community among scholars.

26. I am aware and attend the virtual Coffee with Compass.

Mark only one oval.

- I was not aware of Coffee with Compass.
- I am aware of Coffee with Compass, but have not attended.
- I have attended Coffee with Compass.
- I plan to attend Coffee with Compass.

27. I am aware and participate in the Learning Coach Academy.

Mark only one oval.

- I was not aware of the Learning Coach Academy, and would like more information.
- I am aware of the Learning Coach Academy, but have not participated.
- I participate in the Learning Coach Academy.
- I plan to attend the Learning Coach Academy.

28. I would consider offering some time for special projects, events, or serve on the Parent Advisory Council (PAC). (If interested, please eMail J.J. Lewis at jjlewis@compasscharters.org)

Mark only one oval.

- Yes
- No
- Other: _____

29. How many virtual engagement events have you attended so far this year?

30. For planning purposes, how much advance notice do you prefer in order to attend a field trip?

Mark only one oval.

- Less than 1 week
- 1-2 weeks
- 3-4 weeks
- More than 4 weeks

Communication

The goal of this part of the survey is to gather information that will help the Parent Advisory Council improve the relevance and value of school news for scholars.

31. I am aware and utilize the Parent Virtual Suggestion Box (PVSb) on the CCS Website to express my suggestions and concerns.

Mark only one oval.

- I was not aware of the PSVB.
- I am aware of the PSVB, but have not had the need to utilize it.
- I express my suggestions and concerns through the PSVB.

32. How often do you read the Monday Morning Update?

Mark only one oval.

| | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always |

33. I believe that the Monday Morning Update is too long:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

34. I believe that the Monday Morning Update is valuable to me:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

35. What additional information would you like to receive within the Monday Morning Update?



The goal of this part of the survey is to gather information that will help the Parent Advisory Council improve resources and supports for scholars.

36. Compass has effectively supported scholars during the COVID-19 pandemic:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

37. Compass has effectively accommodated scholars during the COVID-19 pandemic:

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

38. What additional ways might Compass improve its resources and supports for scholars?

Final Question

39. How has your Compass Experience been thus far this school year?

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Cover Sheet

Scholar Leadership Council Update

Section: V. Communications
Item: C. Scholar Leadership Council Update
Purpose: FYI
Submitted by: Miguel Aguilar
Related Material:
A Scholar Leadership Council Report - January 2021.pdf
B Compass Scholar Leadership Council Survey - 2020-21 - Google Forms.pdf

RECOMMENDATION:
N/A - For Discussion Only



Scholar Leadership Council Report
January 31, 2021

The Scholar Leadership Council (SLC) met on Tuesday, December 8 at 2 pm and Tuesday, January 12 at 2 pm. Members of the council consist of Ms. Elizabeth Christopher, Ms. KristiLynn Effie, Mr. Michael Effie, Ms. Alexis Gordon, Ms. Lyric Hearne Hooker, Ms. Aure Ruediger, Mr. Cricht Ruediger, Mr. Avery Stansbury, Mr. James Visarraga, Ms. Kate Vreeman, Ms. Madison Wilkes, Ms. Airis Yeung, and Ms. Maryam Zorba.

Compass shared an update on fundraising centered around awarding graduating seniors with scholarships. There will be a total of six (6) scholarship awardees to be announced at the 2021 Graduation Ceremony. Compass also shared an update of the Governor's January budget and its effects on the enrollment capacity for next school year.

Counselors Ms. Kiki Helton and Mrs. Mandi Shwartzberg led the Council in a discussion on finding motivation during challenging times during the December meeting.

Under New Business, the Council reviewed and discussed member feedback. The Council also reviewed the 2020-21 Scholar Leadership Council Survey at its January meeting.

Draft minutes can be found on BoardOnTrack. The next Scholar Leadership Council meeting will be on February 9 at 2 pm.

Respectfully Submitted,

Ms. Elizabeth Christopher
Scholar Leadership
Council Chair

Compass Scholar Leadership Council Survey

The Scholar Leadership Council needs your help! Scholars - please take our 5-7 minute survey about your experience with Compass. We want to understand the best ways to serve our fellow peers and families, which is why we are asking for your feedback.

Your responses are confidential and will not be shared with your teachers or impact your grades.

* Required

Demographic Information

1. What is your current grade level?

Mark only one oval.

- Elementary School (grades TK-5)
- Middle School (grades 6-8)
- High School (grades 9-12)

2. What program are you enrolled in? *

Mark only one oval.

- Online Program *Skip to question 3*
- Options Program *Skip to question 10*

Online Learning Scholars

The goal of this part of the survey is to gather information that will help the Scholar Leadership Council improve the rigor of instruction for scholars in the Online Program.

3. How often do you attend Learning Labs?

Mark only one oval.

| | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always |

4. I believe Learning Labs help me better understand content in my courses:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

5. I believe that live sessions are more valuable than recorded sessions:

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

6. How much time do you spend every day on schoolwork?

Mark only one oval.

- Under 2 hours
- 2-3 hours
- 3-4 hours
- 4-5 hours
- More than 5 hours

7. What are you proud of accomplishing so far this year?

8. What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

9. If you were given one thing you could change about Compass, what would that be?

Skip to question 14



The goal of this part of the survey is to gather information that will help the Scholar Leadership Council improve the rigor of instruction for scholars in the Options Program.

10. How much time do you spend every day on schoolwork?

Mark only one oval.

- Under 2 hours
- 2-3 hours
- 3-4 hours
- 4-5 hours
- More than 5 hours

11. What are you proud of accomplishing so far this year?

12. What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

13. If you were given one thing you could change about Compass, what would that be?

Skip to question 14

Field Trips

The goal of this part of the survey is to gather information that will help the Scholar Leadership Council build community among scholars.

14. Select the 3-5 virtual field trips you would be interested in attending:

Check all that apply.

- Museums
- Plays
- Bowling
- Painting
- Cooking
- Zoos/Aquariums
- Colleges

Other: _____

15. How likely are you and your chaperone to attend a virtual field trip on a weekend?

Mark only one oval.

1 2 3 4 5

Not at all likely Very Likely

16. How likely are you and your chaperone to attend a virtual field trip on a weekday?

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all likely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very Likely |

17. For planning purposes, how much advance notice do you and your chaperone prefer in order to attend a field trip?

Mark only one oval.

- Less than 1 week
- 1-2 weeks
- 3-4 weeks
- More than 4 weeks

Communication

The goal of this part of the survey is to gather information that will help the Scholar Leadership Council improve the relevance and value of school news for scholars.

18. How often do you read the Monday Morning Update?

Mark only one oval.

| | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always |

19. I believe that the Monday Morning Update is too long:

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

20. I believe that the Monday Morning Update is valuable to me:

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

21. What additional information would you like to receive within the Monday Morning Update?



The goal of this part of the survey is to gather information that will help the Scholar Leadership Council improve resources and supports for scholars.

22. Compass has effectively supported scholars during the COVID-19 pandemic:

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

23. Compass has effectively accommodated scholars during the COVID-19 pandemic:

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

24. What additional ways might Compass improve its resources and supports for scholars?

Final Question

25. How has your Compass Experience been thus far this school year?

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Cover Sheet

Superintendent's Report

Section: VI. Superintendent's Report
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A Superintendents Report.pdf
B Additions Terminations Report.pdf
C CCS 2020 Annual Report - Final.pdf
D Main Page January 2021 Compass Chronicle.pdf
E CCS of LA January 2021 Compass Chronicle.pdf
F CCS of SD January 2021 Compass Chronicle.pdf
G CCS of Yolo January 2021 Compass Chronicle.pdf
H CCS LCP Quarterly Update - January 2021.pdf

RECOMMENDATION:
N/A - For Discussion Only



Superintendent's Report January 31, 2021

Great work is happening throughout the organization. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

Academic Services

- Aviva Ebner, Assistant Superintendent & Chief Academic Officer
- Academic Services Division Update Agenda
 - Counseling Services Updates
 - Curriculum & Instruction Updates
 - Engagement Updates
 - Special Education Updates
 - Charter Updates

Financial Services

- Lisa Fishman, Chief Financial Officer
- Financial Services Division Update Agenda
 - Community Providers Updates
 - Finance Updates
 - Operations Updates

Human Resources

- Sophia Trivino, Chief of Staff
 - A large number of our team have signed up to participate in the 21st Century California Leadership Academy, offered in conjunction with the Sacramento and Yolo County Offices of Education. Our delegation consists of Danielle Gamez, Vanessa Plascencia, Karle Roberts, Christy Saez, and Beth Sneyd. There is another delegation participating in the Academy through the Los Angeles Education Partnership: Elaine Amari, Oscar De Jesus, Aviva Ebner, Karla Gonzalez, and Kasey Wingate.
 - Our consultants, Edgility Consulting, shared their Compensation Study Final Report and Recommendations with us. The findings are based on their research of national trends, our peers, a 990 review, and a Kenexa CompAnalyst. We will be reviewing the recommendations and incorporating them into several budget models for future consideration.
 - The San Diego County Office of Education offers Leading Edge Flex certification, which consists of three (3) pathways: Leading Edge Administrator, Leading Edge Flex Digital Educator, and The Professional

Learning Leader. Our first cohort of Leading Edge Flex is concluding this month, and we have 21 additional staff who will be part of our second cohort. (The deadline to apply is today, and this number may increase.) The goal is to have 100% of our instructional staff Leading Edge certified. With our second cohort, we will be at 48 employees certified, so long as everyone completes the self-paced, year-long program.

- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*

Executive

- We have formed a #SchoolYearReady Committee, whose purpose is to meet and prepare Compass for a successful 2021-22 school year.
- We launched the Magic Wand initiative again with our staff, with the prompt: *If you had a MAGIC Wand what is one thing you would change at Compass? Being innovative and creative, with our guiding principles in mind, what change might you suggest to help move us to becoming the Gold Standard in Virtual Education?*
- I attended the REMOTE K12: The Connected Teacher Summit in early January.
- I am honored to have been appointed to serve on the Small School Districts Association (SSDA) Legislative Committee. The purpose of the committee is to assist SSDA with its advocacy and legislative initiatives and efforts. I am the sole charter representative out of the 15 members.

A lot of great work is taking place, thanks to our dedicated staff, to continue to improve the educational experience we provide our scholars. My thanks to our team for everything they do each and every day.

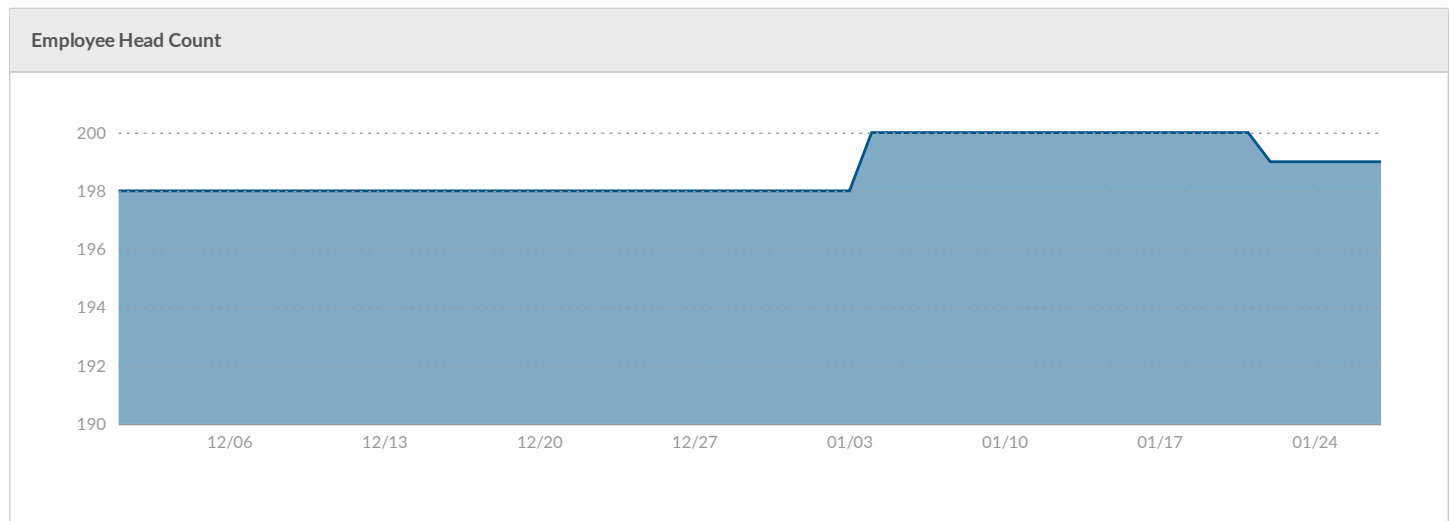
Respectfully Submitted,



J.J. Lewis
Superintendent & CEO

01/27/2021

Additions & Terminations



Additions (2)

| Name | Employment Status | Department | Division | Location | Job Title | Hire Date ↓ |
|------------------|--------------------|-------------------|-------------------|----------|-------------------------------|-------------|
| Power, Danielle | Full-Time - Exempt | Academic Services | Academic Services | Remote | Teacher in Residence | 01/04/2021 |
| Jeffries, Lauren | Full-Time - Exempt | Special Education | Academic Services | Remote | Director of Special Education | 01/04/2021 |

Terminations (1)

| Name | Employment Status | Department | Division | Location | Job Title | Hire Date | Termination Date ↓ |
|-------------------|--------------------|------------|-------------------|----------|---------------------|------------|--------------------|
| Lovejoy, Jennifer | Full-Time - Exempt | Yolo | Academic Services | Remote | Supervising Teacher | 08/01/2019 | 01/22/2021 |



2020

Annual Report

COMPASS CHARTER SCHOOLS



Tuition-Free | TK-12 | Personalized Learning Programs

www.compasscharters.org | (855) 937-4227 | info@compasscharters.org

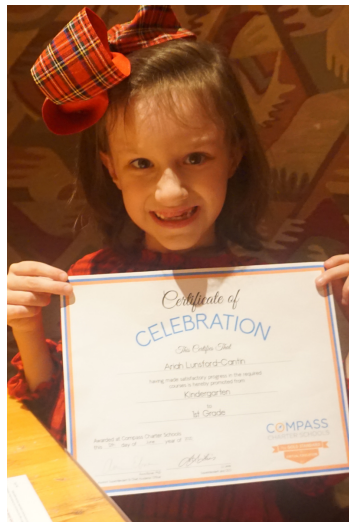


TABLE OF CONTENTS



Page 1 - Mission, Vision, and Core Values

Page 2 - A Word from our Superintendent and Board Chair

Page 3 - Governing Board

Page 4 - Leadership Team

Page 5 - Teachers Education

Page 6 - About Our Staff

Page 8 - Compass Charter Schools (CCS) of Los Angeles

Page 12 - Compass Charter Schools (CCS) of San Diego

Page 16 - Compass Charter Schools (CCS) of Yolo

Page 19 - Parent Satisfaction Survey Results

Page 20 - Financials

Page 22 - Affiliated Organizations

Page 23 - Awards & Accolades



"I love the flexibility that the CCS curriculum provides, and the attention-to-detail and care that the staff gives to all scholars and parents! I have thoroughly enjoyed being a part of the Scholar Leadership Council for the past three years, and have taken pride in doing my part to better the school. I have also been extremely thankful that CCS has held field trips to baseball games, as it helped me find a new passion in my life (and a possible career path)!" –Elizabeth C., scholar

MISSION • VISION • VALUES



Mission

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Values

Achievement | Respect | Teamwork | Integrity | Communication



"Thank you for all the support, dedication, and modifications for my son with special needs and the encouragement that you have given Jacob and I. It is really an inspiration to us."

-Genevieve V., Learning Coach

A WORD FROM OUR SUPERINTENDENT & BOARD CHAIR

Families from across the state choose Compass Charter Schools (CCS) for our 21st-century personalized learning program. CCS has advanced Special Education, Counseling, AVID, NCAA courses, engagement opportunities, 1000+ community providers, tutoring, National Honors Society, and more. Success in balancing the child's development is central to our mission and leading and serving California's parents and scholars.

Our goal for the 2019-20 school year was to connect with those who matter most, our scholars. We strengthened our virtual community by adding more scholar clubs, virtual field trips, and continued our journey as an Energy Bus School. Parents were given additional access to our staff's resources and advice to ensure a smooth and successful at-home learning experience.

We continued to demonstrate our commitment to our core ARTIC values of achievement, respect, teamwork, integrity, and communication. CCS teachers, staff, and leaders exemplified these core values throughout their daily work and decision-making processes. We encouraged scholars to embrace these core values by recognizing and celebrating scholars who exceptionally demonstrated these values through the Scholar of the Month, Firebird of the Year, and Excellent Participation awards.

What an incredible year it has been. We always strive to model integrity and transparency with our staff and families by listening and acting on constructive feedback. We have developed many ways for stakeholders to receive critical, honest, and direct information, such as our quarterly Parent Town Hall meetings, monthly Scholar Leadership Council, Staff Advisory Committee meetings, and bi-monthly Parent Advisory Council meetings. We also produce our quarterly Compass Chronicle newsletter, share blog posts every Wednesday, and deliver pertinent newsworthy press releases to celebrate staff and scholars.

Forever Loud and Proud,



J.J. Lewis, Superintendent & CEO



Martin Suarez, Board Chair



"Our children love their teachers and the Online program at CCS. They are involved in numerous clubs. There are excellent communication and feedback to keep us well informed through the Monday Morning Update, our teachers, the Scholar Leadership Council, and the Parent Advisory Council." –Mariecor A., Learning

OUR GOVERNING BOARD

Compass Charter Schools is governed by a California nonprofit public benefit corporation and has an independent Board of Directors who meet regularly to oversee the school's management, operation, activities, and affairs.



Thomas Arnett | Board Member



Cori Brooks | Board Secretary



Bill Dennett | Board Treasurer



Randi Pugh | Board Member



Martin Suarez | Board Chair

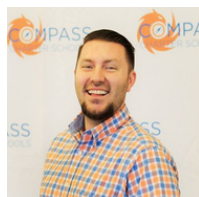


John Vargas | Board Member



"The greatest thing about learning from home is that you learn how to think for yourself. You take the core subjects but have the flexibility to learn what interests you, what areas you excel at, and create your own schedule." -Samantha B., scholar

OUR LEADERSHIP TEAM



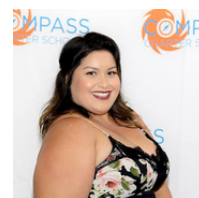
J.J. Lewis, M.Ed., CBO, CFRE
Superintendent & CEO



Aviva Ebner, Ph.D
Assistant Superintendent & Chief Academic Officer



Lisa Fishman, CBO
Chief Financial Officer



Sophia Trivino
Chief of Staff



Miguel Aguilar
Executive Assistant to the Superintendent



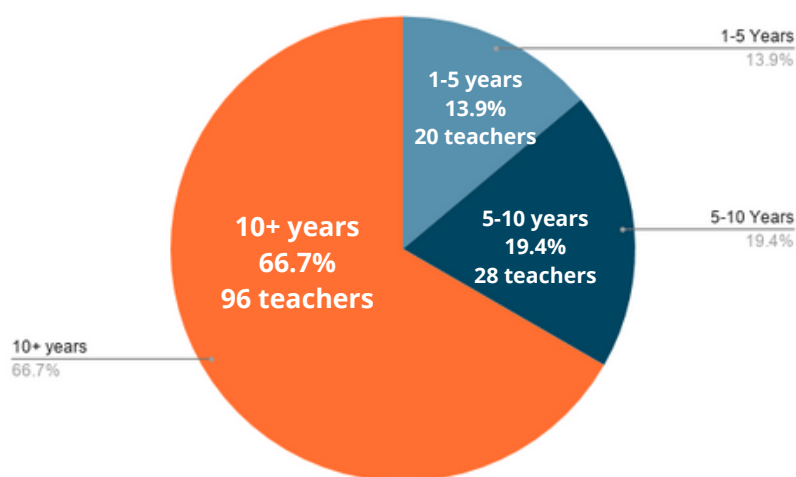
"Adapting to what works best for our family is part of the wonderful flexibility of Compass, it is why we love the Options program at CCS. Alexa is at the ice rink skating for five hours five days a week. So much of her curriculum is completed in between her ice skating sessions or at home in the afternoon after her practice." - Valeska T., Learning Coach

TEACHERS BACKGROUND



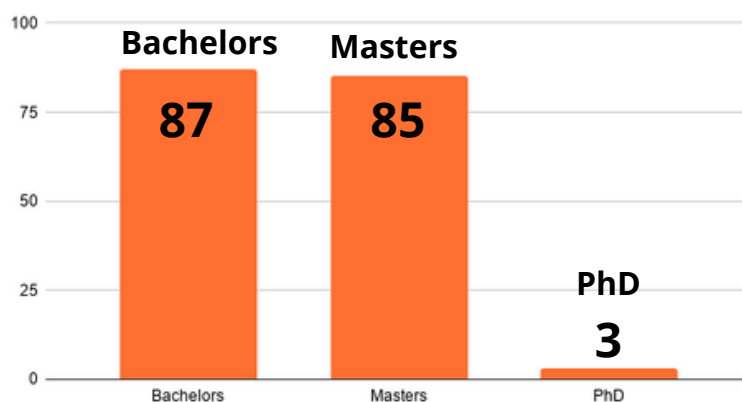
100% of academic staff are AVID DigitalXP certified.

TEACHERS YEARS IN EDUCATION



TEACHERS EDUCATION

Teachers and Staff Education



CERTIFIED Educator



73 academic staff members are Google Level 1 certified Google Educators.



28 academic staff have earned their Leading Edge Certification in blended and online teaching.



Wellness and Mental Health Training for all educators and staff.



"I love the flexibility of CCS and the connection that I have with the staff. As someone that grew up in a different country, being a learning coach has given me a lot more insight into the American school system than a "brick and mortar school" ever could." -Therese C., Learning Coach

A WORD FROM OUR TEACHERS & STAFF



"I love the partnerships with parents we have in their children's education. It's so powerful to have a dedicated team working towards providing a personalized educational experience that's just right for each child. I love teaching Social-Emotional Learning to support scholars, parents, and other teachers. I also love teaching reading and writing with engaging tech tools."

-Crystal Chavez, Elementary School Teacher



"I absolutely love being a teacher at CCS because every day I get a glimpse into my scholars' success. I get to come alongside them and help them to be successful in school and sometimes even life. This school year has been great; I have a great group of eighth-graders who are enthusiastic to learn and engage with their fellow scholars. My favorite moment this year was when I had 54 scholars in my learning lab! It was awesome! I will never forget the excitement that the scholars had to learn that day!"

-Jennifer Tatum, Middle School Teacher



I enjoy working with learning coaches all around California, with their scholars' educational, social-emotional, and personal success. I suggest making personal and educational goals, push yourself, believe in yourself, find something you love doing, and continuing to do it (education comes in many different forms)! -Katie Dickens, Supervising Teacher



I love the family culture that exists among colleagues and scholars at Compass. I have been teaching online for almost eight years, and I have never experienced such a consciously cultivated environment and tightly-knit community. I advise scholars to own their talents and gifts and grow them. Do not idealize how others excel, but stay focused on your strengths. Build on those strengths and be dedicated to being the best you every day! -Jen Hobson, High School Teacher



"Jacob no longer has tantrums to do school work and is thriving with CCS! He used to cry going to school, and now he is so calm and his anxiety is gone. CCS has allowed Jacob to learn to love learning, and we are forever grateful!"

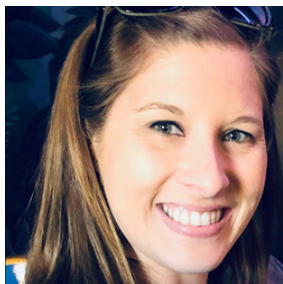
Barbara B., Learning Coach

Powered by BoardOnTrack

A WORD FROM OUR TEACHERS & STAFF CONT.



"I was amazed by watching the way leadership reacted to the COVID-19 pandemic. We've navigated a difficult time really smoothly and it has made me very grateful to not only work for Compass as a virtual school but to have a job that was not affected by the changes in our world."
-Danielle DelNegro, Engagement Specialist



"I've really enjoyed seeing one of my high school scholars improve so much in planning out their days based on the weekly pacing I provide. The communication is awesome, and the work being produced is so great. I truly enjoy connecting with my scholars and their families and seeing the progression in all areas of life."
-Kayla Sullens, Supervising Teacher



"CCS is an amazing place to work, and we have some of the most talented, devoted, and caring individuals. If you are starting a remote job, or with a charter, or a combination of both, jump on that opportunity, embrace it because it will truly be one of a kind experience, and you will unlock a level of passion and love that you never knew you had for education. It is totally worth it!" -Oscar De Jesus, Accountability Coordinator



"What I love about my job at CCS is the connection and impact on scholars and their families. Many scholars come to our school because they are looking for an alternative to the traditional brick and mortar environment. It brings me such joy to offer a unique learning environment that allows them to flourish in a home setting while still enabling them to feel connected to their teachers and fellow peers. love hearing the stories of scholars who are finding success and flourishing in our program." -Lacey Lehman, Middle School Teacher



"We have children in three different grades, which is one of the many reasons we know we've made the right choice with CCS. The level of attention from our Supervising Teachers has made all the difference. Even during years when life was thrown upside down, CCS rolls with the punches and makes sure my scholars get the support they deserve. We could never have navigated high school so well without the support of the tireless Compass team." -Silbert P., Learning Coach

CCS OF LOS ANGELES

Serving Los Angeles, Kern, San Bernardino, and Ventura counties



Authorizer

Acton-Agua Dulce Unified School District



As of Census Day, October 2, 2020



Janae Smith, M.A.
Principal

Tricia Gallagher
Assistant Principal

"The 2019-20 school year was a great success! Scholars worked hard and are strived for excellence. The entire team noticed that many of our scholars exemplified our school's core ARTIC values: Achievement, Respect, Teamwork, Integrity, and Communication. Our scholars focused on achievement, being respectful to their teachers and each other, collaborating and working in teams, showing integrity, and consistently communicating to ensure success."

-Janae Smith



"We truly appreciate Compass for providing an education that allows for Natasha's gifts to flourish and illuminate the world! Two of her photographs of installation sculptures were accepted into the Walt Disney Family Museum's exhibit "It's A Small World"!"

- Christa Powered by BoardOnTrack

CCS OF LOS ANGELES DEMOGRAPHICS



SCHOLARS ENROLLED

833

As of Census Day, October 2, 2020

SCHOLARS BY PROGRAM

ONLINE PROGRAM

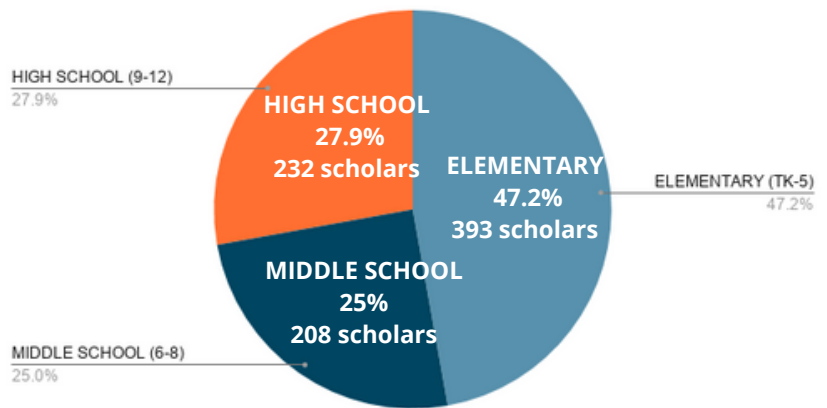
**293
scholars**

**540
scholars**

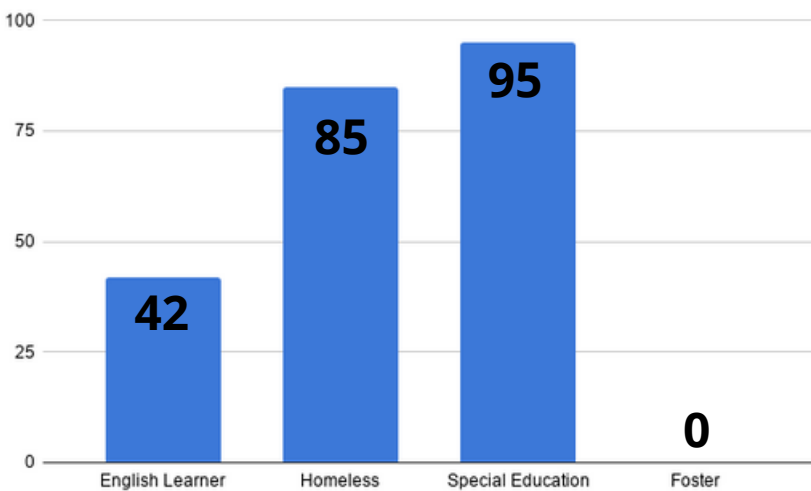
OPTIONS PROGRAM

SCHOLARS BY GRADE SPAN

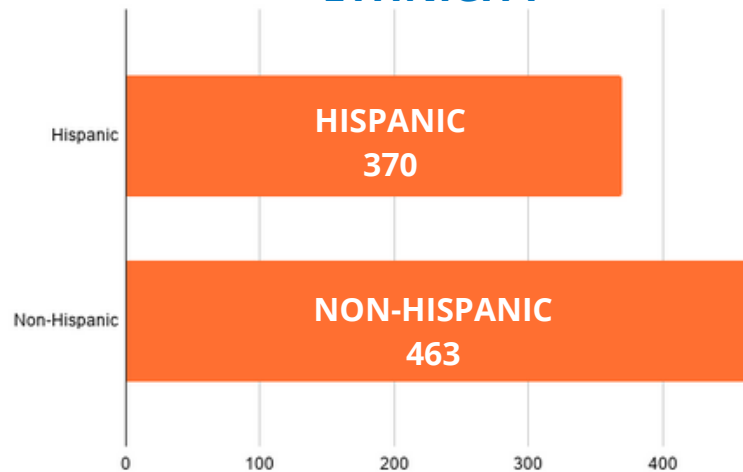
SCHOLARS BY GRADE SPAN



SPECIAL POPULATIONS



ETHNICITY



"Compass Charter School has provided a positive experience and has helped Jonathan to enjoy school and progress academically. Ms. Barbara is an amazing teacher and has been extremely supportive of Jonathan's specific needs." -Christina C., Learning Coach



LEARNING COACHES OF THE YEAR



Brittney Thomas, Online Program

"Mrs. Thomas is not only a fantastic Learning Coach for her scholar, but she supports and encourages all scholars that she interacts with at the Orange County Learning Center. Whenever I need something, Thomas is there, rounding up work samples, ensuring activity logs are submitted, helping place orders, making sure diagnostic assessments are complete, and more," shares Danielle Kiefner, educational facilitator. "I cannot emphasize enough of Thomas's many contributions to her son, her local homeschooling group, and me, as her Educational Facilitator, and Compass as a whole. It is my pleasure to recognize Brittany Thomas as a Learning Coach of the Year."

"My son Kaiden needed a more diverse curriculum, more options, and flexibility," shared Thomas. "The CCS Options Program provided just that for him. He began to thrive in the program, with the flexibility and having a say in how he wanted to learn! "



Nicole Kiss, Options Program

"Ms. Kiss has been an involved Learning Coach who advocates for her ninth-grade scholar, Alexa. In the early weeks of Alexa's tutoring sessions, she would send emails to let teachers and tutors know how much she appreciated them," shared Melissa Mayer, online tutor. "Mid-semester Alexa was added to a reading Individual Education Plan (ILP), and Kiss sent an email asking about the placement. She expressed her concerns and asked to speak with Alexis' homeroom teacher to get feedback. Kiss was not quick to say no, her daughter did not need this plan, but she first sought further details. I was pleased and impressed. She has been delightful and is a wonderful Learning Coach!"

"Alexa had a physical injury in 2017; she fractured her spine vertebrae on a trampoline. This made it very difficult for her to handle her brick-and-mortar school without elevators, shared Kiss. "Compass has proven to be the perfect match for her. If Alexa is in pain, she can make up her lessons later. The teachers are wonderful, very communicative, and helpful."



"Compass is a super positive and supportive environment. My advice for a new scholar is just to get started because, for me, the hardest thing to do in the day is to get started, but once I do, I am much more productive. Compass allows me to pursue my passions in history, viola, volleyball, and cycling!" -Kate V., scholar

CCS OF SAN DIEGO

Serving San Diego, Imperial, Orange, and Riverside counties



Authorizer

Mountain Empire Unified School District



As of Census Day, October 2, 2020



Kasey Wingate, M.S.

Principal

Ashley Daugherty, M.Ed.

Assistant Principal

"The San Diego team worked diligently to exemplify the core values of achievement, respect, teamwork, integrity, and communication. Scholars engaged in courses, assignments, and learning labs, and took advantage of the AVID tools and resources. We have been breaking into small groups (Professional Learning Communities: PLCs) to have conversations around this topic and how every team member in San Diego plays a part in achieving scholar success." -Kasey Wingate



"I have always looked up to scholars who are in college. I never imagined that this was a possibility for me. Through Compass and AVID, I now know that I can truly plan and one day attend college! I know how helpful it is to learn excellent note-taking skills and prioritizing school work, so it does not become overwhelming" Powered by BoardOnTrack^{ar}

DEMOGRAPHICS

SCHOLARS ENROLLED

997

As of Census Day, October 2, 2020



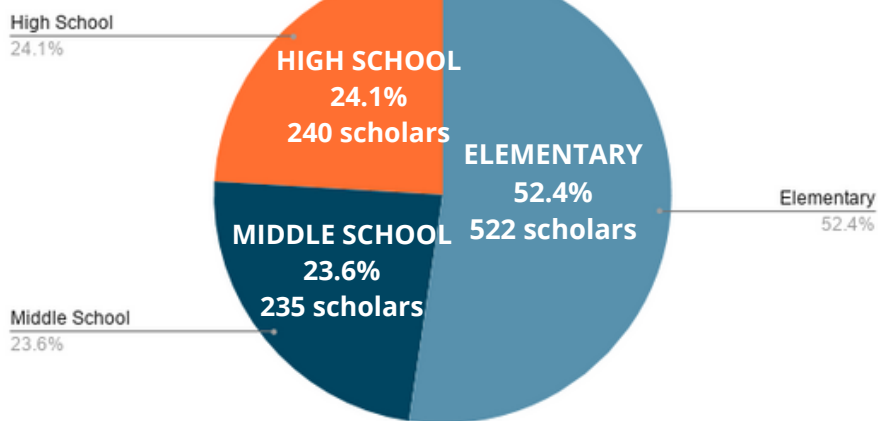
SCHOLARS BY GRADE SPAN

SCHOLARS BY PROGRAM

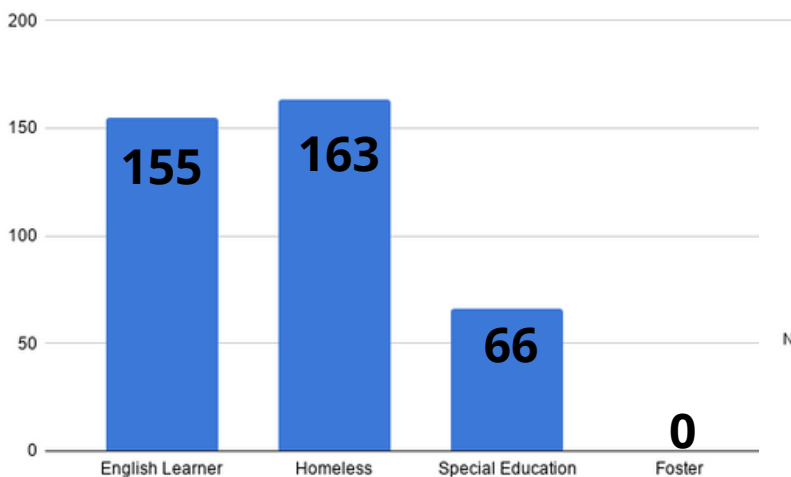
ONLINE PROGRAM



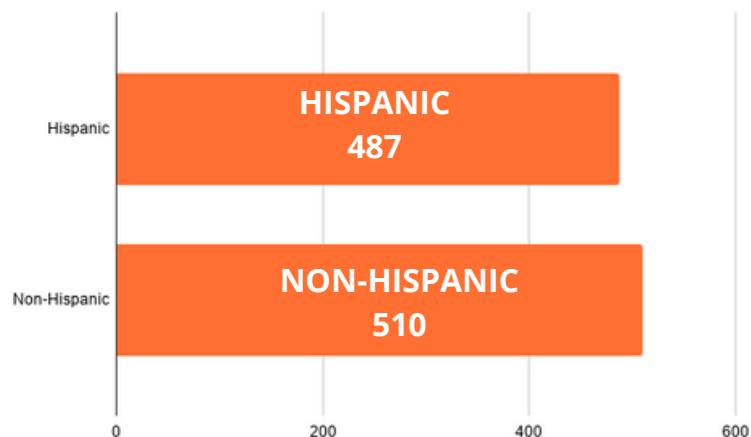
OPTIONS PROGRAM



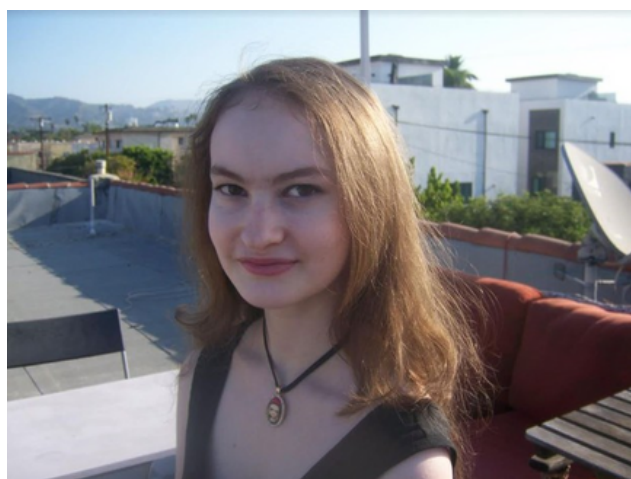
SPECIAL POPULATIONS



ETHNICITY



"Compass Charter School has provided a positive experience and has helped Jonathan to enjoy school and progress academically. Ms. Barbara is an amazing teacher and has been extremely supportive of Jonathan's specific needs." -Christina C., Learning Coach



LEARNING COACHES OF THE YEAR



Kara Pingel, Online Program

"Ms. Pingel is an exemplary Learning Coach. She can juggle many scholars in various grade levels and never misses a beat with support and communication. Pingel has been a crucial part of motivating her scholars to take responsibility for their learning and interaction with their teachers. She collaborates with every teacher to determine the support she needs to provide each of her scholars to succeed in education," shares Ashley Daugherty, Vice-Principal. "Her positive attitude and flexibility have contributed to her scholars' success. She is a pleasure to work with, and we know that she is committed to learning and takes her role as a learning coach very seriously."

"My boys are all very unique in their educational strengths and weaknesses," shared Pingel. "Some are more independent in their studies than others. Some struggle more than others academically, but they all have a strong interest in art, music, and technology. CCS allows them time to pursue the activities they love."

Amanda Cervantes, Options Program

"Mrs. Cervantes is a veteran Learning Coach who currently teaches three of her seven children at home! She is very communicative and supportive," shared Kelli McCaulley, Educational Facilitator. "Cervantes has a vast knowledge of various curricula, materials, and services that meet the needs of scholars in all grade levels. She is also loud and proud of the Compass Experience and shares about CCS on social media."

"Thank you to Compass for helping me navigate the education of my seven children! We have had an incredible experience, and our Supervising Teacher, Mrs. McCaulley, has been amazing! Thank you for this honor! Recognition can make someone's day and give motivation for days to come." -Mrs. Cervantes



"We are grateful to Mrs. Olson, College and Career Readiness Counselor for recommending Lyric for this scholarship opportunity. To date, Lyric has nearly 100 hours of volunteer service, and she has been on the honor roll for the past four years. We are grateful to the Compass family for giving her the educational opportunities that she could not receive elsewhere."

Powered by BoardOnTrack
-Jennifer H., Learning Coach

CCS OF YOLO

Serving Yolo, Contra Costa, Colusa, Lake, Marin, Napa, Sacramento, Solano, Sonoma, Sutter counties



Authorizer

Winters Joint Unified School District



As of Census Day, October 2, 2020



Jason Bee, M.Ed.
Principal

Karle Roberts, M.Ed.
Assistant Principal

"The heart of our school has not changed, our supervising teachers and support team members. All of our highly qualified teachers and support staff are indeed what makes Compass great. Whether it's through bi-weekly Connections meetings, weekly Learning Labs, or any of the other academic and social-emotional supports we deploy, our instructional staff is the glue that binds CCS together. I am proud of my team's work every day with every one of our scholars." -Jason Bee



I love the idea of being able to go with the pace my children need. When they aren't understanding a concept, we slow down. When a concept comes easily, we can move on. Compass gives me so much support, and my Educational Facilitator Mrs. Barrett has been my LIFESAVER! When I need help, she has the answers or finds them for me, that was the support I needed since I'm not a professional. -Annalee P., Learning Coach

DEMOGRAPHICS



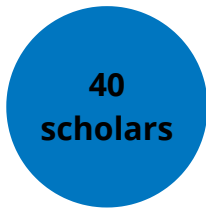
SCHOLARS ENROLLED

620

As of Census Day, October 2, 2020

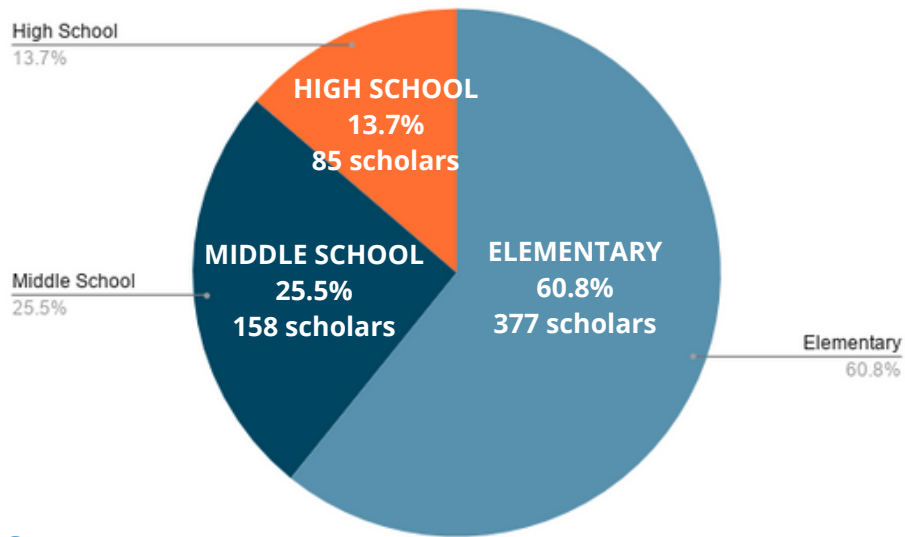
SCHOLARS BY PROGRAM

ONLINE PROGRAM

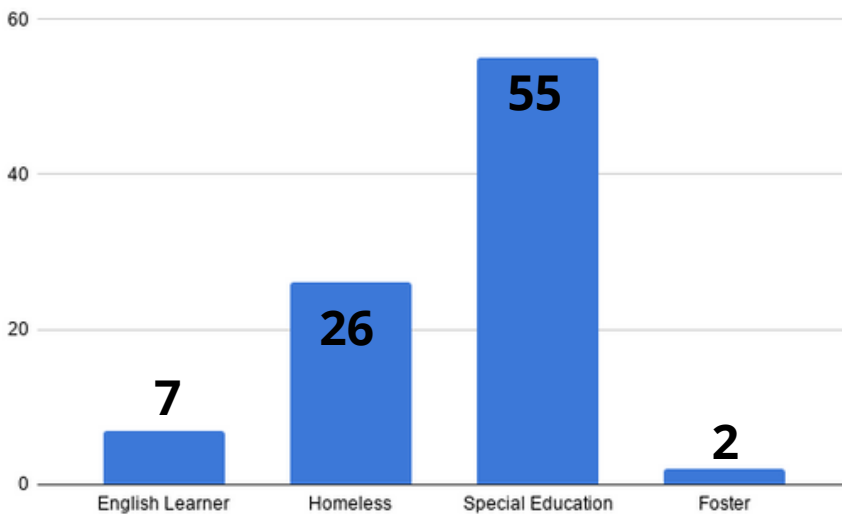


OPTIONS PROGRAM

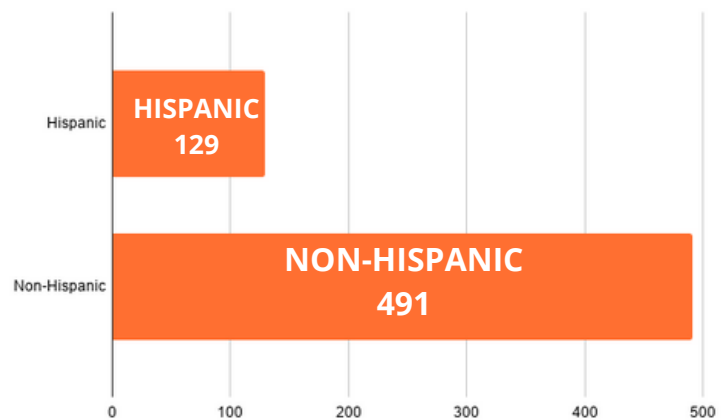
SCHOLARS BY GRADE SPAN



SPECIAL POPULATIONS



ETHNICITY



Compass Charter School has provided a positive experience and has helped Jonathan to enjoy school and progress academically. Ms. Barbara is an amazing teacher and has been extremely supportive of Jonathan's specific needs.

-Christina C., Learning Coach

Powered by BoardOnTrack

LEARNING COACHES OF THE YEAR



Kimally Samuels, Online Program



"Ms. Samuels is an amazing Learning Coach. She has empowered her 12-grade scholar Jahve to reach for the stars and beyond. Knowing her scholar's potential, she provides countless opportunities, including supporting Jahve in enrolling in college as she is working on finishing her high school diploma," shared Mataya Olson, College & Career Readiness Counselor. "Samuels has instilled high values in her scholar and exemplifies our ARTIC values (achievement, respect, teamwork, integrity, and communication). We know that her scholar will achieve greatness and that she is a critical piece in her success."

Samuels shared, "We are just so appreciative of Compass, the staff and counselors were so on top of everything and provided so much support. Everyone should look into Compass, for us, it was a much better option than our local high school or a private school. I wanted Jahve to be able to focus first on school, her greatest passion. I know that she will one day do something to change the world."

Annalee Petersen, Options Program



"Mrs. Petersen is a kind and gracious Learning Coach. She puts her daughters, Capri and Luxe's, education first and goes above and beyond for them. She creates engaging lessons and learning activities. Petersen is quick to solve problems and do whatever is needed to ensure that her daughters have what they need and meet their academic goals," said Allison Barrett, educational facilitator. "Petersen took on many challenges this year, with grace and humility, and did not miss a beat academically. Her scholars are genuinely blessed to have such a dedicated learning coach."

"My oldest daughter was diagnosed with an autoimmune disease," shared Petersen. "Being at home all the time helped me figure out what she needed. Plus she would have fallen far behind in a traditional school. CCS's incredible program enabled my daughter to stay on target!"



"We were searching for a reliable home school and had a supervising teacher who truly understands teaching. When we received Mrs. Christina Vert, we just knew she would be an excellent teacher, and she has been. I have seen much improvement in all three of our children. They are learning faster than if they were going to a regular brick and mortar school. Thank you, Compass!"

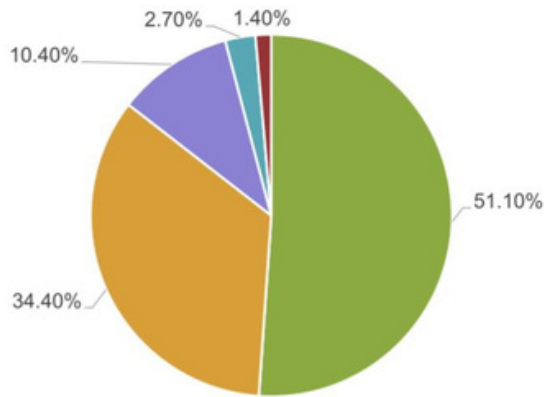
-Jakeya J.L., Learning Coach

Powered by BoardOnTrack

PARENT SATISFACTION SURVEY RESULTS

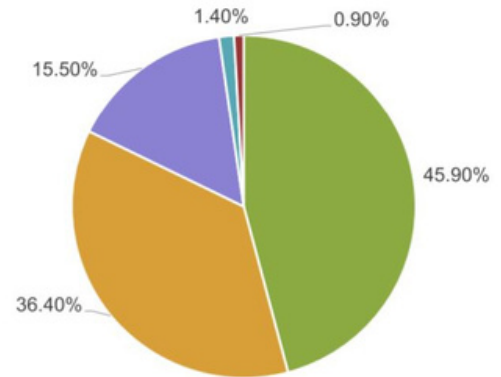


Satisfied with the overall program



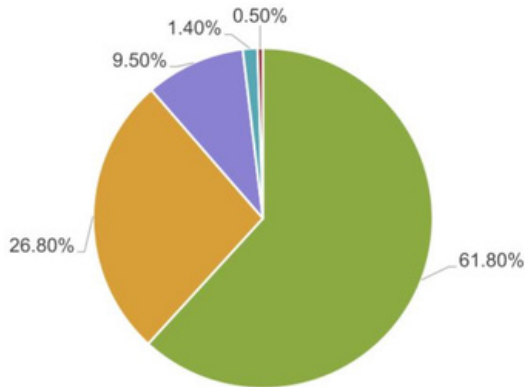
■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree

Scholars are prepared for their future success



■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree

CCS is committed to the success of each scholar



■ Strongly Agree ■ Agree ■ No Opinion ■ Disagree ■ Strongly Disagree



"My son is super bright and motivated. He did well in the traditional brick and mortar school, but often finished early and was easily bored. Because of this, he sort of went into himself and let others answer questions in class. Compass has provided him with an incredibly diverse curriculum, more options, and flexibility."

Powered by BoardOnTrack™ Training Coach

FINANCIALS



COMPASS CHARTER SCHOOLS STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2020

| | Without Donor Restrictions | With Donor Restrictions | Total |
|--|-------------------------------|----------------------------|---------------------|
| SUPPORT AND REVENUES | | | |
| Federal and state support and revenues | | | |
| Local control funding formula, state aid | \$ 21,071,655 | \$ - | \$ 21,071,655 |
| Federal revenues | 697,029 | - | 697,029 |
| Other state revenues | 2,772,379 | 21,210 | 2,793,589 |
| Total federal and state support and revenues | 24,541,063 | 21,210 | 24,562,273 |
| Local support and revenues | | | |
| Payments in lieu of property taxes | 3,844,336 | - | 3,844,336 |
| Investment income, net | 46,169 | - | 46,169 |
| Other local revenues | 35,908 | - | 35,908 |
| Total local support and revenues | 3,926,413 | - | 3,926,413 |
| Donor restrictions satisfied | 1,968 | (1,968) | - |
| Total Support and Revenues | 28,469,444 | 19,242 | 28,488,686 |
| Expenses | | | |
| Program services | 22,993,877 | - | 22,993,877 |
| Management and general | 2,288,064 | - | 2,288,064 |
| Total Expenses | 25,281,941 | - | 25,281,941 |
| CHANGE IN NET ASSETS | 3,187,503 | 19,242 | 3,206,745 |
| Net Assets - Beginning | 5,712,879 | 20,748 | 5,733,627 |
| Net Assets - Ending | \$ 8,900,382 | \$ 39,990 | \$ 8,940,372 |



"I want to emphasize the very important role my instructors played in forming the qualities and characteristics that have led me to where I am today. Perhaps one of my favorite aspects of the program was the small scholar-instructor ratio. I feel that this allowed the instructors to really get to know each scholar and keep track of our progress." -Edith C., scholar

FINANCIALS CONT.



COMPASS CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2020

| California Charter No. | Program Services | | | Total Program Services | Management and General | Total Expenses |
|----------------------------------|--------------------------------------|--|---------------------------------|------------------------|------------------------|----------------------|
| | 1454 | 1651 | 2059 | | | |
| | Compass Charter Schools of San Diego | Compass Charter Schools of Los Angeles | Compass Charter Schools of Yolo | | | |
| EXPENSES | | | | | | |
| Personnel expenses | | | | | | |
| Certificated salaries | \$ 3,962,333 | \$ 2,928,343 | \$ 2,057,235 | \$ 8,947,911 | \$ 115,586 | \$ 9,063,497 |
| Non-certificated salaries | 292,141 | 510,197 | 358,499 | 1,160,837 | 622,077 | 1,782,914 |
| Employee benefits | 1,535,415 | 1,240,354 | 689,070 | 3,464,839 | 152,821 | 3,617,660 |
| Total personnel expenses | 5,789,889 | 4,678,894 | 3,104,804 | 13,573,587 | 890,484 | 14,464,071 |
| Non-personnel expenses | | | | | | |
| Books and supplies | 2,668,505 | 2,182,997 | 1,434,106 | 6,285,608 | 473,109 | 6,758,717 |
| Services and other operating | 1,167,112 | 990,933 | 597,784 | 2,755,829 | 207,429 | 2,963,258 |
| Interest expense | 578 | 446 | 304 | 1,328 | 100 | 1,428 |
| Payments to authorizing agencies | 101,232 | 224,812 | 51,481 | 377,525 | 28,416 | 405,941 |
| Bad debt expense | - | - | - | - | 688,526 | 688,526 |
| Total non-personnel expenses | 3,937,427 | 3,399,188 | 2,083,675 | 9,420,290 | 1,397,580 | 10,817,870 |
| Total Expenses | \$ 9,727,316 | \$ 8,078,082 | \$ 5,188,479 | \$ 22,993,877 | \$ 2,288,064 | \$ 25,281,941 |



"I love that I get to be fully hands-on with my children's education, but we all enjoy the benefits of social interaction, bonus experiences, and help from other adults. Compass has allowed us to enjoy the best of both worlds as we appreciate our flexible schedule, but have the support of a strong curriculum and caring teachers." *Kara P., Learning Coach*

COMPASS IS PROUDLY AFFILIATED WITH THESE ORGANIZATIONS



*"I am thankful for my family, my education with Compass, my friends, my health, and just being here and able to share this."
-Nicholas. W., scholar*

AWARDS & ACCOLADES



- **2019 APLUS+ Pioneer Award for Leadership** - Superintendent & CEO J.J. Lewis was awarded for positive contributions to the personalized learning model and movement.
- **Los Angeles' Favorite Charter School** - CCS of Los Angeles was voted for the second year in a row by residents for the 2019 Readers Choice Awards hosted by *The Los Angeles Daily News*.
- **Rising Aztecs Award** - Lewis was named one of ten San Diego State University (SDSU) alumni to receive the inaugural for his public education accomplishments and his support and engagement with SDSU.
- **Digital Learning Collaborative (DLC) 2020 Snapshot** - CCS celebrated the honor of being featured in the DLC 2020 Snapshot. CCS was chosen as one of two virtual schools to be included as a leader in online learning.
- **2020 Carson Scholar Fund Scholarship Award** - Scholars Lyric Hearne-Hooker, CCS of Los Angeles, and Michael Effie Jr., CCS of San Diego, received this scholarship towards their college educations.
- **2020 Kappa Delta Pi (KDP) Teacher of Honor Recipients** - Jason Bee, CCS of Yolo Principal, Dr. Aviva Ebner, Assistant Superintendent & Chief Academic Officer, and Lewis were awarded as Teacher of Honor recipients. Recipients are practicing educators with three or more years of professional experience who demonstrate a commitment to continuous professional growth and integrity in the classroom.
- **Future of School Teacher Awards** - Shannon Davis, Melissa Mayer, Joyce Popelar, David Spink, Sandra Valladares, and Lynn Woodley were awarded as Teacher of the Week recipients for their dedication and commitment to teaching.
- **Learning Coaches of the Year** - Nicole Kiss, Brittany Thomas, Kara Pingel, Amanda Cervantes, Kimally Samuels, and Annalee Petersen for both the Options and Online programs in Los Angeles, San Diego, and Yolo counties.
- **Employees of the Year** - Leslie Sharma, Special Education Coordinator (Certified), Nora Barnhart, Attendance Coordinator (Classified), and David Spink, High School Teacher (Scholar's Choice).
- **BEST Charter School in the San Gabriel Valley** - Chosen by residents for the 2020 Readers Choice Awards hosted by *San Gabriel Valley Tribune*.
- **Firebird of the Year 2020:** CCS of Los Angeles (LA) Options Program - Elementary (EL): Thaysa M., Middle School (MS): Marco A., High School (HS): Andrew T., CCS of San Diego (SD) Options Program - EL: Justin S., MS: Lars O., HS: Kathleen M., CCS of Yolo Options Program: - EL: Henry F., MS: Amaya T., HS: Jeremiah A., CCS of LA Online Program - EL: Shadrack H., MS: Grayson C., HS: Bobby N., CCS of SD Online Program - EL: Nicolaus P., MS: Amara S., HS: Ivan L., CCS of Yolo EL: Brycen M., MS: Gabriel D., HS: Love J.
- **2020 National Association of Special Education Teachers (NASET) Award as Exceptional Virtual Charter Schools in Special Education:** CCS of Los Angeles and CCS of San Diego were awarded. This is the highest level of recognition that a charter school can achieve through a professional association. This distinction has been bestowed upon select qualified charter schools that provide specialized special needs services and supports.



"I love that I get to be fully hands-on with my children's education, but we all enjoy the benefits of social interaction, bonus experiences, and help from other adults. Compass has allowed us to enjoy the best of both worlds as we appreciate our flexible schedule, but have the support of a strong curriculum and caring teachers." Kara P., Learning Coach

GIVING BACK



Compass is proud to offer our Loud and Proud and Rising Firebird scholarships for our graduating seniors.

GIVE TODAY!
SUPPORT A GRADUATING SENIOR!

SUPPORT OUR INCREDIBLE SCHOLARS
WITH THE RISING FIREBIRD AND LOUD
AND PROUD SCHOLARSHIPS! SIX WILL BE
AWARDED A SCHOLARSHIP TOWARDS A
COLLEGE OR UNIVERSITY!

COMPASS
CHARTER SCHOOLS

Please donate and support our incredible scholars at:
compasscharters.org/giving/
Thank you for making a difference in a scholar's life!

COMPASS CHARTER SCHOOLS



FOR MORE INFORMATION, CONTACT:

Compass Charter Schools
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
855-937-4227
info@compasscharters.org

Compass Chronicle

Compass Charter Schools | January 2021

A New Year!

Wishing you a Happy and Healthy 2021 Compass Families,

We have already had a motivating month of January, as we have entered the new year with an optimistic vision of the future, choosing 'One Word' for the new year. The word that I have chosen is *focus*; I continually strive to set the highest Compass standards and myself as I focus on leading this exceptional family of public charter schools. Please continue to share your one word on social media @CompassCs; we love to hear from each of you!



I am so proud of our Compass family, who work together with our scholars, parents, and staff to adapt, grow, and thrive during the pandemic. Not only do we support one another, but we share our expertise and all the incredible possibilities within the personalized and virtual learning environment!

This January, we focused on our core ARTIC value of *teamwork*. Teamwork is a vital component as we work on our school-wide Wildly Important Goal (WIG) of 100% of our eligible scholars graduating by the end of the school year! At Compass, we offer many support areas, including learning labs, [English Learners Support](#), [AVID](#), [Scholar Support](#), [Scholar Success](#), tutoring sessions, [counseling](#), virtual clubs, field trips, and more.

The new year brings about many exciting and important events. January is [National School Board Recognition Month](#), and we are celebrating our community volunteers who dedicate countless hours and resources to ensure quality education is available for scholars. I am proud to celebrate National Board Recognition Month and am truly grateful for our board members. Our Board shows continued dedication to ensuring consistent growth of our educational programs and services to best support our scholars and their families.

The last week of January, we celebrate Spirit Week! This includes [National School Choice Week](#), [Pennies for Patients](#), and [The Great Kindness Challenge](#). We are so proud of CCS and the incredible choice of a personalized Gold Standard education that we provide to each and

every scholar. Scholars show their school spirit in class, clubs, and online, and we love to see our scholars Loud and Proud with their Compass Spirit!

I encourage you to share your thoughts and goals for your year of possibilities with your teachers and peers! Please continue to keep up the great work as we finish our first semester and set our second-semester sights. Thank you to each one of you for your strength during this time and all that you do to make Compass the Gold Standard in virtual and personalized education.

Forever Loud & Proud,

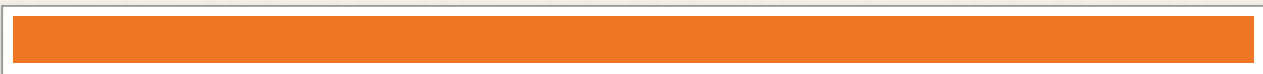
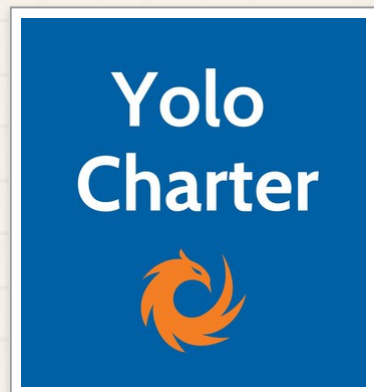
J.J. Lewis, Superintendent & CEO

jlewis@compasscharters.org



[@lewis1jj](#)



**Check out AVID, Counseling,
Engagement, and Special Education
Below and Click on Your Charter!**




**AVID - Advancement Via Individual
Determination**

WHAT IS AVID?

AVID is a college readiness system for elementary through higher education designed to increase school-wide learning and performance. Compass is proud to be one of a select few who are offering this program online.

#CompassCares
#ScholarsFirst



What's Been Happening in AVID?

As we conclude our first semester, we are proud of all of the hard work our scholars, learning coaches, and supervising teachers have displayed in learning labs and connection meetings across grade levels. We focused on using the AVID WICOR Framework to deepen learning by focusing on writing to learn strategies with various note-taking styles and reviewing and retaining information.

Scholars have focused on organization, set SMART goals with Action Steps to begin planning for their future. Although 2020 brought many challenges, our supervising teachers continued to create safe virtual learning communities, where scholars felt comfortable to share ideas, make connections, friendships, and engage in their learning.

We continue to strive to build and promote our college and career going culture. Scholars engage in skills to help prepare for success in school and life. In the AVID Elective weekly learning labs, ninth and tenth-grade Options and Online scholars focus on academic vocabulary, create E-Binders, and attending AVID Tutorials. They present their individual challenges from work in their core courses and collectively to finding answers and understanding.

Our site team hosted a mini-retreat where we continued to develop our resources to support learning coaches and teachers in our efforts to continue to grow AVID Schoolwide.

During semester two, the AVID Site Team will be hosting Academic Boot Camps for all grade levels, focused on supporting scholars at home with Writing, Inquiry, Organization, and Reading to Learn strategies. Stay tuned for more information!

We are excited to offer virtual college tours and engagement opportunities with guest speakers and community outreach projects throughout the year. Stay tuned for more information on our AVID Elective Information Sessions in our Monday Morning Update.

Counseling Services Department

Meet the CCS Counseling Team!



What's Been Happening in Counseling?

As the CCS Counseling Department prepares to wrap up our Fall 2020 Semester, we have some exciting things planned for our scholars and families for our Spring 2021 Semester!

With the pressures of final exams and final assignments coming due for Semester 1, scholars always have a safe space to go when emotions are running high. Our [Calming Corner](#) is a great way to regain emotional balance and support.

We will continue to present our weekly [learning labs](#) for both high school scholars on Tuesdays at noon, and our middle school scholars on Thursdays at noon. Some of the

upcoming Spring learning lab topics will include our CCS Cafes, Compassion & Diversity, Coping Toolbox, Healthy Relationships, March to Motivation, and Resumes, Summer Jobs, & Interviews! These are just a handful of the many learning labs our counselors will be presenting this Spring Semester.

One of the more unique opportunities that our scholars get to participate in here at CCS is the Accelerated Course Options Program (ACOP). This program allows our scholars to add up to two extra courses to their schedules per semester.

We are Loud and Proud of the incredible work that our counseling department is doing! Great work, scholars!

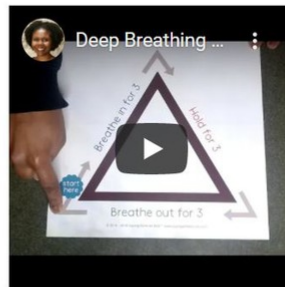
Guided Practice



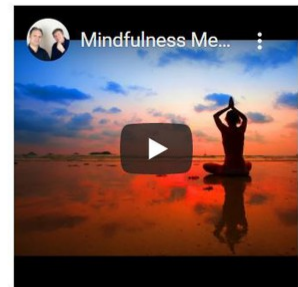
Breathing Meditation



4-7-8 Breathing Technique



Triangle Breathing



Mindfulness Meditation

Counseling Staff Spotlight: Mataya Olson, College and Career Readiness Counselor!



Meet Mataya Olson, College & Career Readiness Counselor!

What is your job title and job responsibilities at Compass? How long have you worked for this organization?

I am in my third year as the College & Career Readiness Counselor at Compass. In this role, I support K-12 scholars in college and career planning, obtaining work permits, and concurrent enrollment with California Community Colleges.

Tell us your “why” for doing what you do here at Compass.

I love the aspects of college and career planning and how it is always evolving. It is especially rewarding to help scholars plan for what is next after high school. There are so many possibilities out there, and it is amazing to see each scholar’s unique passions and interests emerge.

As a counselor, is there a piece of advice you’d like to share with learning coaches or scholars?

It is never too early to start thinking about college and career planning! There are many great opportunities available to middle and high school scholars. The earlier you start planning, the more aware and prepared you will be.

Share one thing about you that very few people know.

I played ice hockey throughout my childhood. It was a year-round activity for me, and I would even travel internationally to tournaments during the summers.

What do you like to do during your free time?

I love to spend time outdoors, especially going hiking and going to the beach. I also love to spend time relaxing at home with my dog and cat, Penny and Noodle.

Counseling Success Stories

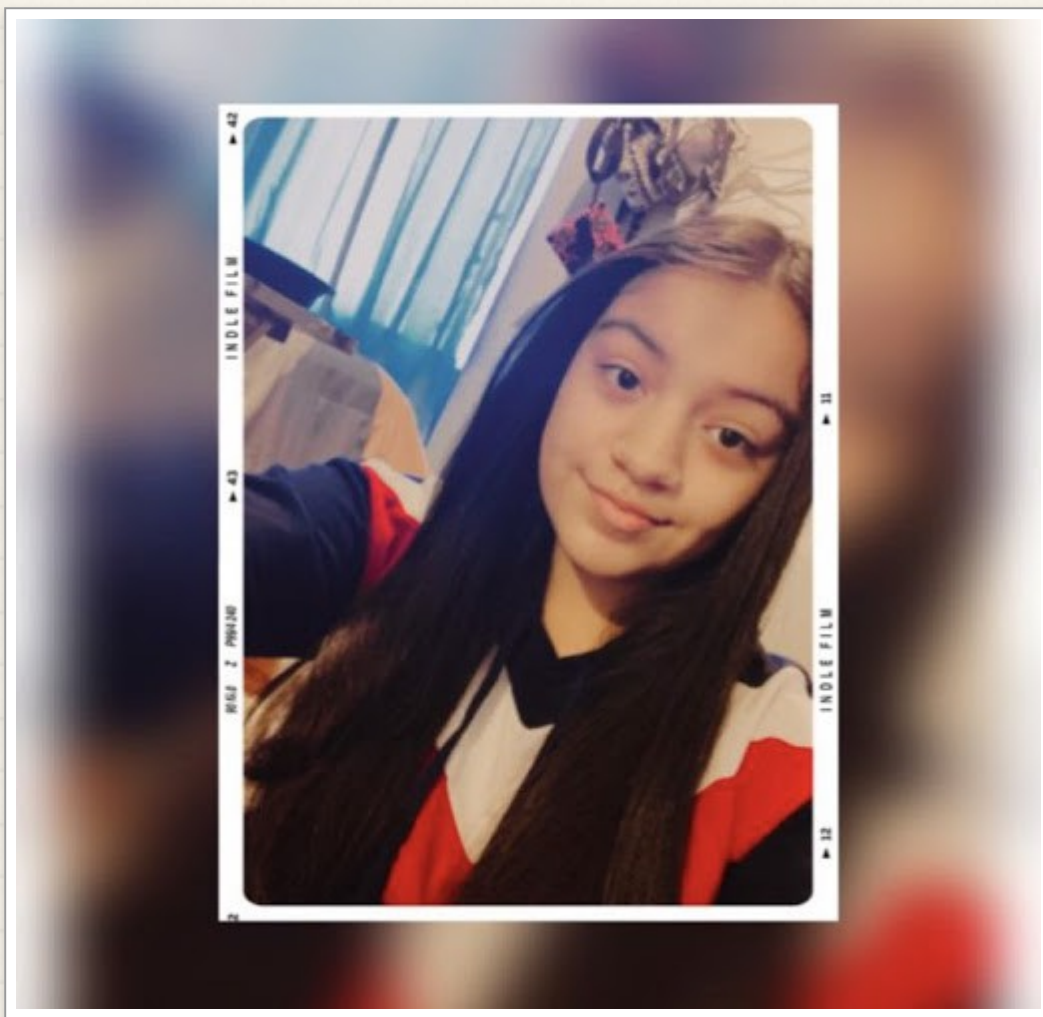
Senior Spotlight: Rebecca K.

Rebeca is a senior this year with CCS of Yolo and plans to continue to community college this semester! Rebeca has always been a hard worker, even through the challenges that this year has presented. Rebeca has been working so hard to ensure that she finishes high school by the end of this semester. She has been advocating for herself this year like a champion, and her hard work has paid off! She has completed her final high school courses this Fall.

Congratulations Rebeca!

-Mr. Samples, Counselor

Scholar Spotlight: Leilani S.



Leilani' Lani' is an eighth-grade scholar at CCS of San Diego's Options Program. Lani thrives on helping others and is a role model to her peers. She regularly attends counseling services and has shown progress in her academics.

When asked about her experience here at CCS, Lani had this to say,

"I have had the best experiences here at CCS because I have so much support from my counselor, and that has helped me get through rough times. I have learned how to be independent, and I'm enjoying my year here at CCS!"

Leilani's Supervising Teacher Mrs. Marquez, had this to add,

"I can't believe Leilani has been homeschooling since first grade and will be entering high school next year! When she is not doing schoolwork, Lani is active in her community and spends much of her free time volunteering."

Lani also shares, "I volunteer all the time to help the elderly in my church. I try to bring them food, cleaning supplies, or even just a smile to cheer them up when they are going through hard times."

Lani tried different homeschool programs and came to CCS last year. She has benefitted from the expertise of Mrs. Marquez, her Supervising Teacher. She was also delighted to find Independent Minds, an online vendor program with Compass in which she has become very involved.

Mrs. Levin, at Independent Minds shares,

"Leilani shows extraordinary empathy and leadership capabilities. She is active in our student leadership team and always brings sunshine with her wherever she goes. Her Mother shares that since Leilani came to CCS, her confidence and academic abilities have skyrocketed!"

Her counselor, Mrs. Bateman, shares, "Lani, we are so incredibly proud of all that you do! You continue to amaze us with your dedication, vulnerability, and humor! Thank you for being part of the CCS family!"

Scholar Spotlight: Guinevere J.



Guinevere is a ninth-grade scholar at CCS of San Diego. Guinevere is always the life of the party and is incredibly involved at CCS. She loves to attend both the college and career small group sessions with Ms. Olson and the Morning Starters with Mr. Samples. She is a social butterfly and loves to chat with other scholars. She always brings a smile to our faces!

When asked about why she chose Compass Charter Schools, Guinevere had the following to share, "I am very friendly, sweet, playful, and silly. I have many friends here at CCS, and I feel so welcomed and that I can be myself. I chose CCS because I talked a lot in regular school. But here, I don't have to worry about talking too much because I'm not in a classroom. I feel more focused and closer to the opportunity of getting into the college of my dreams!"

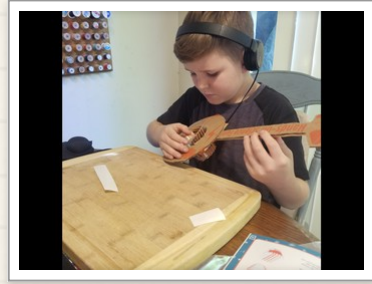
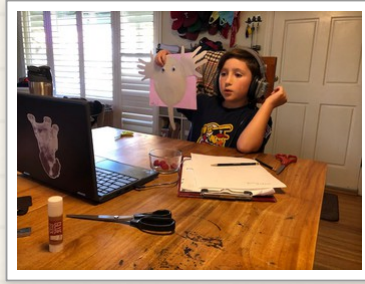
Engagement Department



What's Been Happening in Engagement?

Virtual Scholar Workshops!

We've continued to have a blast together in Engagement! Scholars have experienced a variety of workshops, including Baketivity, Barnabas Robots, Fall Poems, Chaffee Zoo, An Elephant's Journey to Water, Groovy Lab in a Box, MoxieBox, Support Apps for Remote Learning, A Visit from the Author: The Colorado Curveball, Spelling Bee, Marine Science Institute, STEAM Field Trip in a Box, Garner Holt Productions, Cat Chat with Cat Haven, 2021 Vision Board: Goal Setting for the New Year, GameU Game Design, and "I Have a Dream": Martin Luther King Jr. It has been a joy to lead our scholars through these hands-on experiences and seeing them explore their creativity in a variety of subjects.



Clubs!

We currently have 25 active clubs who have been off to a great start this year! Live club meetings have resumed and our advisors have been enjoying seeing our scholars' dive into their passions!

Interested in joining a club? Visit the [Parents & Scholars](#) section of our website, choose "Engagement", and email the appointed advisor for the club(s) of your choice! Another great way to get signed up for clubs is to join our [Semester 2 Scholar Clubs Kickoff](#) coming up on Wednesday, February 10!



Contests!

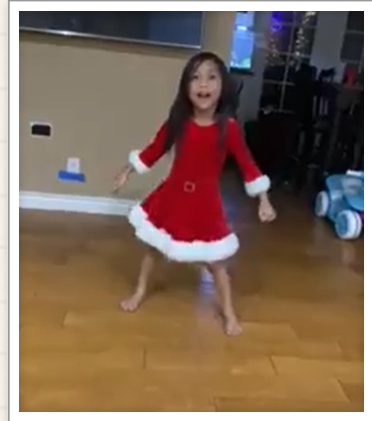
Congratulations to the following contest winners for November and December!

November - "Thank You" Contest: LJ C.

December - Holiday Dance Contest: AJ Faith C.



**“Thank You”
Contest
Winner LJ C.!**



**Holiday Dance
Champion - AJ
Faith C.!**

Spirit Week!



Our January contest will take place during Spirit Week! Scholars are encouraged to share their National School Choice Week and Great Kindness Challenge spirit with us! Upload photos each day of the week in your spirit day attire to [this form](#). We also encourage you to post on social media and tag @CompassCs when sharing via Facebook and/or Twitter!

Monday, Jan. 25 - Kindness Rocks: Dress like a rock star

Tuesday, Jan. 26 - Team Kindness: Wear your favorite sports uniform

Wednesday, Jan. 27 - Dream of Kindness: Pajama day

Thursday, Jan. 28 - CCS Spirit Day: Wear your CCS Spirit Gear

We encourage all of our CCS families to participate in our Spirit Week photo contest!

We had the opportunity to host our first-ever **Virtual CCS Spelling Bee** on Friday, December 11, via Zoom. We had 24 amazing participants that wowed us with their spelling talents!

The top spellers prevailed after nine rounds for kindergarten through second-grades, ten rounds for third through fifth grades, and eight rounds for sixth through eighth grades. Congratulations to all who competed!

The Champions!

- **Cameron J.** (K-2 grade category winner), first-grader, from CCS of Los Angeles
- **Jonah B.** (3-5 grade category winner), a third-grader from CCS of San Diego
- **LJ C.** (6-8 grade category winner), sixth-grader, from CCS of San Diego



Jonah B.



LJ C.



Special Education Department



What's Been Happening in Special Education?

The Special Education team is excited to welcome our new Director of Special Education, Lauren Jeffries! Our scholars have been busy participating in Read Naturally, Max Scholar, and Ascend Math, to help them meet their goals. These programs provide fun and interactive ways to learn. Please reach out to your case manager if you would like your scholar to join the fun! Our educational specialists have been seeing amazing results from utilizing these amazing programs!

Staff Spotlight: Lauren Jeffries, Director of Special Education!



Hello, my name is Lauren Jeffries, and I am so excited to join the Compass Charter Schools team as the new Director of Special Education! I have been in Special Education for over 20 years, serving in various roles dedicated to supporting students with special needs. I have also been through the journey of being a parent to a child with a disability and navigating the various challenges and joys that it brings. I am a mother of two children, five and 18 years old. We love going to Disneyland every chance we get. One of my dreams is to visit every Disney park in the world. Traveling is my most favorite thing to do. I am so proud to be a member of the Compass team! I am here to bring my experience, support, and dedication to serving our scholars and their families.

What is your job title and job responsibilities at Compass? How long have you worked for this organization?

I am the director of Special Education at Compass. My job includes supporting our wonderful

Tell us your “why” for doing what you do here at Compass.

I have always had a passion for Special Education and have worked as a paraprofessional and then a teacher in Special Education. But when I had my own child with special needs, I discovered my desire to affect change in all areas of Special Education. And this is where I feel I can best be of service to scholars and their families, as well as supporting staff to make sure the unique needs of our scholars are met.

As an educator, is there a piece of advice you'd like to share with learning coaches?

Focus on your student’s strengths and not their weaknesses.

Share one thing about you that very few people know.

I am afraid of opening those tubes of refrigerated biscuits because of the POP sound that they make! I always ask someone else to do it for me.



Giving to Compass



Compass Charter Schools is a non-profit charter school. Your [donation](#) helps enhance and expand the Compass Experience for our scholars, learning coaches, and staff.

The easiest way to give is online at <https://www.compasscharters.org/giving/>.

If you can make a gift, the Compass family will benefit greatly.

Do not forget to check if your company will match your donation to Compass. It is an excellent way to SUPER-SIZE your donation! Thank you!



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share you comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

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Visit our [website](#) for more information about our academic programs. Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #CompassExperience

850 Hampshire Road, Suite P, ... info@compasscharters.org
 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxocWVU



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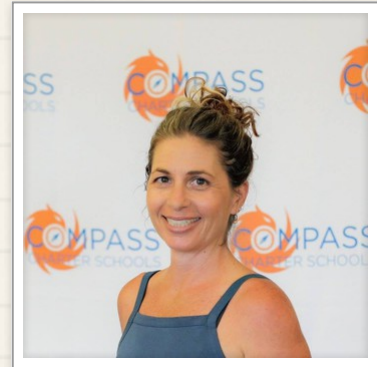


Compass Chronicle

Los Angeles Charter | January 2021

A Word from our Assistant Principal, Tricia Gallagher

As we approach the start of Semester 2, I am reminded of what a pleasure it is to work with our CCS of Los Angeles community and see our families' tremendous attributes. During these unprecedented times, we've seen perseverance and dedication from our scholars and learning coaches, as well as a staff who works passionately to support them. Together we will grow and work towards achieving our goals, one scholar at a time. Let's continue to work hard and reflect on our Compass scholars' success, loud and proud!



What's Been Happening at the Los Angeles Charter?

As the final months of 2020 came to a close, we are pleased to recognize the great things our scholars have experienced and accomplished. Virtual engagement opportunities have been plentiful and a successful pivot for connecting our Compass families in the comfort and safety of their homes.

Scholar workshops included a schoolwide talent show and spelling bee where scholars showcased their skills. Additional workshops were fun learning experiences that included baking, computer programming, animals in the wild, stories read by authors, and creating beautiful art. Although our Coffee with Compass has moved from meeting in-person to a virtual platform, the CCS of Los Angeles team has enjoyed spending time getting to know our families better while discussing a range of topics from birthdays and baby showers to curriculum and needed support.



Our online scholars have been engaged in their learning labs, where they have the opportunity to discuss fun topics and explore current events in the world around them. Scholars in the Accelerate Education online courses have been able to track their hard work on various projects and assessments.

Supervising teachers and families continue to collaborate to provide the best educational experience for scholars. Teachers provide valuable resources to help scholars meet their goals and continue to offer the gold standard in personalized learning. During these unprecedented times, collaboration is needed more than ever as families embrace the new year.

The entire CCS of Los Angeles team looks forward to 2021 and continuing to work closely with our amazing families!




Work Samples and Learning Labs!


Kindergarten Lab!

During Ms. Hooper's kindergarten learning lab, scholars learned all about winter.


The image shows a Zoom meeting window at the top with five participants. Below it is a browser window displaying a Readworks.org page titled "Winter Weather". The page includes a "Question Set" section with two questions:


2. Where do snow crystals form?

A  near the ground

B  in the clouds

3. What is sleet?

A 

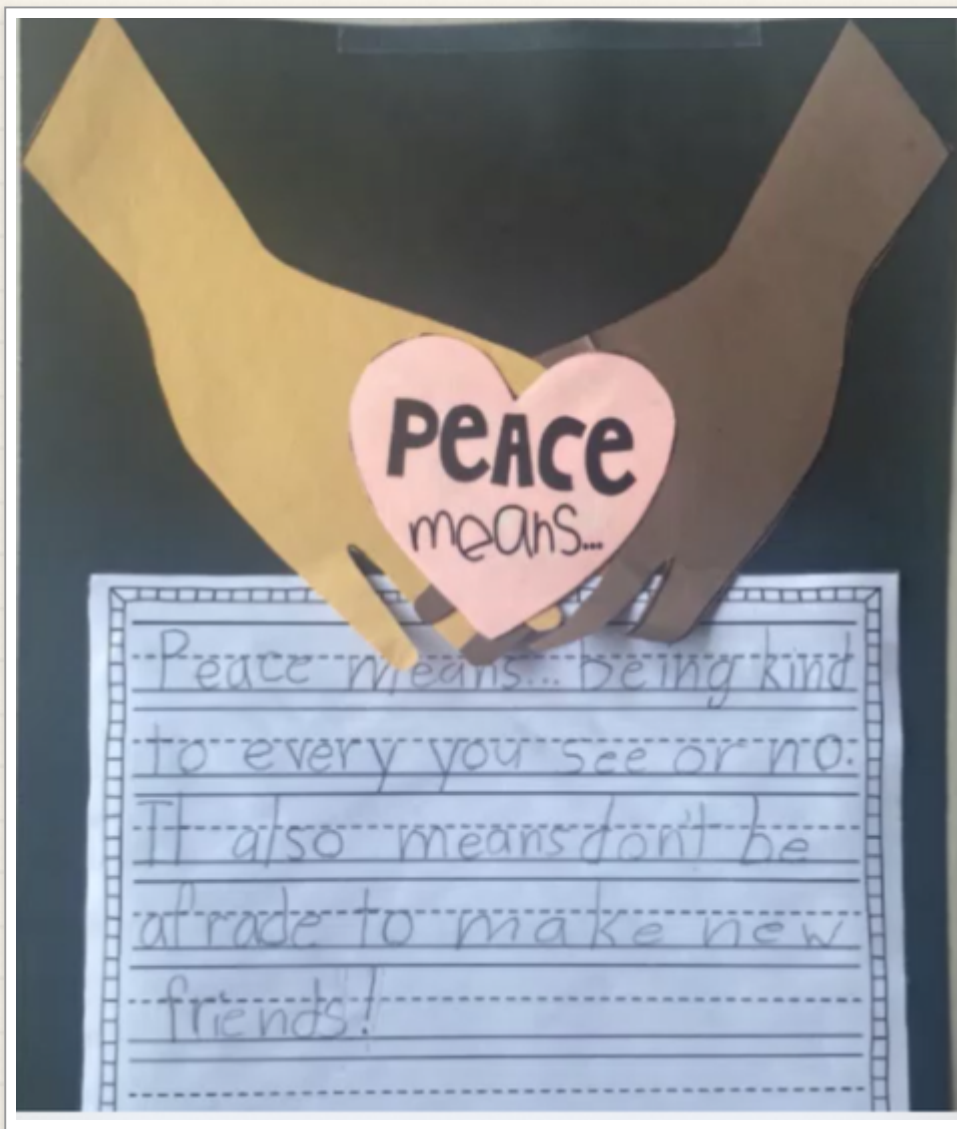
B 

On the right side of the page, there are two article cards:

- Sunlight in the Winter**
Grade: K Words: 97
What do you think about when you think of winter? You may think of cold weather. You may think of trees with no leaves. But do you think about how much sunlight there is in a day? In the winter, there are fewer hours of sunlight in a day. The sun rises...
- The Winter Olympics**
Grade: K Words: 99
Every four years, a big event called the Winter Olympics happens. The event brings people from different countries together. These people go against each other in different winter sports! Some of the sports are ones that lots of people have tried. Sk...

What Does Peace Mean to You?

Elinor a second-grader, shows her writing skills as she defines and gives examples of peace.



Earthquakes!

Charlotte a seventh-grader, conducted scientific research about earthquakes and created a presentation to show all that she learned.

What should you do in case of a natural disaster? (such as an earthquake)



By: Charlotte Williams
Science

What is an earthquake ?

An earthquake is the shaking of the Earth that creates seismic waves. Seismic waves are waves of energy. Seismic waves travel through the Earth's layers. They are normally a result to magma movement, volcanic eruptions, and earthquakes.



What is the likelihood of a major earthquake happening in Southern California



The last major earthquake took place on January 17, 1994 in Northridge, California. So me personally, I dont think its likely because it's been a long time but you never know. More than 60 people died, and over 9,000 were injured.



Do you know what the National

Shakeout is?



The National Shakeout is a day to educate the public about the importance of taking immediate action in case of an earthquake. It is every year on October 15 at 10:15am.

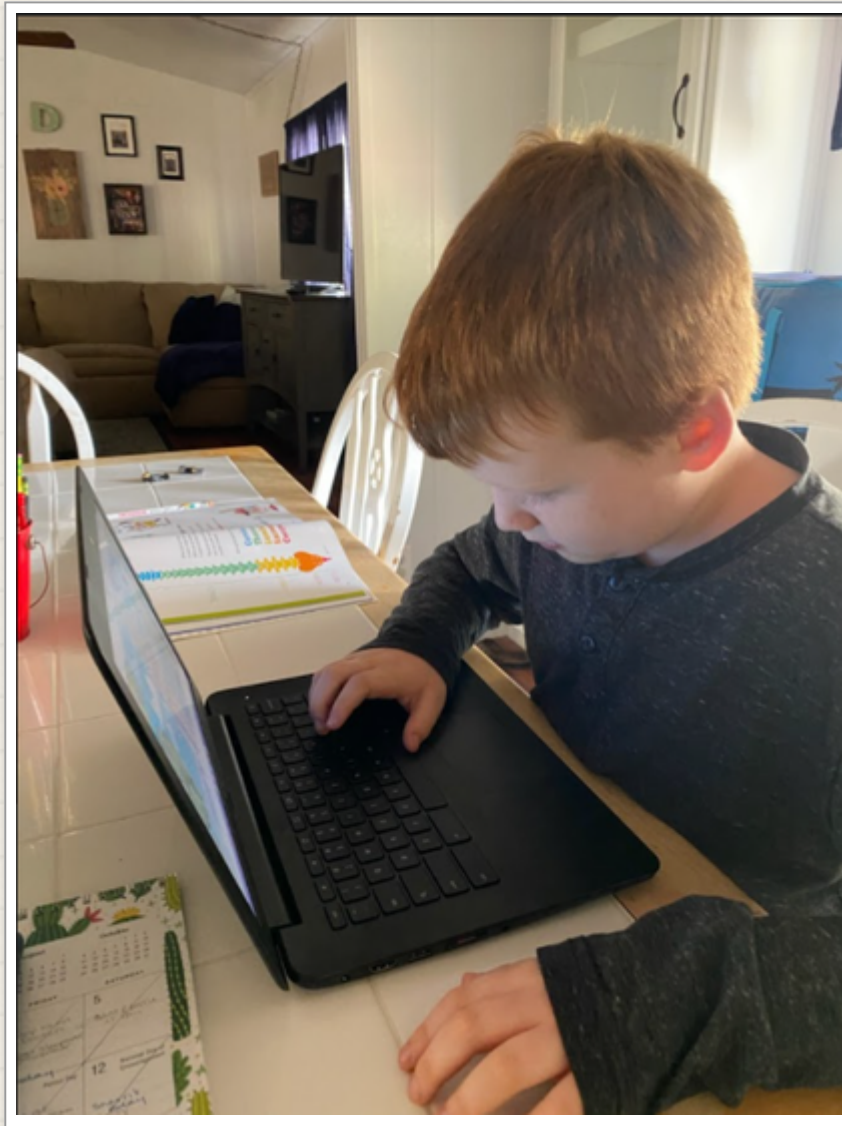


What will you need? 🤔

Amazing question! Well, you would of course need yourself, and I'd say a natural disaster kit. In a natural disaster kit, there should be everything you need extremely for survival, such as food, water, flash light, etc. All of these items are in my emergency kit, which I bought like this. You don't need to buy one, you can easily make one at home. You should try and get one quickly.

Typing Like a Pro!

Liam a fourth-grader, enjoys learning with his TypeTaskic subscription.



A Dog's Perspective!

Juliana a sixth-grader, created a newsletter from a dog's perspective.



Platypus Project!

Abigail, seventh-grader wrote a science research report about the platypus and drew a picture to go with her report.

Measuring 20 inches in length including the tail, and around 3 pounds in weight, the duck billed platypus is one of the few mammals in the whole world that produces venom. Males have a spur behind their hind feet that is connected to a venom-secreting gland. The venom is not life threatening to humans but can cause severe swelling and "excruciating pain". Platypuses are found on the islands of Tasmania and eastern and southern Australia. During the day if not hunting they are in their burrow, because they are nocturnal, and at night their hunts can last 10-12 hours. Unlike other mammals the platypuses lay eggs instead of having a live birth, which is called monotremes. When time to reproduce the female digs a burrow and seal themselves in with their 1-3 eggs. It takes around 10 weeks for the eggs to hatch, and when they do, the hairless bean sized baby which is called a puggle, nurses for 3-4 months before learning to hunt. When the platypus was first discovered people thought that it was not a real animal at all they thought that it was multiple animals sewed into one, because of its paddle-shaped tail like a beaver, sleek furry body like an otter, and a fat bill and webbed feet like a duck. The duck billed platypuses bill gives them a 6th sense. This super-sensory organ is packed with three distinct receptor cells that helps the platypus detect movements and subtle electric fields produced by its prey. Their sixth sense is so strong that they can hunt prey with their eyes, ears, and nose closed. The platypuses tail also has multiple uses for example the primary function is just to store up nearly half of the animal's body fat in case of food shortage. A female platypus also uses her tail to hold incubating eggs against her warm body. By this point you are probably thinking "What doesn't a platypus have?" well, they do not have a stomach or teeth! Since they are carnivores, to eat they must scoop up some rocks and sticks from the lake/river floor and squish their prey until it is small enough to digest.



The Human Body!

Sawyer F, a first-grader, learned all about the human body. In her own words, "I learned many things about the human body. Bones help us bend. The heart is always working, even when we



Sports Broadcast in Spanish!

In Ms. Davis' Spanish class, scholars listened to a sports broadcast in Spanish and reflected on what they heard.

Spanish 1 - Ms. Davis

What I experienced from listening and watching the news report was that the way they pronounce and add the accents to certain words can be really hard. I could understand a few things they said but it was kind of a challenge with the speed they talked at. If they slowed down I think I may have learned better.

¿A qué deporte escuchas o miras?

Miro fútbol, baloncesto y fútbol

¿Quiénes juegan a este deporte?
Kevin

Algunos jugadores que veo son

Durant, Aaron Donald y Kevin De Bruyne.

¿Dónde juegan ellos?
F.C.,

Ellos juegan en Manchester City

Brooklyn y Los Ángeles.

¿Cuándo juegan ellos?

¿Cuándo juegan ellos?

Ellos juegan domingo, miércoles y Viernes

¿Quién gana?

Todos ganan a veces

Government Discussions

With the events that took place at the Capitol a few short weeks ago, Ms. Rosen had the opportunity to lead a discussion in her government class to enable scholars to express their thoughts regarding the event during the learning lab session using a video from NearPod.



Scholar Story: The Baez Family



Our family chose the "learning from home" path for our boys Jacob (8) and Caleb (5) after having a very rough time in the classroom. My oldest, Jacob, has autism and would come home from school with intense anxiety, having meltdown after meltdown. School became aversive for him, and he wasn't learning or being challenged.

We took a leap of faith and came to Compass, which has been the absolute best decision. Compass has taught my boys that school is FUN, learning is EXCITING, and we have a completely new outlook on education. Compass takes the time to assess where my scholars are academically and provide them with the challenges and supports that provide exponential growth academically, socially, and emotionally. My scholars have exceeded benchmarks and are both working multiple grade levels ahead, which couldn't happen any other way.

Our typical school day starts at 9 am for my second grader, allowing focused work time to target math and writing. At 10 am, my kindergartener joins in, and we continue for another hour and a half, working on manners, calendar skills, spelling, and other core work. During that time, the kids get multiple breaks for jumping and sensory movement to focus their best. We have a two-hour break for lunch and outdoor playtime, and then we cozy up together again around the couch to read books before heading back outside for hands-on science and social studies. Our day ends at 3 pm for the kids to have free time and to be just that, kids. Open and explorative free time outdoors is a huge part of our day and a priority for our family. And that alone is, hands down, my greatest joy. Seeing my kids light up with learning and also have the time to run freely outside makes my heart sing.

Being the teacher to your own children can come with frustrations, and honestly, that typically comes in the form of kids not listening. However, when I experience resistance from them, it is a cue for me that something needs to be altered in our day. Flexibility is a major perk in learning from home. It is always a learning lesson for me to see what I can do to better support my children. Sometimes school gets moved outside, or we involve more movement to help us self regulate. If a flower isn't growing, you wouldn't blame the flower but rather change the environment, which is essentially the mantra of our day.

Making the leap from traditional public school to Compass and going from a brick and mortar to your own home for learning can absolutely feel overwhelming. Still, for anyone considering it, I would say try it. No decision you ever make academically is permanent. It's okay to follow your children's unique needs versus the societal norms. We chose Compass over others out of an abundance of research and their ability to work uniquely with my children. Working above grade level and still having open afternoons to freely play and peaceful evenings as a family is how we choose to raise our family.

My children's depth of education with the sounding board support from our Compass team is phenomenal. The IEP process has been a true act of absolute teamwork where our family is treated with respect and our sons' needs are met with utter enthusiasm. It's just absolutely beautiful to see the shining light of educational possibilities that come from Compass. Needless to say, it has been the very best decision we could have ever made.

Staff Spotlight: Meet Shannon Davis, Online Elementary School Teacher!



Ms. Davis is an online middle school and high school Spanish teacher. She has worked at Compass for three years now. She enjoys assisting all of her scholars who choose an independent and virtual learning environment. She finds supporting this population of learners rewarding because it allows her to personalize and differentiate each students' educational path according to their individual aspirations and needs. As an educator, a piece of advice she would want to share is to take it all one day at a time! In her free time, Ms. Davis loves to dance Lindy Hop and she's even gotten pretty good at Shim Shaming!

Staff Spotlight: Meet Jenna Morales, Options Supervising Teacher



I have been a supervising teacher at Compass for one year, and I help facilitate options families' needs. My families are my "why". I do everything I can to help them on their educational journeys and to be there in their lives, helping wherever they need it.

As an educator, I think the best piece of advice I was ever given is to have **patience** in all aspects. Patience with your scholar, patience with your learning coach, your supervising teacher, schoolwork, school, community, etc.

I was born and raised on a farm in Wisconsin, and in our free time, I like to get outside! My family and I try to be outside every waking minute of daylight and good weather.



SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

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 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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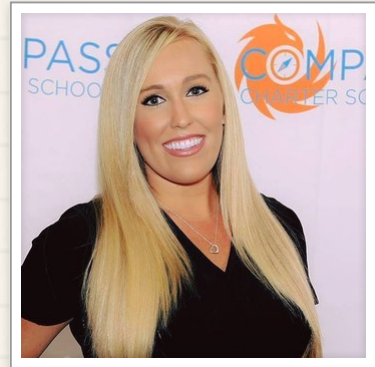
Compass Chronicle

San Diego Charter | January 2021

A Word from our Assistant Principal, Ashley Daugherty

Hello CCS of San Diego!

I'm Ashley Daugherty, your Assistant Principal, and I've had so much fun working with our amazing San Diego scholars so far this school year. Our scholars have had an amazing first semester, working hard through a rigorous curriculum, attending fun and engaging live learning lab sessions, and participating in extracurricular clubs and activities hosted by our phenomenal Compass staff.



This has been a crazy school year so far, but our staff and scholars haven't let anything get in the way of their success! During our first semester, two team members were nominated for Top Teachers and Employees for 2021 from the Parenting OC Magazine, and we are beyond proud of this accomplishment. Our dedicated staff also works diligently with their scholars to ensure everyone had what they need to excel in their courses, and we've seen great academic growth as a result! I can't wait to see what incredible things our scholars and staff will achieve during the second semester!

What's Been Happening at the San Diego Charter?

Our scholars are working hard to finish their courses by January 28! Online elementary teacher Mrs. Chavez and online high school teacher Mr. Spink use PearDeck to enhance scholar learning. Scholars also engage in their learning through AVID.

Mrs. Chavez utilizes a Road Map to Success to develop scholar goals. Mrs. Chavez and Mr. Spink have their scholars take Focused Notes to engage in AVID strategies to enhance scholar comprehension.

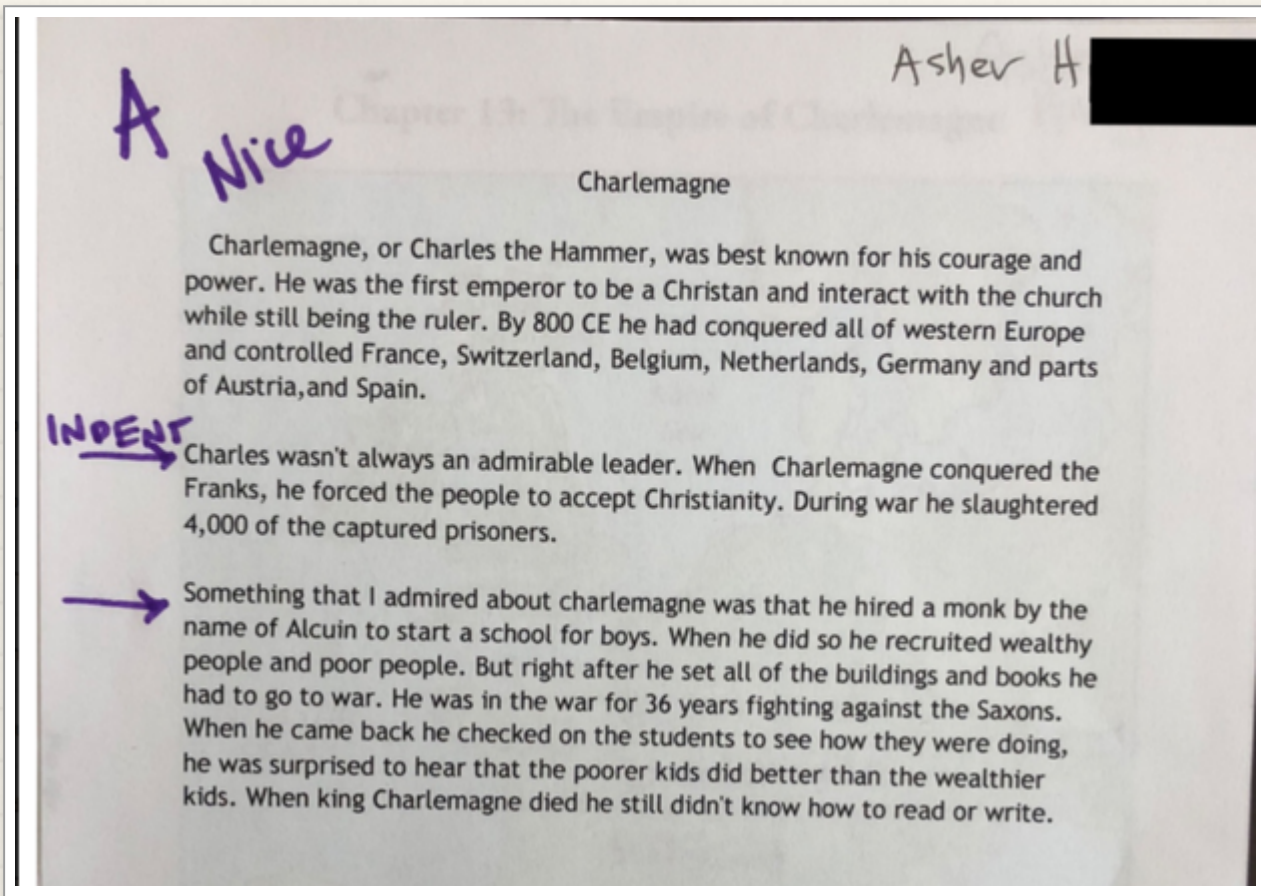
Our Orange County Learning Center (OCLC) scholars completed a Gallery Walk on Roman Contributions and worked on an alternative energy Webquest. Scholars have participated in their Zoom live sessions and partner with each other to build upon their collaborative skills. Keep up the great work, scholars!



Work Samples and Learning Labs!

Charlemagne Studies!

Asher H.'s an eighth-grader shares her writing and map of Charlemagne.



Beautiful Artwork!

Sidon H.'s a first-grader, shares his beautiful artwork.



Adventurous Kittens!

Zadok H. a first-grader writes about adventurous kittens.

Once upon a time there were three little adventurous kittens. Their names were Luna, Hazel, and Daisy. Their mother was getting older. She said, "Go build a house with each other and don't forget to watch out for the big bad dog!" So they were excited to leave their home to find a site to build their house.

Luna was an eensy-weensy black kitten with sky blue eyes. She was very clever. Hazel was a calico cat with hazel eyes. She followed Luna everywhere because she was unsure of herself. Daisy was a black and white kitten who was very curious. She was adventurous and she got into a lot of trouble.

The Three Little Kittens wanted to make their first house. Hazel spotted a workman with a wheelbarrow with a bundle of green string. Then she asked if she could borrow some of the green string and the friendly man said, "Yes you can have all of it." So they thanked the man and they created a tiny string house in a coral tree in their friend Zadok's yard.

A Magnificent Math Model!

Weston C. a second-grader makes a magnificent math model.

Let's Draw to add. $62+46=$ **108**

| | Tens | Ones |
|----|------|------|
| 62 | | |
| 46 | | |

Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

A Fantastic Math Model!

Maddie, a second-grader, also makes a fantastic math model.

Color the tens and ones to show 57

| | |
|--|--|
| | |
| | |
| | |

Students, draw anywhere on this slide!







Sprouting Beans!

Zoey T. is sprouting beans in her kindergarten class!



Fun in Social Studies!

Gata B. is having fun in fourth-grade social studies.

| | |
|---|---|
| <p>Image: John Jay</p>  <p>Political Leader Informer in the Judicial System a Mayor and Judge Established the Supreme Court System.</p> | <p>Image: Alexander Hamilton</p>  <p>Political Leader Informer in the White House George Washington Founding Father Secretary of the Treasury Persecute the British in the Revolutionary War</p> |
| <p>Image: William Scott</p>  <p>Military Leader Informer Army general Commander during the War of 1812 Black Hawk War never captured and secretly released into US Army for 20 years 53- year career in the Army</p> | <p>Image: Percy Ross</p>  <p>Military Leader Informer US Army Secretary of War 1817 in the Army Responsible for organizing the British Military activities</p> |
| <p>Image: John Jay</p>  <p>Leader and Performer Informer America's first Chief Justice Known for his role in the writing of the Constitution and his role in the establishment of the Supreme Court</p> | <p>Image: John Jay</p>  <p>Leader and Performer Informer America's first Chief Justice Known for his role in the writing of the Constitution and his role in the establishment of the Supreme Court</p> |



Family Spotlight: The Mamelli Family



Why did your family choose to join Compass Charter School and homeschool your child?

To be honest, I spent years as a classroom teacher and said that I would NEVER homeschool my kids! How foolish I was to think that back then. As time went on, I found many families that I knew were switching to charter schools, and I never heard a negative thing about it. I liked the idea of being able to choose the curriculum that would best suit my kids, and I loved the idea of being able to spend more quality time with them.

However, I wanted to be sure that they would still benefit from a social life outside of our home and the option of learning from other teachers besides my husband and me. The more I researched, the more I realized that not only was this possible at Compass, but it was probably the best possible option for my scholars. We were initially drawn to Compass because of the wonderful option of the Orange County Learning Center (OCLC). Although the current situation with Covid-19 has not allowed our scholars to meet in person yet, the OCLC staff has gone above and beyond to create a community for the scholars, meaningful lessons online, and Zoom time that my daughter looks forward to. I can't wait to see what these awesome teachers will have planned when we meet again in person.

Does learning from home help your scholar achieve their goals? If yes, please explain how.

Yes, when needed, learning from home allows us to spend extra time on something that may be brand new or a bit more difficult. Simultaneously, if a certain concept is easily grasped, learning at home allows us to introduce and practice more challenging concepts in that subject area. We can set goals that match not only her grade level but also her gifts and interests.

What has been your greatest joy in schooling your scholar at home?

It brings me so much joy to know that I have the privilege of spending each day with my daughter. We get the majority of our lessons and core work done in the morning, but the beauty of homeschooling is that we also learn in the kitchen, at the park, in the backyard, driving in the car, and everywhere in between. Everywhere we go is a learning opportunity. I love seeing her excited to learn and master new concepts. When we learn something new, and she brings it up later in the day and connects it to something in real life, it's such a joy. My current scholar is six years old, and she's my oldest child. Over these first few months of homeschooling, I have seen her take joy in teaching her four-year-old sister many things as well. It's really a beautiful thing to watch my kids learn and grow together not only as a family but also academically.

Share a challenge that you have experienced as a learning coach and how you have worked to overcome the challenge.

As wonderful as homeschooling is, schooling your own children is hard work. I am still working daily to figure this whole thing out, and to be honest, there have been quite a few tantrums in our house recently. Managing the needs of a two-year-old, four-year-old, and six-year-old while being seven months pregnant has certainly come with its share of challenges. We continue to work through managing emotions in our house. Keeping a routine while remaining flexible seems to help with attitudes and expectations, but I am learning each day how to help my children best.

What advice would you give a parent deciding to join Compass and homeschool?

Go for it! You will never regret the time spent with your kids. It is so helpful to find other homeschooling parents to connect with. Whether through Compass, your community, or your church, there are wonderful homeschool families everywhere. Their experience and advice will be so valuable as you start this new journey.



Staff Spotlight: Meet Monique Grimes, Online Elementary Teacher!



What is your job title and job responsibilities at Compass? How long have you worked for this organization?

My name is Monique Grimes, and I am currently a fourth/fifth-grade teacher for Compass Charter Schools' online program. I have been with Compass for six years, four of those years as a teacher and two of them as a digital literary teacher. I help guide the scholars and learning coaches through the curriculum and conduct live learning labs for math concepts.

Tell us your "why" for doing what you do here at Compass.

There are two reasons at the forefront of my "why" here at Compass. The first is because of my love of teaching. I love guiding students to understand new concepts and being creative when it comes to lesson design. Problem-solving is the best way to help a scholar grow, and I help my scholars make this connection. My second "why" is to have the choice of helping my own children grow in life. I am there to share happy moments, help them work through tough ones, fix them a snack if they are hungry, and watch them grow. Compass gives me the flexibility to be a stay at home working mother and continue my passion for teaching and helping others.

As an educator, is there a piece of advice you'd like to share with learning coaches or scholars?

It is all about the little things. Finding the little things that went well that week goes a long way because you will do them again. Reflecting on what didn't go well and making a plan on how it can be changed is the next step. Not all weeks are the same, and not every time a certain way of doing something will work. In our productivity and life, we should be taking moments to stop and reflect on what went well and what didn't; that way, we can grow.

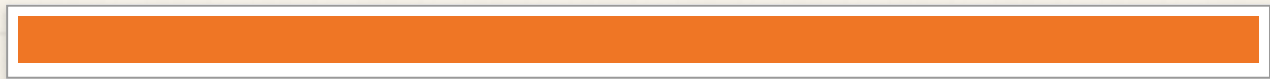
Share one thing about you that very few people know.

I absolutely love the tiny home movement and the minimalist lifestyle. I am allowing myself a three-year plan to help it blossom into a reality. This year I have been putting money aside to help my dream become a reality and dedicated to pulling ideas for what I would like my tiny

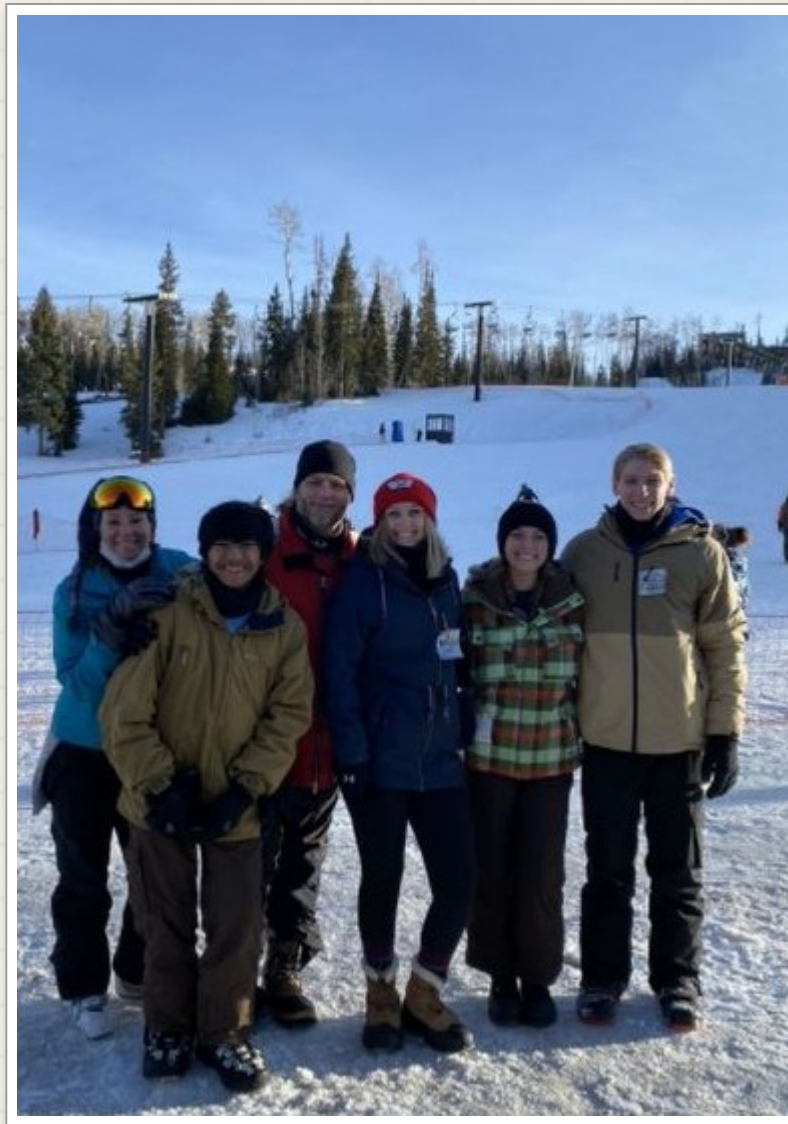
house to look like while getting rid of items that take up space and finding ones that have multi-purposes.

What do you and your family like to do during your free time?

This year, since our world looks a bit different, we like playing board games, cooking, doing art together, hiking where there are not many crowds, and getting together with a small group of friends.



Staff Spotlight: Meet Heather Hardy, OCLC Coordinator & Teacher!



What is your job title and job responsibilities at Compass? How long have you worked for this organization?

This is my fourth year with Compass. I help run the Orange County Learning Center with my partner in crime, Linda Larson. I teach middle school History for the Navigators' program and love the hands-on application we use in our classes! Every day is a new adventure, and I am so thankful to have a job that I love and the opportunity to work with so many amazing scholars, families, and fellow educators.

Tell us your “why” for doing what you do here at Compass.

I am extremely passionate about social studies and empowering our scholars to understand the past so that they can change the future. I always tell my scholars that “History is the greatest story ever told!” It’s so fascinating and complex. I love teaching in a format that makes sense to them, that they can take the knowledge that they gain and do something meaningful and hands-on. One of my greatest joys is when I hear a scholar say, “I used to hate history, and now I love it.”

As an educator, is there a piece of advice you’d like to share with learning scholars?

Our failures often lead to our greatest successes when we use them as a tool for learning. These are often the lessons we remember the most.

Is there a piece of advice you’d like to share with learning coaches?

Give yourself grace. These days of homeschooling can be trying, but you are building something beautiful. If you can teach your children to love learning, you give them a gift that will last a lifetime. I homeschooled my kids until middle school, and we had fun. We learned a lot through life; outside was our science room. They are all adults now, one a college graduate, two still in college, they are very different people, but they all thrive on learning new things.

Share one thing about you that very few people know.

I used to breed and train German jumping horses! I still have my first baby, and she is almost 18 years old now. My favorite smell is sweaty horse mixed with alfalfa hay. My kids will sometimes joke that I love the horses more than them (I won’t admit if that is true or not).

What do you and your family like to do during your free time?

We are active, outdoorsy people (except for my 13-year-old, who would rather stay inside and play video games). In our free time, you can find us at the beach, running, riding horses, or hiking. We love traveling and are really good at doing it on a low budget. Even during COVID, we have spent as much time outdoors and on the road as possible.





SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



Compass Charter Schools

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Visit our [website](#) for more information about our academic programs. Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

850 Hampshire Road, Suite P, ... info@compasscharters.org
 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Yolo Charter | January 2021

A Word From our Principal, Jason Bee

Welcome to 2021 CCS Yolo Learning Coaches, Scholars, and families!



Each New Year allows us to reflect on all the great work we have completed over the course of the past year and the opportunity to look forward in anticipation of all the great things to come. As I reflect, I am proud to lead CCS of Yolo and would like to recognize how far we have come in our short time. As you may know, CCS of Yolo is the newest school in the Compass family. Still, we have a seasoned and experienced team of teachers and support staff who focus on providing the Gold Standard in personalized learning every day. Moreover, at our school's heart are our scholars who fill our school with laughter and joy that breaths passion into everything we do. You can see a glimpse of this in some of the pictures in our newsletter.

As we look forward and think about the challenges that are sure to come our way, I would challenge my school community to come up with a word for the year. This year my word is *growth*, which will serve as a reminder that after all that 2020 was, 2021 will provide many opportunities to continue the work that has been done as we grow both as a new school and individually as we seek our goals. I encourage you all to come to the monthly CCS Yolo Coffee with Compass and share your words and reflect on what's ahead.

It's a time for a fresh start and new beginnings. I am excited to embark on this new year together and hope you are finding joy in this new year.

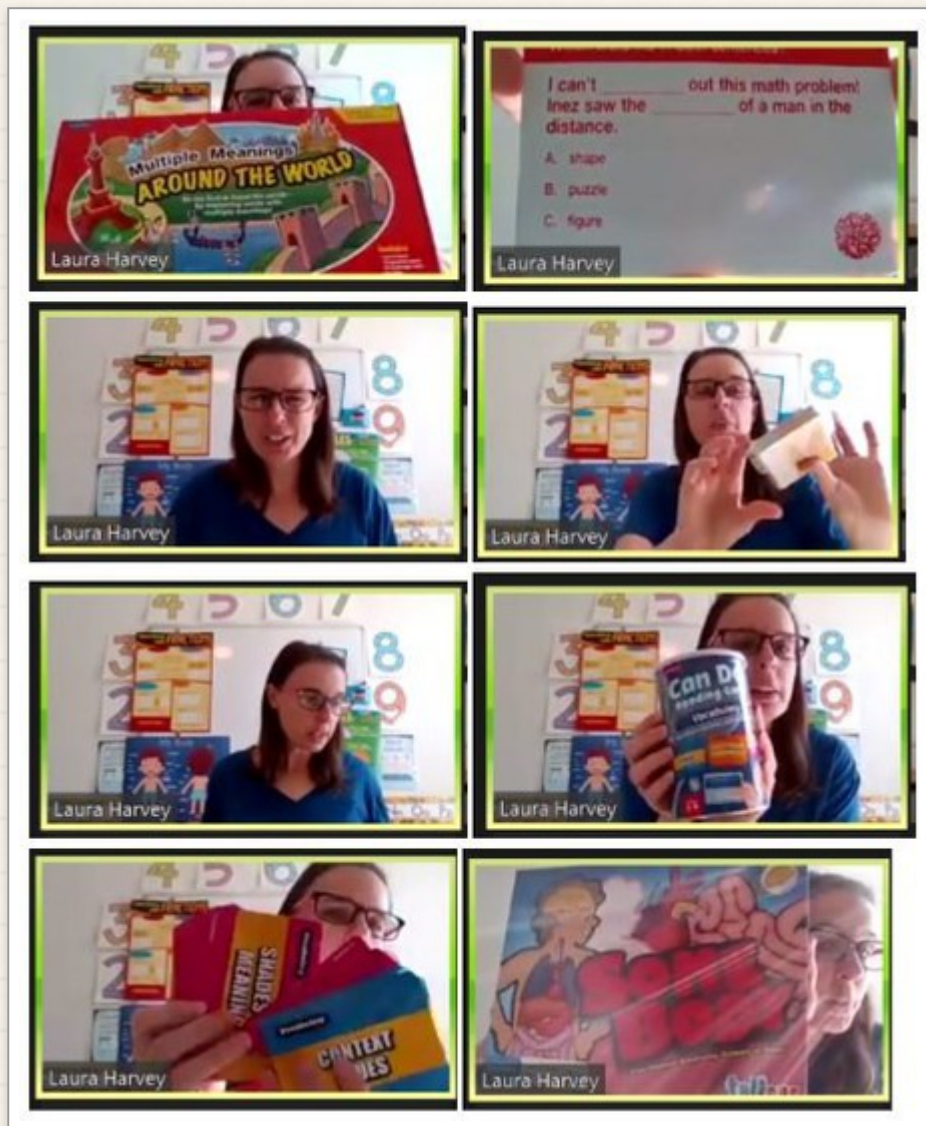
Forever Loud and Proud!

Jason A. Bee

What's Been Happening at the Yolo Charter

Our Training and Development Teacher on Special Assignment, Laura Harvey, has been hosting learning coach support workshops—from lapbooks to [learning through games](#), they are fun and informative! Check out Parent Square to join upcoming workshops.

Please join us for the monthly Coffee with Compass zoom sessions. Hosted by our Superintendent, JJ Lewis, and CCS Yolo Principal, Jason Bee, this is a great time for the CCS Yolo family to come together and get to know each other.



Work Samples and Learning Labs!

Suspenseful Storytelling!

Cassina M., a scholar of Mrs. Hobson's English 9 course, has been learning about storytelling - specifically narrative technique. In this work sample, Cassina showcases her use of sensory details and engaging dialogue to create a delightfully suspenseful story!

Student Name: Cassina Morain

Narrative Progression

DIRECTIONS: Follow the steps on the next two pages to create the first draft of your personal narrative or short story.

Drafting Steps

- 1 Write the first few paragraphs of your story, including the exposition and the inciting incident.
- 2 Write the rest of your story, using transition tags to guide readers through its sequence of events.

It was supposed to be a nice, sunny, crystal clear day of spring, here at Saint Maur Highschool. Who would of ever imagined it would be the day the city would be covered in blood from the victims of those creatures. But how did this happen exactly? Let's start from the very beginning.

August 20th, 1997. Location: Yokohama, Japan.

4 hours ago

"Reading through the chapters, what do you think will happen to the main character next?" Mr. Tanaka asked the class. Half of the students were in their own world, not caring for a single thing their Sensei was saying. While others, like Taiyo, were thinking of a possible answer to his Sensei's question. Just as he was about to shoot his hand in the air, Mr. Tanaka called Yoshito's name. The boy had been peacefully sleeping, drifting into a blissful dream after the boredom of the class took him over. His friend sitting next to him, nudged him to wake up, earning a few grunts from the latter before jabbing him in the side with his elbow. Yoshito glared up towards his friend as he whispered curse words to him, the boy, misaki, just gave the ticked off boy a sheepish grin as he signaled towards the teacher.

Beautiful Ink Cards!

JD, a scholar of Sandy Lee, took the ink wash assignment he did from his art class and had it printed into cards which he was able to sell at a local craft fair.



Math Professional!

Gabriel D., from Ms. Foster's math class, is always professional, organized, and accurate in his work.

Crabeda Silva

8. List all the factors of 54 and 90. List their GCF. (3 points)

54: 1, 2, 3, 6, 9, 18, 27, 54
 90: 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45, 90

GCF (54, 90): 18

EXPRESS EACH FRACTION OR RATIO IN SIMPLEST FORM. (2 points each)

9. $\frac{32}{160} = \frac{32 \div 32}{160 \div 32} = \frac{1}{5}$ 10. $\frac{49}{72} \div 1 = \frac{49}{72}$

11. $\frac{232}{144} = \frac{232 \div 8}{144 \div 8} = \frac{29}{18}$ 12. $\frac{18}{24} \div 6 = \frac{3}{4}$

13. Using the divisibility rules, explain why 678 is divisible by 2, 3, and 6. (2 points)

678 divided by 2 is also get what is half of 678
 678 can be divided by 3, which is 226, so 3 goes into 678
 times. 678 can be divided by 6, which is 113.

14. Mrs. Buchanan is planning marching routines for the school band. The band has 36 members. Band members can march in any number of rows as long as each row has the same number of members. The marching path, however, limits members to 6 per row. (3 points)

a. Make a list of the different arrangements that Mrs. Buchanan could use.

6 by 6 2 by 18 3 by 12 4 by 9 1 by 36

Now, what happens if she can use more than 6 members per row?

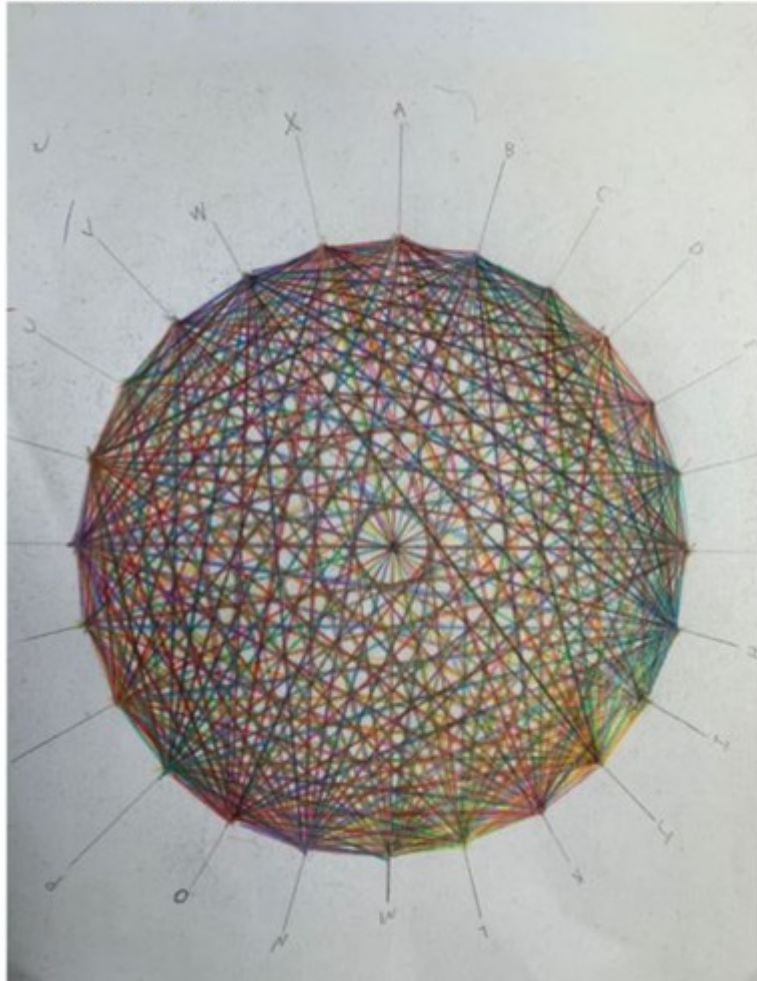
b. Make a list of the different arrangements she can use.

36 by 1 18 by 2 12 by 3 9 by 4 6 by 6

Shapes and Angles!

Ryan M., a sixth-grade scholar of Mrs. Barrett, is studying geometry. This work sample showcases his project with shapes and angles.

Ryan Mustacich
LP3 - Math
12/1/2020
Score: A, great work Ryan!



Art of San Francisco Bay Area!

Teresa M. is a seventh-grade scholar on Mr. Prussack's roster. She is creating amazing colorful and eye-catching art on mini canvases. Here's a beautiful piece showcasing the diverse environment of the San Francisco Bay Area. Excellent job Teresa!



Recrystallization!

James "Ryder" S., third-grade scholar of Mrs. Domino, learns about dissolution and recrystallization in science!



Music Club Fun!

< Show us your musical instrument

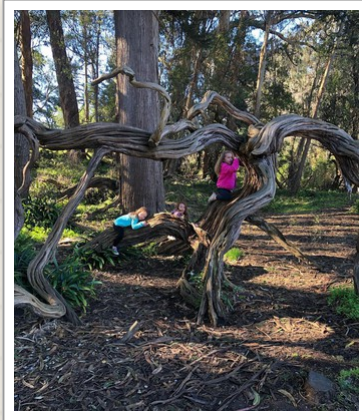
0:02 | 0:36

Brianna A. 0 Comments 33 views

Up next

A video player interface showing a student named Brianna A. playing a piano. The video is paused at 0:02 of a 0:36 duration. Below the video, there are 0 comments and 33 views. To the right, under the heading "Up next", there are two video thumbnails. The first shows a student playing a violin, and the second shows a student playing a piano. Both thumbnails have a yellow star sticker with a smiley face.

Scholar Spotlight: Meet The Link Family!



We have two scholars at Compass, Alexis in third-grade and Kirsten in second-grade. Our family is pretty large, and it consists of 6 members. We live in Northern California and enjoy nature, healthy cooking and baking, singing, being active, and kayaking.

This is our second school year with the options program. Our friend recommended Compass, so we enrolled our girls. They offer so many wonderful vendors, free learning online programs, and the funding is amazing. You get to select your scholar's curriculum, and they guide with benchmarks, and monthly meetings, to help you stay on track. We absolutely love our educational facilitator, and she's always on top of things. CCS of Yolo is extremely organized, and the staff gets back to you in a timely manner.

We are very pleased with the CCS of Yolo!



Staff Spotlight: Meet Lacey Lehman, Online Middle School Teacher



This is my third year working as an Online Middle School Teacher with Compass Charter Schools. My primary roles are as a seventh grade Social Studies teacher and a supervising teacher to my homeroom scholars. I would have to say my favorite part of my job is seeing my scholars at our weekly learning labs and working with them one on one throughout the week to support them.

I started my career as an educator teaching sixth-grade at a brick and mortar school. When my children came along, I made the tough decision to leave the classroom and stay home with them. Man, I missed my students every day. After my third little one was born, I knew I needed to return to one of my first loves, education, but I wasn't sure how to make it work. When I heard about the opportunity to teach with Compass, an online school, I knew it was a perfect fit.

I am so thankful for the opportunity it allows me to work from home. Something truly came alive in me again when I returned to education! I feel challenged professionally every day, and as a lifelong learner, this excites me! I feel incredibly blessed to work so closely with an amazing online middle school team. I truly feel valued, encouraged, supported, and equipped to take on this amazing responsibility of supporting my own scholars.

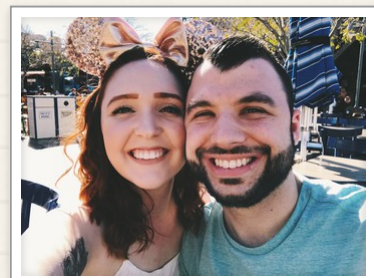
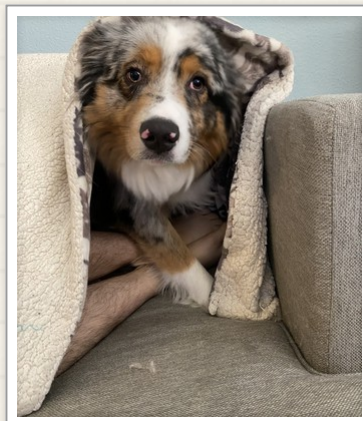
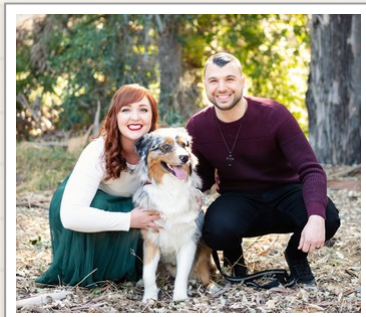
I have a passion for learning, and I want my scholars to love learning too! Education is an essential tool for setting goals and achieving one's dreams. This is why I do what I do! I want

to encourage my scholars to believe in themselves, dream big, and work hard to achieve their goals!

In life, I have come to realize that we all have a story. What is a good fit for one person may not be a great fit for another. Every scholar deserves the opportunity to receive a quality education in whatever environment suits them and their family best. I love working in the online environment, and it brings me so much joy to hear from my learning coaches about how their child is thriving in the home environment. As a teacher and parent, I want to encourage our learning coaches that you are your child's first teacher! You know them better than anyone. Follow your gut, and don't be afraid to try something new until you find what works for them. Know that we are here to support you. Your child's success is our success, and we will do everything we can to see them succeed!

When I am not at my computer helping my families, I enjoy spending time with my husband and three children ages, 11, eight, and four. Our favorite thing to do together is ride bikes on the trails around our new neighborhood, visit our local coffee shop, play games, and take road trips whenever we can. Lucky for us, one of our all-time favorite places is less than an hour away- Bass Lake, where we like to go to spend undistracted time together!

Staff Spotlight: Meet Alix Domino, Options Supervising Teacher!



I am a Supervising Teacher here at CCS of Yolo. This is my second year at Compass but my sixth year teaching. My "why" for teaching and what I bring to my job here at Compass is to promote and show how every scholar learns differently. Teaching through the Theory of Multiple Intelligences has been a huge passion since I've been teaching.

In brick and mortar, it can be difficult to teach every scholar individually based on how they learn. Still, it's a lot easier with homeschooling to help parents figure out how their scholar(s) learn best and give them ideas on creating a learning environment fit for their scholar. As an educator, I want to let parents know that you don't have to follow a brick-and-mortar teaching method. Since many of our families come from a brick and mortar background, it can be challenging to change that mindset when teaching. But HAVE FUN! Not all assessments have to be paper and pencil - have a conversation with your child, and you'll see just how much they are learning with you!

My husband and I are huge Disney people. Pre-pandemic, we would go to Disneyland often since we live in Orange County. We have an almost-three-year-old Australian Shepherd named Loki, and he is our baby! We love taking Loki to the beach or walking around Dana Point Harbor. I love baking and trying to make new things - not always successful, but always have fun creating!



SHARE YOUR STORY






Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share you comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.



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#ChooseCompass

 850 Hampshire Road, Suite P, ...  info@compasscharters.org
 compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Learning Continuity and Attendance Plan (LCP) Quarterly Update January 2021

[Section 1: In-Person Instructional Offerings \(CCS of San Diego Only\)](#)

[Section 2: Distance Learning Program](#)

[Section 3: Pupil Learning Loss](#)

[Section 4: Pupil and Family Engagement and Outreach & Mental Health and Social & Emotional Well Being](#)

Section 1: In-Person Instructional Offerings (CCS of San Diego Only)

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| Action 1 | Purchase IT-related support for OCLC scholars and staff as needed to ensure access to high quality academic offerings |
| Update | <p>Scholars and families who are in need of a laptop and/or hotspot may submit the Computer Loan Form located on the Compass website. The IT Department purchases this equipment as needed and are typically shipped out the next business day. Staff equipment is purchased on a cycle and replaced every 4-5 years or as needed. Staff, scholars, and families have access to our support department through our helpdesk for any connectivity/technology questions or issues available on our website. We currently have 20 laptops on site and ready for scholars for when onsite services resume.</p> <p>On our docket: Upon reopening for in person services we will be ordering additional hotspot services to accommodate staff and scholars with better internet services.</p> |

Section 2: Distance Learning Program

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| Action 1 | Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the Supervising Teacher (ST), access to online support resources, and tutoring. All Principals will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point. |
| Update | <p>During December and January, scholars identified as needing extra support based on their diagnostic assessments and teacher recommendations were provided access to weekly online tutoring sessions to address specific skill gaps. MTSS supports also included weekly open-office hours and study hall time, individualized 1:1 support as needed, and personalized intervention plans provided to learning coaches. Tutors and support staff attempted to increase tutoring participation by offering to make up days, individualized communication, and frequent check-ins. We also re-communicated tutoring information and schedules to both supervising teachers and learning coaches through email campaigns and helped to create personalized schedule reminders for families with multiple scholars. 8 Open Office hours are now being offered throughout the week.</p> <p>CCS of Los Angeles:</p> <ul style="list-style-type: none"> ● Reading Tutoring Participation Rate: 15% of identified scholars ● Math Tutoring Participation Rate: 12% of identified scholars <p>CCS of San Diego:</p> <ul style="list-style-type: none"> ● Reading Tutoring Participation Rate: 11% of identified scholars ● Math Tutoring Participation Rate: 12% of identified scholars |

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| | <p>CCS of Yolo:</p> <ul style="list-style-type: none"> ● Reading Tutoring Participation Rate: 11% of identified scholars ● Math Tutoring Participation Rate: 18% of identified scholars <p>Deficiency notices were sent the week of December 7. As of December, the following scholars are at-risk of not passing their courses:</p> <p>CCS of Los Angeles: Online: 157 (56%).Options: 30 (5%)</p> <p>CCS of San Diego: Online: 104 (46%) Options: 76 (9%)</p> <p>CCS of Yolo: Online: 23 (44%) Options: 16 (3%).</p> <p>On our docket: During February and March, we will re-evaluate scholars qualifying for MTSS based on the mid-year diagnostic assessment, which is being conducted the week of February 2. We also plan to offer more weekly study hall sessions for scholars in need of support on completing class assignments and maintaining passing status.</p> |
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| Action 2 | Identify scholars who are English Learners (EL) and provide additional support and resources to ensure their reclassification. |
| Update | <p>Our English Language Support Department hosted meetings in January to address the importance of the Summative English Language Proficiency Assessments for California (ELPAC) for reclassification and discussed how learning coaches can utilize practice tests provided by the state to support their EL scholars. 16 Initial ELPACs were administered remotely by November 20, 2020. Two additional Initial ELPACs were administered for newly enrolled scholars the second week of December. The EL Support Coordinator continued to host virtual support sessions with EL scholars, to offer instruction and strategies. The focus for December 2020 and January 2021 EL live support sessions was test prep for the ELPAC Summative. So far this semester, approximately 53% of EL scholars have attended the Live support sessions (32% on a regular basis and 21% occasionally). It also appears that attendance is gradually improving. We also held two ELPAC information meetings for EL learning coaches, one on Tuesday, January 26 in English and the second on Wednesday, January 27 in Spanish.</p> <p>On our docket: EL scholars will be tested for the ELPAC Summative starting in February. Counts of EL scholars per charter are as follows:</p> <ul style="list-style-type: none"> ● CCS of Los Angeles: 42 ● CCS of San Diego: 143 ● CCS of Yolo: 7 <p>Additionally, our EL Support Coordinator will implement Listenwise literacy</p> |

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| | <p>and language support during the Spring Semester live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.</p> |
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| <p>Action 3</p> | <p>Identify and provide additional support and resources for our Scholars With Exceptional Needs (Section 504 Plans and Individualized Education Plans (IEPs)</p> |
| <p>Update</p> | <p>The Special Education (SPED) team has provided 378 hours of virtual Specialized Academic Instruction (SAI). In January, scholars used the SPED approved programs, Read Naturally for 65 hours, Max Scholar for 34 hours, and Ascend Math for 65 hours. Three initial IEPs were held for scholars this month. The Scholar Support Coordinator held 15 Section 504 meetings in the month of November and six meetings in December. Eight Section 504s meetings were held in January.</p> <p>On our docket: Scholars continue to be seen virtually in all services areas of qualification. In-person services and assessments will continue for scholars that have this service in their IEPs. Requests for assessments from the Scholar Success Team (SST) process as well as learning coaches will receive Assessment Plans.</p> <p>The Scholar Support Coordinator will continue to provide support for the scholars with Section 504 plans. Provided supports include collaboration with the scholar, learning coach, and supervising teachers (STs), ensuring implementation of accommodations, monthly check-ins with STs to determine how well the Section 504 plan is supporting the scholar, and compliance of annual meetings. There are currently eight Section 504 Annual Meetings being scheduled for February and March.</p> |

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| <p>Action 4</p> | <p>Identify and provide additional support and resources for our Foster Youth and McKinney-Vento Scholars</p> |
| <p>Update</p> | <p>During December and January, the Compliance Coordinator, who serves as our McKinney-Vento Liaison updated the McKinney Vento and Foster Youth identification and verification process. The Enrollment Specialists will now provide more information outlining reasons for their McKinney Vento-eligibility determinations. All McKinney Vento and Foster Youth scholars have received an introduction eMail from the Compliance Coordinator with the scholar’s assigned counselor copied to create awareness of community resources available to families and increase collaboration.</p> <p>At the end of November, we received 150 earbuds from the San Diego County Office of Education as a donation through their Stuff the Bus fundraiser. We plan to distribute these on an as-needed basis to our scholars.</p> |

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| | <p>On our docket: The Compliance Coordinator will be finalizing the Immediate Enrollment Form in Jotform in both English and Spanish to roll out for the 2021-22 academic year. The Compliance Coordinator will be surveying and sending earbuds upon request by eligible families. She will also be preparing for the spring check-ins with all eligible families and support with the re-enrollment process. The check-ins will include a phone call, needs assessment survey, and a follow up eMail including current engagement event information.</p> |
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| Action 5 | Purchase curriculum to support our English Learners (EL) scholars. |
| Update | <p>NOTE - this action connects with Action 2 above.</p> <p>The EL Support Coordinator has continued to pull reports through Lexia and work with supporting supervising teachers to ensure all scholars meet minimum weekly usage to finish the semester strong. As of December 2020, 86% of EL scholars enrolled in the English Language Development Course are passing the course using Lexia online curriculum.</p> <p>On our docket: We acquired Listenwise literacy and language support and it will be implemented during Spring Semester live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension and writing.</p> |

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| Action 6 | Provide staff training to support distance learning. |
| Update | <p>We have been keeping our focus on Advancement Via Individual Determination (AVID) during Professional Learning Communities (PLCs) and team meetings. Each academic team has been focusing on implementing AVID strategies for Tier 1 supports for our scholars. Teams share best practices by presenting during team meetings and share outs during PLCs. Every supervising teacher (ST) receives continued professional learning by completing weekly AVID prompts and sharing out tools with their colleagues. Furthermore, 20 staff members also signed up to participate in the next Leading Edge cohort, with a goal of 100% of certificated staff Leading Edge certified.</p> <p>On our docket: During open office hours with the Chief Academic Officer (CAO), STs shared professional development opportunities that would be most valuable and essential. The CAO collected and elicited feedback and will be disseminating a survey to all instructional staff to determine what topic(s) are most pressing. Upon review and analysis of the data from the survey, professional development will take place during full team meetings and experts will be presenting on said topics, including but not limited to Tiered Interventions for At-Risk Scholars, EL Resources and Scaffolding Strategies,</p> |

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| | Trauma-informed teaching, Suicide Prevention, and What Educators Should Know/How to Support LGBTQIA scholars. |
| Action 7 | Purchase IT-related support for scholars and staff as needed to ensure access to high quality academic offerings. |
| Update | <p>NOTE - this action connects with Action 1 in Section 1 above.</p> <p>Scholars and families who are in need of a laptop and/or hotspot may submit the Computer Loan Form located on the Compass website. The IT Department purchases this equipment as needed and are typically shipped out the next business day. Staff equipment is purchased on a cycle and replaced every 4-5 years or as needed. Staff, scholars and families have access to our support department through our helpdesk for any connectivity/technology questions or issues available on our website.</p> <p>On our docket: The IT Department is in the process of phasing out old staff equipment to ensure our staff have new functioning equipment to ensure they are able to provide high quality academics to our scholars. Our current replacement plan is to phase out 40 laptops that are 5+ years old. We plan to complete this by the end of March.</p> |
| Action 8 | Purchase curriculum to support K-3 scholars experiencing reading difficulties. |
| Update | <p>Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener, the goal is to pre-screen scholars to address dyslexia concerns prior to Special Education referrals. CCS plans on focusing on continued collaboration between the Scholar Support and Special Education Departments, as well as with our supervising teachers.</p> <p>On our docket: We will continue to monitor and support the scholars with Dyslexia concerns by administering the DIBELS 8 screener. The screener has provided valuable data which is considered in the decision process for scholars (currently five) who may need further assessments.</p> |
| Action 9 | Hire additional staff to directly support scholars with Social Emotional Learning (SEL) and unique needs. |
| Update | <p>We have added on three new positions for Teacher in Residence. The role of the Teacher in Residence is to offer assistance to scholars as Tutors as well as acting as a support to Supervising Teachers as needed.</p> <p>On our docket: CCS will continue to evaluate the needs of our scholars, and make staffing decisions to ensure they receive the support needed to be</p> |

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| | successful. |
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Section 3: Pupil Learning Loss Strategies

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| Action 1 | Identify scholars through Multi-Tier System of Supports (MTSS) and through our tri-annual benchmark assessments who have experienced learning loss and provide additional support and resources needed to ensure scholars learning needs are prioritized and addressed. |
| Update | <p>Several A Scholar Intervention Team (ASIT) meetings were held in the month of December to allow stakeholders to conference and collaborate on interventions and supports for our Tier 3 scholars. Intervention plans were created to include additional resources for learning coaches 1:1 support sessions, increased outreach and communication, tutoring invites, personalized curriculum adjustments, and recommendations and study hall resources. The MTSS Committee began compiling a library of instructional videos for learning coaches highlighting best teaching practices and instructional strategies. These videos were made available to parents via our YouTube channel and our Monday Morning Updates (MMU) to families.</p> <p>On our docket: During the months of February and March, we will hold another round of ASIT meetings to discuss newly identified scholars (based on the mid-year diagnostic) and assess progress of previous scholars. We also plan to implement live academic workshops to supplement online and at-home instruction.</p> |

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| Action 2 | Provide our English Learner Scholars 100% access to Lexia, our new ELD Curriculum, additional live support sessions, and frequent check-ins. |
| Update | <p>NOTE - This action connects with Action 2 in Section 5 above.</p> <p>The EL Coordinator has continued pulling reports and working with supporting supervising teachers to ensure all scholars meet minimum weekly usage and finish the semester strong.</p> <p>On our docket: We acquired Listenwise literacy and language support and it will be implemented during Spring Semester Live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for English Learners. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.</p> |

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| Action 3 | Utilize the triannual benchmark results to identify the MTSS tiered level of support necessary to support each scholar through CCS Workshops, tutors, and additional instructional support |
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| Update | <p>Scholars continue to receive tutoring and instructional support based on the initial benchmark assessment and supervising teacher input. Tutoring groups will be updated and ASIT meetings will be held after analyzing results of the mid-year diagnostic in February.</p> <p>On our docket: The first nine school days in February is the mid-year benchmark testing window (February 2- 12). Full month results will be compiled and analyzed in March to determine if there was growth within each charter, program, grade level, and sub-group.</p> |
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| Action 4 | <p>Provide scholars with virtual college tutors to help bridge any educational gap they are experiencing</p> |
| Update | <p>Our teams met to ideate on ways to bring in virtual college tutors to support our scholars. The charter administrators are in the early stages of ideation regarding the ways in which virtual college tutors can further support scholar academic needs and help reach the Wildly Important Goal. Additional discussion is needed to determine data collection to target these needs. In the meantime, we continue to use our internal tutors as part of our MTSS framework in supporting tiered interventions for at-risk scholars.</p> <p>On our docket: We will continue to research the feasibility of this project and analyze data from our mid-year benchmarks to see how to best leverage such a resource.</p> |

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| Action 5 | <p>Provide staff training to support pupil learning loss strategies</p> |
| Update | <p>A Professional Development (PD) survey was sent to all academic staff to plan future professional development this school year to ensure scholar academic progress is targeted. The academic team will review and analyze the survey responses to plan next steps and PD for the spring.</p> <p>Further, CCS' Professional Learning Communities (PLC) teams have worked to collaborate on tier 1 interventions and have met to provide specific scholar case studies to determine the effectiveness of these tier 1 strategies in regard to various student groups and programs.</p> <p>On our docket: PD sessions will begin in February, with topics based on the results of the PD survey. Additionally, the results of the mid year benchmarks will be made available to further drive PLC discussions on mitigating pupil learning loss. We will also focus on subgroups that have traditionally required additional support, such as our English Learners.</p> |

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| Action 6 | <p>Increase our subscription access to ensure our scholars have the tools they</p> |
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| | need to improve their academic outcomes |
| Update | <p>Subscription access has been increased due to continued enrollment and the demand for access to the various academic resources. Our Multi-Tiered System of Supports (MTSS) Committee plans to create resources for learning coaches to further explain the interventions and resources available to them, inclusive of our numerous subscriptions.</p> <p>On our docket: Our MTSS Committee will continue to curate resources for learning coaches highlighting our numerous subscriptions and the tools available within those programs to support instruction.</p> |

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| Action 7 | Purchase Advancement Via Individual Determination (AVID) Summer Bridge to strengthen scholars' math and science skills. This program will also provide support for English language learners. |
| Update | <p>We are continuing to explore the types of support which may have an impact in our partnership with AVID. Both Compass and AVID are currently not 100% sure this is the best route to take for Compass at this time and will continue to collaborate to ensure we choose the best option for our scholars.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p> |

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| Action 8 | Implement a schoolwide Wildly Important Goal (WIG) - 100% of qualified scholars will graduate. Each department will develop a goal to aid in achieving the WILD goal by end of the school year. |
| Update | <p>Each department has continued to update their compelling scoreboards and report out to their division on a bi-weekly basis. The Divisions continue to share their progress with the Superintendent to release schoolwide. Each department has continued to review strategies, collected data and discuss their findings during their team meetings, department meetings, Professional Learning Communities, and Leadership meetings.</p> <p>On our docket: Each department will continue to update their compelling scoreboards and report out biweekly. At the end of the year, we will evaluate if we achieved our WIG, which supports academic achievement and holistic support of our scholars.</p> |

[Section 4: Pupil and Family Engagement and Outreach & Mental Health and Social and Emotional Well Being](#)

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| Action 1 | Our Engagement Department will provide enriching opportunities for our |
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| | <p>scholars to connect with each other. There are multiple virtual scholar clubs available for our scholars to join based around scholar interests and requests such as gardening, music, Minecraft and more.</p> |
| Update | <p>Our Engagement Department has continued to support and work alongside our club advisors. We held our Quarter 2 Club Advisor meeting on December 8, 2020. The Director of Engagement has met 1:1 with various club advisors to provide additional training. Club activity continues to be tracked and Zoom protocols continue to be implemented. We currently have (25) active scholar clubs. The following numbers give an overview of scholar club attendance during Semester 1 by charter: (228) scholar attendance for CCS of Los Angeles, (120) scholar attendance for CCS of San Diego and (145) scholar attendance for CCS of Yolo.</p> <p>On our docket: The Engagement Department will be focusing on preparations for the Semester 2 Scholar Club Kickoff to highlight our scholar clubs program and increase club rosters. The Kickoff will be held on Wednesday, February 10. Scholar clubs will continue to meet on a monthly basis and club activity will continue to be monitored in the Engagement Department Scoreboard. We will also hold our Quarter 3 Club Advisor meeting on Tuesday, March 2 at 11am and continue providing meaningful support and training for our advisors.</p> |

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| Action 2 | <p>Our Engagement Department will provide enriching opportunities for our learning coaches to connect with each other. We will provide a school-designed program called Learning Coach Academy which will be facilitated virtually and supports educating our parents on topics such as Back to School Night, Internet Safety, State Testing Overview, Attendance Overview, Preparing for College, Growth Mindset and more. We will translate our Learning Coach Academy sessions to be available in Spanish as well as English. Learning Coaches who complete our Learning Coach Academy will receive a certificate of completion for reviewing all the required sessions. In regards to parent support, we will develop a Learning Coach Ambassador program in order to create additional support options for learning coaches.</p> |
| Update | <p>We launched sign ups for our Learning Coach Academy program which will cover Back to School Night, Internet Safety, State Testing Overview, Preparing for College, Growth Mindset and more! Learning Coach Academy sessions will be recorded and uploaded to YouTube to allow for Spanish subtitles. There will be two cohorts for Learning Coach Academy and each cohort will last 10 weeks. Learning coaches will watch training videos and answer questions within a ParentSquare group. There will be one training session and one question per week for 10 weeks.</p> <p>On our docket: The Engagement Department is planning to launch our first Learning Coach Academy cohort the week of February 9. There will be weekly interaction, collaboration and support with those participating in Learning</p> |

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| | Coach Academy. |
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| Action 3 | Our Engagement Department will offer a variety of virtual scholar workshops designed to provide engaging extra-curricular activities and socialization for our scholars. |
| Update | <p>Virtual Scholar Workshops have continued twice per week with a total of 400 scholar participations across all December and January workshops. Scholars have experienced a variety of hands-on and interactive workshops including: a four-part series with Garner-Holt productions, Groovy Lab in a Box, MoxieBox, Virtual Spelling Bee, Marine Science Institute, STEAM Field Trip in a Box, Cat Haven Live Virtual Tour, Vision Boarding, GameU Game Design, Big Life Journal, an Inauguration watch party, a visit from the author of The Colorado CurveBall, an environmental awareness art project and a workshop focusing on Martin Luther King’s “I Have a Dream”! Workshops have included combinations of Q&A sessions, a hands-on project, and interactive activities that encourage scholar participation and socialization.</p> <p>On our docket: Virtual Scholar Workshops will continue twice per week for the remainder of the school year. The Engagement Department will continue to provide hands-on, interactive experiences to scholars as well as track activity on a biweekly basis.</p> |

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| Action 4 | We will provide a variety of scholar awards to assist with our scholar engagement. These awards include but are not limited to Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by semester, Perfect Attendance, Samaritan Award, Honor Roll and more. We also engage our scholars virtually in monthly contests and biannual spirit weeks. |
| Update | <p>Awards. Scholar of the Month awards have been awarded for November and December to one elementary, middle school, and high school scholar in each charter. All Scholar of the Month announcements can be found on the “news” section of the Compass Charter Schools website. Each scholar recipient receives a mention in our press release, a certificate, and a bumper sticker via mail. Core Values (ARTIC) Award Recipients were submitted by staff for Semester 1. We received (105) scholar nominations - (35) scholars nominated from CCS of Los Angeles, (56) scholars nominated from CCS of San Diego and (14) scholars nominated from CCS of Yolo.</p> <p>Contests. Our January contest was Spirit Week inspired. Through the week of January 25, scholars were invited to show their Compass spirit by showing off their outfits during dress-up days highlighting our focus on the Great Kindness Challenge using themes like “Kindness Rocks: Dress like a Rockstar” and “Team Kindness: Wear your Favorite Sports Uniform.”</p> <p>On our docket: The Engagement Department will continue to award the</p> |

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| | Scholar of the Month awards. During the month of February, scholars will participate in a Scholar Steps Challenge and in March, and we will have a reading challenge. |
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| Action 5 | Increase virtual scholar workshops for scholars throughout the year. |
| Update | <p>A schedule for this year's currently reserved virtual scholar workshops can be found here. All Wednesday workshops have been filled and Friday workshops are still in process for the remainder of the school year. Virtual Scholar Workshops have been elevated this year to occur more frequently and often include kits that give our scholars the opportunity to be hands-on during our workshops. Live instruction is provided and scholars participate in live Q&A, discussions, and show and tell sessions.</p> <p>On our docket: Friday Virtual Scholar Workshops for the remainder of the 2020-21 school year will be finalized by February 3, 2021.</p> |

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| Action 6 | Increase Workshops throughout the year for scholar leaders. |
| Update | <p>National Honor Society members were invited to attend the LEAD Spark Conference at the end of November and three of our NHS scholars participated. At LEAD, NHS scholars and NHS advisers sharpen their leadership skills to improve school culture and community while networking with peers from around the country. Training opportunities for both NHS scholars and NHS advisers will tackle a variety of topics, including leadership, scholar voice, civic engagement, service, and activities.</p> <p>On our docket: More discussion and collaboration will take place in February and March for this action item.</p> |

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| Action 7 | Purchase Personal Protective Equipment, first aid kits and additional sanitation agents to safely follow in-person instructional and engagement events guidelines. |
| Update | <p>Due to COVID-19, all in person activity has been suspended. The following PPE has been purchased: socially distant desks, office shields, Clorox disinfecting wipes, Lysol Spray, Lysol Cleaner, Microban Aerosol Spray, and hand sanitizer. The sanitation agents are being stored at the Central Office</p> <p>On our docket: Action Complete</p> |

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| Action 8 | Our counselors will advocate for the mental health needs of all scholars by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development, short-term counseling interventions, and referrals to community resources for |
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| | long-term support. |
| Update | <p>Counseling small groups have continued to support the mental health needs of scholars served under each school counselor with Morning Starter, Firebird Talk and College Road Map. During the month of December, the Counseling Services Team delivered social emotional curriculum lessons that focused on “Emotions” for both our middle school and high school scholar population with a total of 43 attendees. In addition, a social emotional lesson was also provided to our middle school scholars focusing on “Body Image: Taking the Filter Off” with six scholars in attendance. During the month of January, the topic of self-care was the focus of our social emotional lesson for both our middle and high school scholars.</p> <p>On our docket: During the month of February and March, the Counseling Services Team will continue to deliver small groups and social emotional lessons to support the mental health needs of our scholars. The counseling core curriculum calendar has a total of five social emotional lessons scheduled to be delivered to our middle school scholar population and five social emotional lessons to be delivered to our high school population in learning labs during February and March.</p> |

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| Action 9 | Partner with community providers to offer mental health services and support to our staff. |
| Update | <p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p> |

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| Action 10 | Partner with community providers to offer mental health services and support to our scholars. |
| Update | <p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February to address this action item.</p> |

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| Action 11 | Partner with community providers to offer mental health services and support to our learning coaches. |
| Update | <p>The schedule to partner with Partners in Special Education is still pending approval.</p> <p>On our docket: More discussion and collaboration will take place in February</p> |

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| | to address this action item. |
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Cover Sheet

Engagement Department Presentation

Section: VII. Presentations
Item: A. Engagement Department Presentation
Purpose: FYI
Submitted by: Rebecca MacAlpine
Related Material: Engagement Department Board of Directors Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only



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Engagement Department 2020-21 Board Presentation

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Agenda

- Meet the Engagement Team
- Mission and Goals of the Engagement Department
- Sampling of Engagement Department Projects & Data





Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



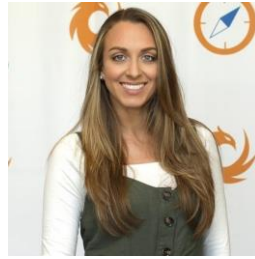


Engagement Team



Director of Engagement
Rebecca MacAlpine

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Engagement Specialist
Danielle DelNegro

ddelnegro@compasscharters.org



& all of CCS!



Mission and Goals of the Engagement Department

➤ Mission

The mission of the Engagement Department is to create activities that foster connectedness and build community.

➤ Overview of Goals

The Engagement Department designs, creates, plans, implements and manages events that foster community and support retention. Engagement Department events and offerings will include but are not limited to field trips, virtual scholar workshops, contests, scholar recognition, graduation, promotion, back to school picnics, learning coach academy, scholar clubs and more.



2020-21 Virtual Scholar Workshops

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| 2021 Vision Board: Goal Setting for the New Year | Barnabas Robots | Computer Drawing & Animation Part 1: Intro to Programming, Drawing Basics and Coloring | Fall Themed Watercolor Art (TK-5) |
| A Visit from the Author: The Colorado Curveball (TK-5) | Bilingual Social Workshop (9-12) | Computer Drawing & Animation Part 2: Variables, Animation Basics, and Interactive Programs | GameU Game Design (TK-4) |
| Amelia Bedelia's First Apple Pie (TK-2) | BioBox | Cupcake Delivery Design Challenge: The Tech Interactive (3-12) | Garner Holt Productions: 4 Part Series (5-12) |
| An Elephant's Journey to Water | Care2Rock | Dragonfly Designs: Macrame Workshop | Getty Center Visit |
| Aquarium of the Pacific (TK-5) | Carpentry Kit: Build Your Own Catapults! | Drawing and Painting like Vincent van Gogh | Groovy Lab in a Box (3-12) |
| Autumn Festivities Around the Globe (6-12) | Cat Chat with Cat Haven (TK-4) | Environmental Nature Center | Holocaust History Session: Youth Voices and Resistance (9-12) |
| Baketivity | Chaffee Zoo | Fall Poems (TK-3) | I Have a Dream": Martin Luther King Jr. (TK-5) |



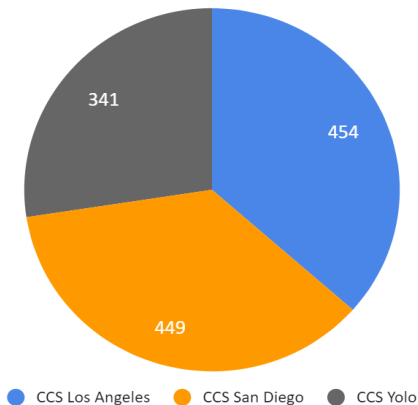
2020-21 Virtual Scholar Workshops

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| iFLY | Painting Social Hour: Coping Skills | Semester 1 Virtual Scholar Clubs Kickoff (Club Rush) | Support Apps for Remote Learning |
| Inauguration Watch Party (6-12) | Rock the Vote Workshop | Semester 2 Virtual Scholar Clubs Kickoff (Club Rush) | Ten on the Sled (TK-3) |
| Introduction to Google Slides | Sacramento History Museum: Underground Tour | Spelling Bee | The Kid's Table Cooking Class |
| Mad Science Workshop | Sawdust Factory (K-8) | Spirit Week Kick Off/ Clearing the Air: Be Vape Free (6-12) | Valentine's Day |
| Marine Science Institute | Scholar Talent Show (Fall) | Spirit Week: Big Life Journal: Kindness and Community Kit/Peaceful Pen Pals | Virtual Back to School Celebration |
| Mission San Juan Capistrano Tour | Scholar Talent Show (Spring) | STEAM Field Trip in a Box | Walt Disney Family Museum Tour |
| MoxieBox | Schulz Museum | STEAM Team Virtual Scholar Workshop | & more that are still being planned! |



VSW Participation by Charter Semester 1

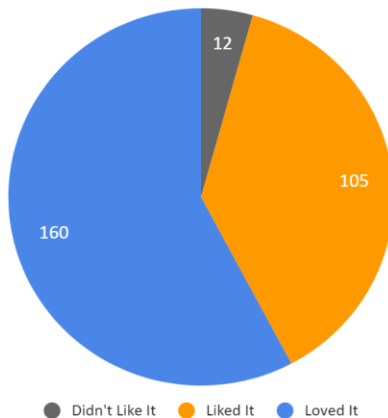
of all VSW registrations received between 9/17/2020 & 1/20/2021
(Total Scholars)





Engagement Feedback Semester 1

Feedback received after Virtual Scholar Workshops (Semester 1)





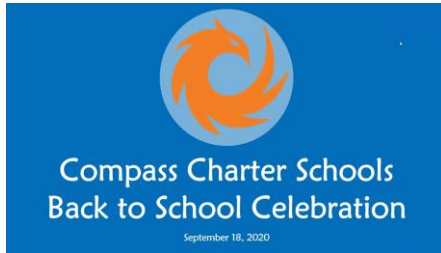
Virtual Scholar Workshop Spotlight

Sawdust Factory





Back to School Celebration



Personal responsibility
'You are in Charge of You'



@Jim Van Allan





2020-21 Contests

- September: Back to School Video Contest
- October: Spirit Week 2020 Photo Contest
- November: Thank you Poster Contest
- December: Holiday Dance Contest
- January: Spirit Week 2021 Photo Contest
- February: Scholar Steps Challenge
- March: Reading Challenge
- May: Summertime Recipe Challenge



Spirit Week 2020 Photo Contest





2020-21 Scholar Clubs

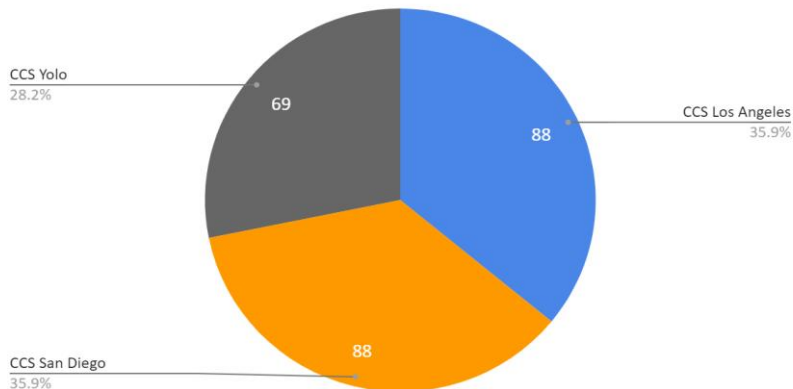
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| Adulting 101 |
| Arts & Crafts Club (Elementary) |
| Arts & Crafts Club (MS & HS) |
| Awesome Elementary Artist's Club |
| Book Club (MS & HS) |
| Chess Club |
| Computer Code Club (Grades 4-12) |
| Cooking Club (Elementary) |
| Cooking Club (MS & HS) |
| Gardening Club |
| Genders & Sexualities Alliance (HS) |
| Geography Bee Club |
| LEGO Club |

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| Minecraft Club |
| Music Club |
| NHS (Grades 10-12) |
| Peer Mentoring Club (MS & HS) |
| Performing Arts Club - Middle & High School |
| Photo Club |
| Pickleball Club (MS & HS) |
| Scholar Leadership Council |
| Science Fair Club |
| STEAM Challenge Club (Grades 4-12) |
| Virtual Field Trips Club |
| We Dine Together |



Scholar Clubs Registrations for Fall Scholar Clubs Kickoff

of Scholar Clubs registrations received after Fall 2020 Scholar Club Rush





2020-21 Recognition Program

- Core Values (ARTIC) Awards by Semester
- Golden State Seal Merit Diploma (12th)
- Honor Roll
- Firebird of the Year
- Learning Coach Academy Certificates
- Learning Coach of the Year
- NHS Lifetime Member (12th)
- Perfect Attendance
- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th)
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th)
- Samaritan Award
- Scholar of the Month
- State Seal of Biliteracy (12th)



Learning Coach Academy Overview

- Learning Coach Academy is designed to provide relevant and meaningful training videos along with a collaborative community of Learning Coaches and staff.
- (1) training and (1) question per week for 10 weeks
- Learning coaches who complete 10 Academy Sessions and actively participate in the Learning Coach Academy Support Group are provided with certificates.
- Graduates of Learning Coach Academy will be considered as possible candidates for our Learning Coach Ambassador program.



2020-21 Scholar Celebrations

- Week of June 14
- Held in-person ceremonies to celebrate locally for each charter prior to our Class of 2020 celebrations
- Pivoted for our Class of 2020 to host a Virtual Commencement Ceremony & sent "Graduation in a Box" to graduating scholars
- Plans continue to be developed for our Class of 2021 celebrations to ensure there are marked moments for our scholars



Class of 2020

Virtual Commencement Ceremony





Class of 2020

"Graduation in a Box"





Fresno Chaffee Zoo



Baketivity



Barnabas Robots



Thank you!



Questions?



Contact:

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[@Mrs_MacAlpine](#)



Cover Sheet

Operations Department Presentation

Section: VII. Presentations
Item: B. Operations Department Presentation
Purpose: FYI
Submitted by: Danielle Gamez
Related Material: Operations Department Board of Directors Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only



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Operations Department 2020-21 Board Presentation

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Agenda

- Meet the Team
- Operations Defined and Our Initiatives
- Vision, Purpose and Strategic Goals
- Delving into Accountability, Attendance, Compliance, and Registration
- Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Meet the Team



Danielle L. Gamez
Director of Operations



Oscar De Jesus
Accountability Coordinator



Nora Barnhart
Attendance Coordinator



Vanessa Plasencia
Compliance Coordinator



Karla Gonzalez
Registrar



Our Vision

Operations -

An innovative, supportive, and strategic team collaborating to serve all Compass Charters stakeholders.



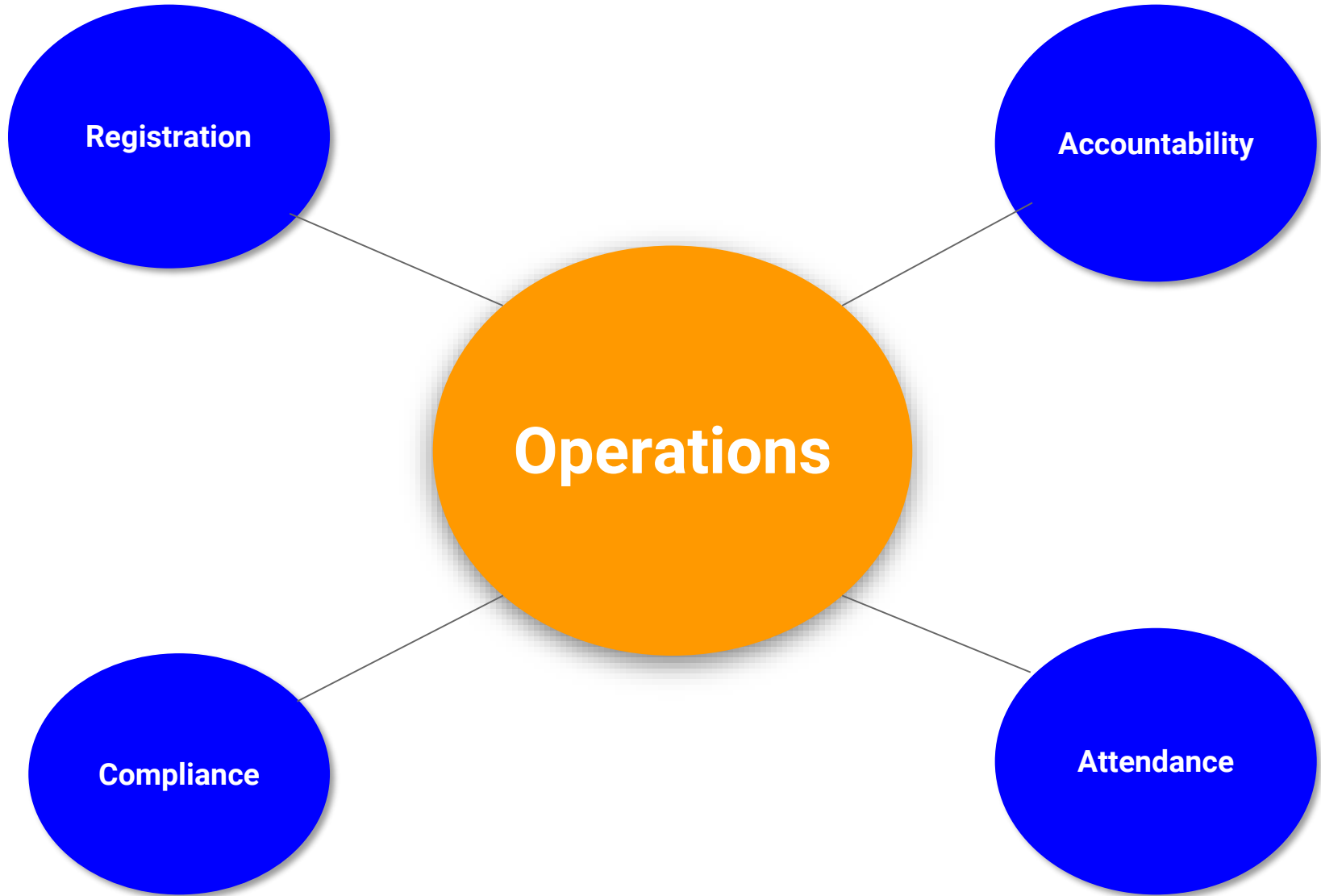
Our Purpose

*To share our expertise,
provide operational
support services, and fulfill
accountability measures.*



Strategic Goals

- Engage and be present with all stakeholders in order to understand their needs and provide solutions.
- Continue to develop professionally by fostering growth, innovation, and strategic planning.
- Conduct quarterly reviews of current processes to analyze performance, identify areas of opportunity, and collaborate with other departments as needed.
- Build skills and knowledge within the SIS to ensure scholar data is entered efficiently and accurately.





Our Initiatives

- **Accrediting Commission for Schools Western Association of Schools and Colleges (WASC)**
- **Attendance Reporting (P1, P2, P Annual)** - validating attendance claims during the three reporting periods, compiling reports using the principal Apportionment Data Collection Software for local educational agencies to report pupil attendance, tax, and other data
- **Annual Audits**
- **Annual Reports**
- **CA School Dashboard Management**
- **CalPads Reporting** - longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.



Our Initiatives

- **Collaboration for Special Programs Support**
- **Comprehensive Support and Improvement (CSI) Prompts**
- **High School Transcripts**
- **Learning Continuity and Attendance Plan (LCP)**
- **Local Control and Accountability Plan (LCAP)**
- **McKinney-Vento Liaison** - Serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers.
- **Other State Reporting Requirements (CBEDS, Civil Rights, etc)**
- **Project Administration**
- **Scholar Records**
- **School Plan for Student Achievement (SPSA)**
- **SIS Management** - Local data validation and maintenance in the Student Information System
- **Year In Reviews**



Accountability

- **Accrediting Commission for School's Western Association of Schools and Colleges (WASC)**
 - WASC Chair
 - Facilitates process in selecting committee members
 - Manages processes and workflows for each type of visit/report
 - Initial Visit Report
 - Mid-Cycle Visit Report
 - Self-Study Report
 - Ensures goals in Annual Plan are in alignment with our LCAP and are being worked on and met throughout the year
 - Drafts final WASC documents

- **Annual Reports | Year in Reviews**
 - Acts as Project Manager
 - Facilitates data collection and design process in collaboration with Community Relations Coordinator
 - Oversees production timeline and schedule





Accountability



- **Comprehensive Support and Improvement (CSI) Prompts**
 - Collaborates with Academic Leadership in pulling and collecting data
 - Completes templates for each charter school
 - Ensures alignment with LCAP

- **Learning Continuity and Attendance Plan (LCP)**
 - Oversee school-wide collaboration to ensure documents were filled out accurately
 - Assists Finance Coordinator with tracking funds allocated within the LCP to ensure compliance with expenditure deadlines

- **Local Control and Accountability Plan (LCAP) and Annual Updates**
 - Develop School-wide project board to facilitate workflows and track deadlines
 - Collaborates with Academic Leadership and leads to ensure everyone understands their role and what is needed
 - Completes all documents and revisions in a timely manner



Attendance

- Attendance contributes towards funding, determines budget allocations, and academic performance
- Based on completion of an Educational Activity each school day
- Certified by Supervising Teachers, Learning Logs are completed by CCS parents/guardians and course logs, work samples and other proof are used





Attendance

| August 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 30 | 31 | | | | | |
| September 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | 01 | 02 | 03 | 04 | 05 |
| 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| October 2020 | | | | | | |
| S | M | T | W | T | F | S |
| | | | 01 | 02 | 03 | |

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| | Tuesday 09/01 <input checked="" type="checkbox"/> Language Arts 6 A <input checked="" type="checkbox"/> Mathematics 6 A <input type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input checked="" type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A | Wednesday 09/02 <input checked="" type="checkbox"/> Language Arts 6 A <input checked="" type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input checked="" type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A | Thursday 09/03 <input checked="" type="checkbox"/> Language Arts 6 A <input checked="" type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input checked="" type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A | Friday 09/04 <input checked="" type="checkbox"/> Language Arts 6 A <input checked="" type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input checked="" type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A |
| Monday 09/07 No Classes Today | Tuesday 09/08 <input checked="" type="checkbox"/> Language Arts 6 A <input type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A | Wednesday 09/09 <input checked="" type="checkbox"/> Language Arts 6 A <input type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input checked="" type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A | Thursday 09/10 <input checked="" type="checkbox"/> Language Arts 6 A <input type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input checked="" type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input type="checkbox"/> Science 6 A <input type="checkbox"/> Social Studies 6 A | Friday 09/11 <input checked="" type="checkbox"/> Language Arts 6 A <input type="checkbox"/> Mathematics 6 A <input checked="" type="checkbox"/> Music MS Elective <input type="checkbox"/> Photography MS Elective <input checked="" type="checkbox"/> Physical Education 6 A <input checked="" type="checkbox"/> Science 6 A <input checked="" type="checkbox"/> Social Studies 6 A |
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Save Changes



Attendance

- Internal Attendance Process Management
- Staff Training and resources
- Staff support and collaboration
- Attendance claims review and support in maximizing apportionment
- SIS Support - enrollment records and compliance
- Concurrent Enrollments
- Attendance Reporting to Authorizing School Districts





Compliance

- Clean data, vital to accurate reporting
- Internal Auditing captures trends, make corrections, and ensure compliant processes
- Scholar Support - Resources, compliant in reporting measures, identification of special programs to support CCS Staff.

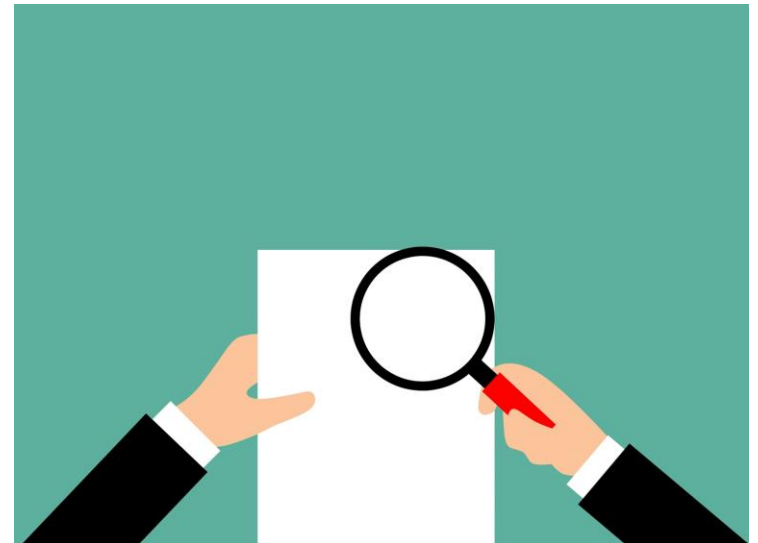


"You're sure you've conducted an internal audit before?"



Compliance

- Internal Audit management
- Staff Training and PD
- Attendance Compliance Support
- SIS Maintenance
- SIS Project Management (compliance)
- CalPads logistics
- McKinney-Vento Liaison





Registrar

- Oversees registration department
- Ensures school and state policies are practiced within enrollment and records
- Develops registration plans and procedures
- Organizes and maintains scholar data and records
- Completes scholar withdrawal process
- Ensures FERPA compliance
- Submits scholar GPA's to California student aid commission
- Verifies and updates final transcript for graduates and issues diplomas





Registration Team



Eli Berdugo

Enrollment Specialist -
CCS of Los Angeles



Dario Eminente

Enrollment Specialist -
CCS of San Diego



Corey Figueroa

Enrollment Specialist -
CCS of Yolo



Arianne Machgan

Records Technician

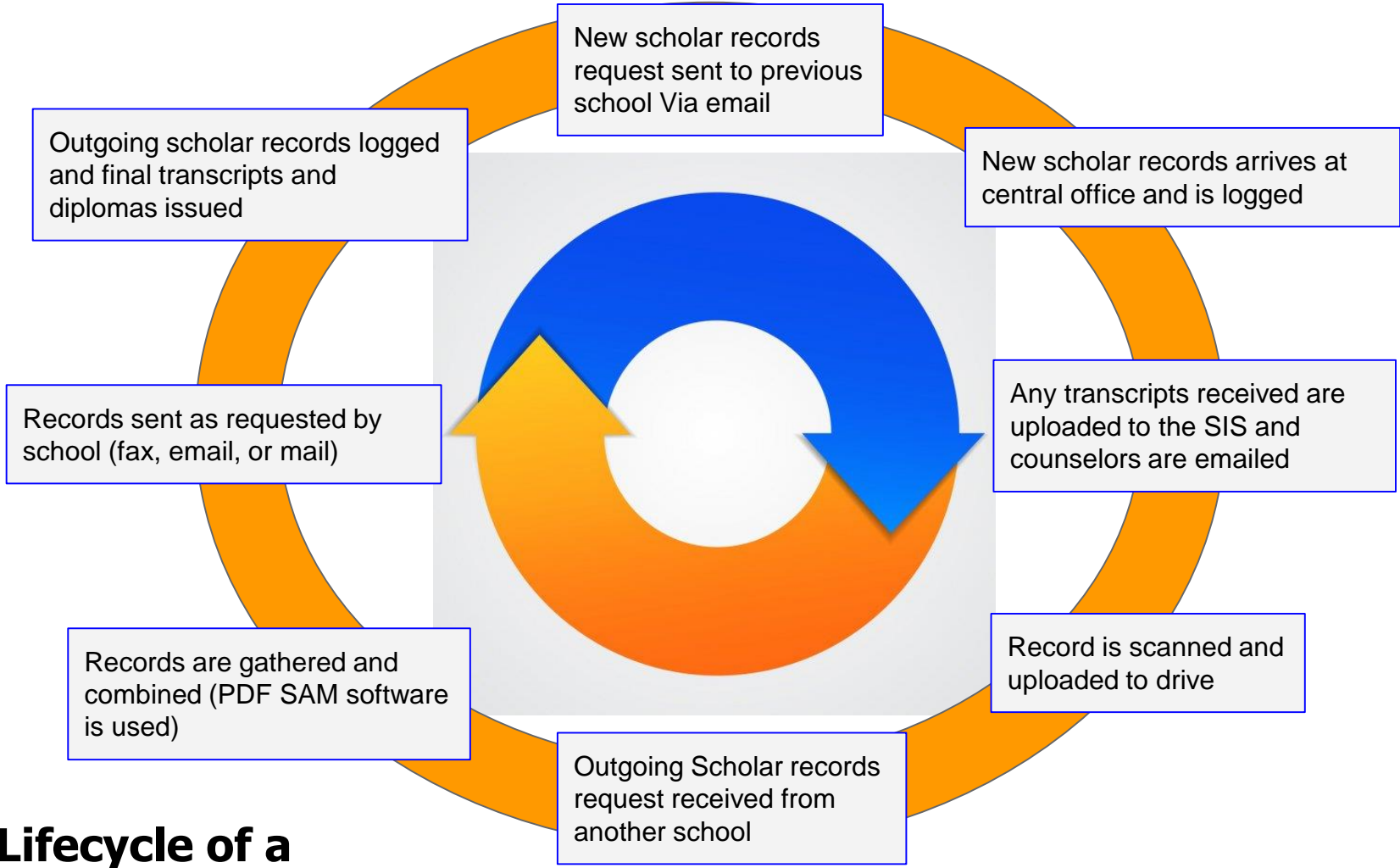


Silvia Neri

Records Technician



Records

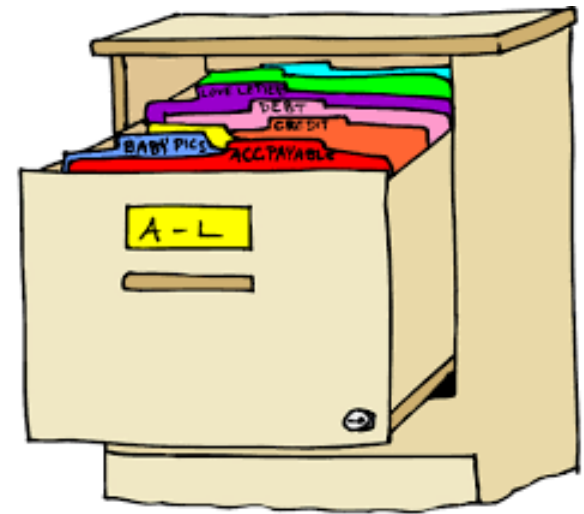


Lifecycle of a Scholar Record



Enrollment

- Reviews applications, collects and handles scholar documentation
- Provides enrollment information, requirements and customer service to our scholars and learning coaches
- Communicates to prospective families about enrollment options and programs offered by CCS
- Enter, Review, scholar registration data records
- Corresponds with applicants and prospective families
- Collaborates with other departments to ensure scholars are placed properly





Summary

- Operations - The department that manages compliance, registration, and systematic reporting initiatives designed to support the organization
- Focus on strategy and implementation Development
- Provide PD/Training/Department Support
- Home to data and SIS management
- Conduct reporting initiatives including CalPads, P1, P2, P-Annual, and other state and federal requirements
- Records management (including transcripts)
- Collaboration to support LCAP initiatives





Questions?



Contact:

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Cover Sheet

Academic Services Update

Section: X. Academic Services
Item: A. Academic Services Update
Purpose: FYI
Submitted by: Aviva Ebner
Related Material: A Academic Services Division Report - January 2021.pdf
B CCS of Los Angeles Board Report - January 2021.pdf
C CCS of Yolo Board Report - January 2021.pdf

RECOMMENDATION:
N/A - For Discussion Only



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Academic Services Division January 2021 Update

(855) 937- 4227

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Agenda

- . Mission and Vision
- . Division Update
- . Counseling Services Department Updates
- . Curriculum & Instruction Department Updates
- . Engagement Department Updates
- . Special Education Department Updates
- . Charter Updates
- . Q & A





Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.





Division Update

WIG (Wildly Important Goal):

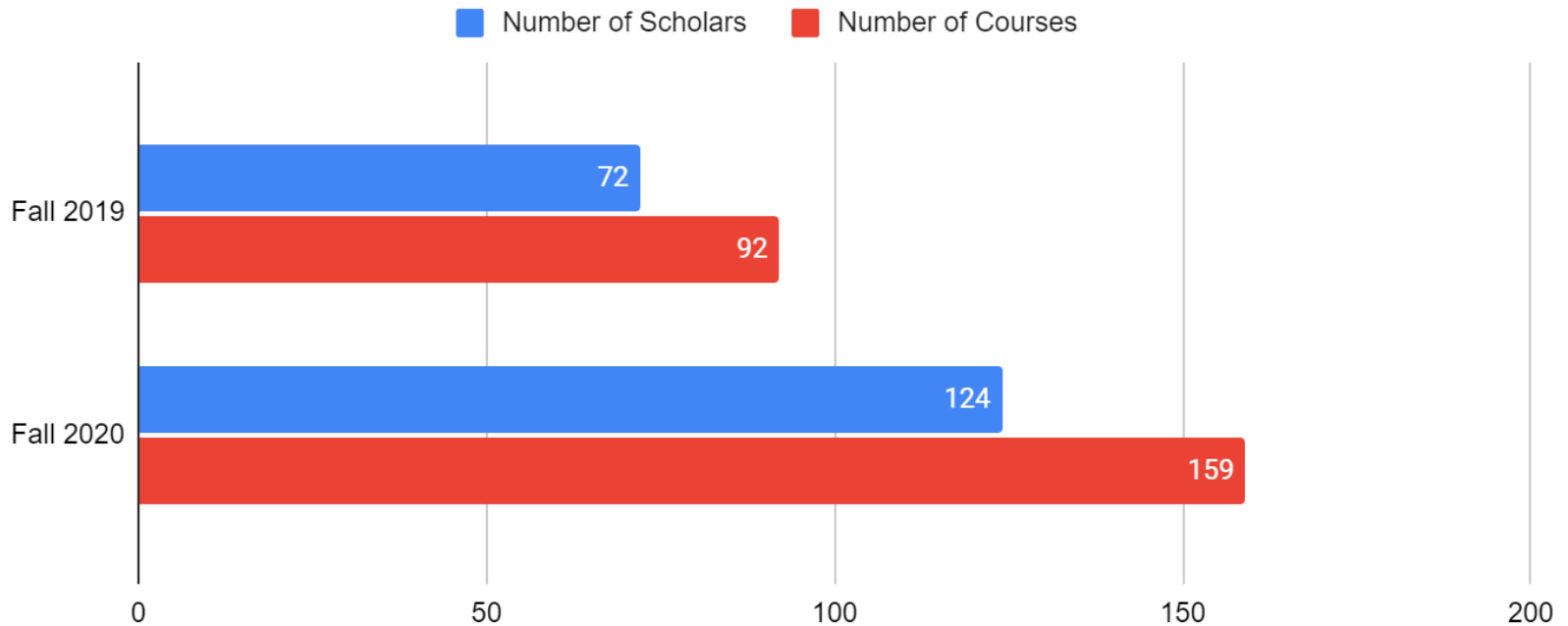
By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of the 2020-21 academic school year.

Each Academic Department is focusing on lead measures that can be tracked.



Counseling Services Division Updates

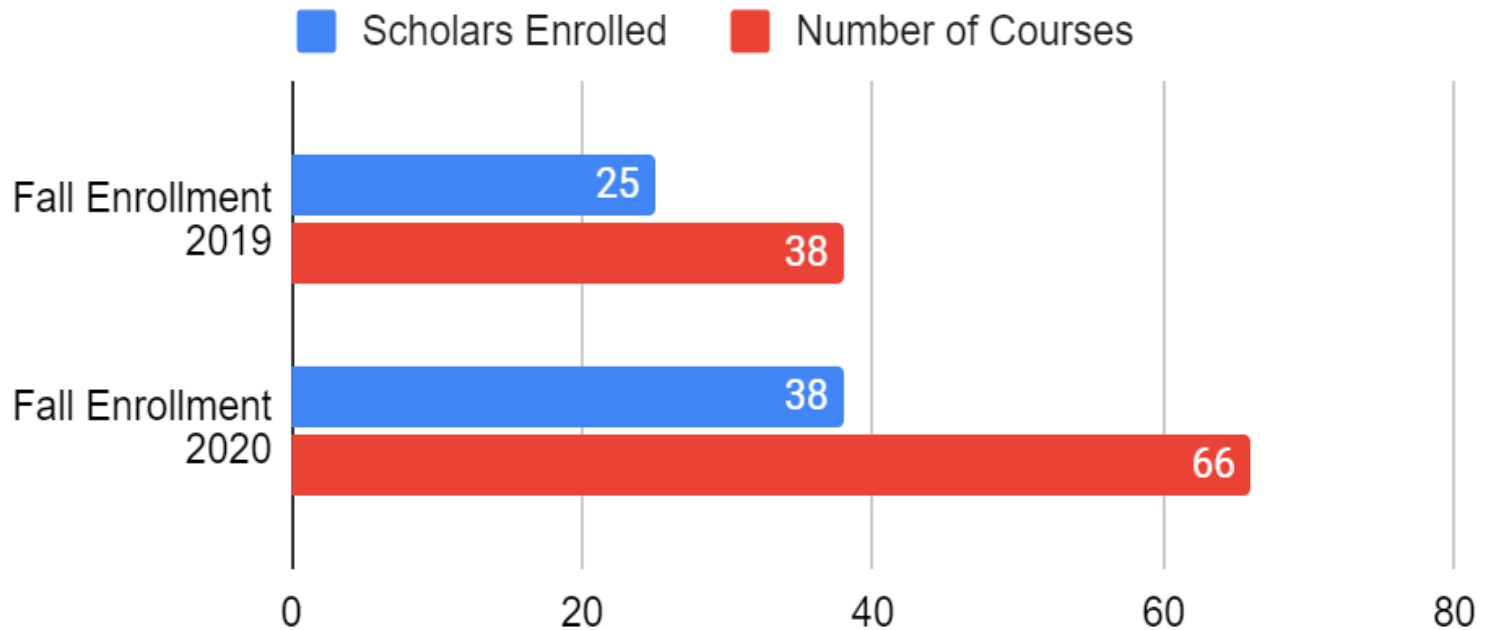
CCS Scholar Participation Accelerated Course Options Program (ACOP)





Counseling Services Division Updates

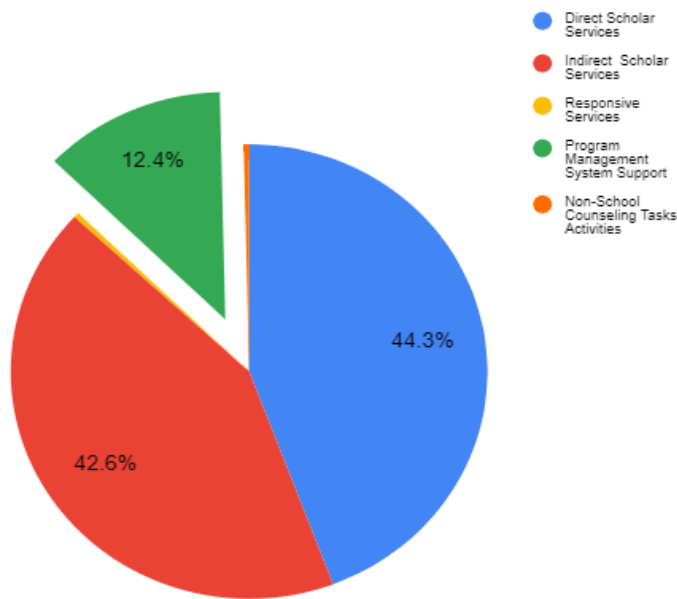
Compass Fall Concurrent Enrollment Numbers





Counseling Services Division Updates

Counseling Department Time Task Analysis
9/1/2020-1/15/2021



| Compass Direct/Indirect Counseling Services (86.9%) | Number of Scholars Served by Counselors (live interactions) |
|---|---|
| Academic Scholar Planning & Progress | 569 |
| Direct Intervention Check/Connect Session | 466 |
| Collaboration (SST, IEP, 504) | 87 |
| College Application Process | 30 |
| Concurrent Enrollment | 114 |
| Conflict Resolution | 11 |
| Consutation (ASIT, Truancy) | 8 |
| CPS Consult Report | 2 |
| Crisis Response | 27 |
| FAFSA/Dream Act | 9 |
| Family Disruption (Divorce/Loss of Parent) | 11 |
| Grief/Loss | 7 |
| Learning Lab Instruction | 335 |
| Mental Health | 89 |
| Motivational (Engage in school) | 73 |
| Post Secondary Counseling | 118 |
| Referral | 14 |
| Scholarship | 9 |
| Small Group Instruction | 631 |
| Welfare Check | 0 |
| Work/Entertainment Permits | 23 |





Curriculum & Instruction Department Updates

Benchmark Assessment- September Results

CCS Comparison

| | TK-5th % at/+ grade level | TK-5th participation | 6-12th % at/+ grade level | 6-12th participation |
|-----------------|---------------------------|----------------------|---------------------------|----------------------|
| Online Reading | 78% | 85% | 39% | 81% |
| Online Math | 73% | 85% | 23% | 82% |
| Options Reading | 77% | 75% | 41% | 74% |
| Options Math | 79% | 74% | 27% | 76% |



Curriculum & Instruction Department Updates

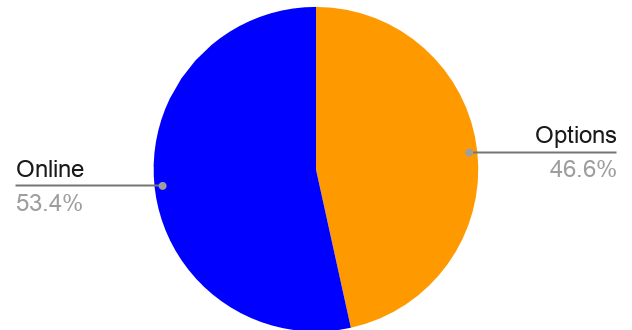
Scholar Support

Current Total of 504 plans

Total 504 Plans: 58

Online: 31 Online: 27

504 Plan: Count by Program



**as of January 22, 2021*



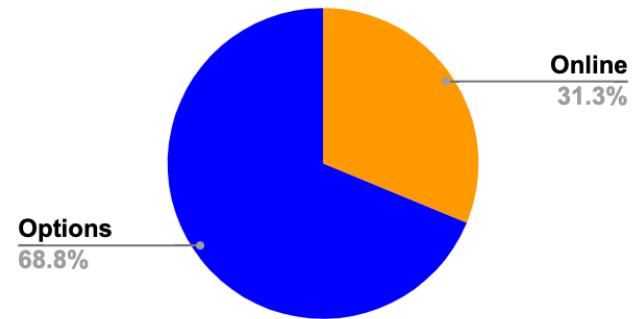
Curriculum & Instruction Department Updates

Scholar Support

Number of SST Referrals by Charter and by Program

Total SST Referrals: 32
Online: 10 Options: 22

SST Referrals: Count by Program



**as of January 22, 2021*

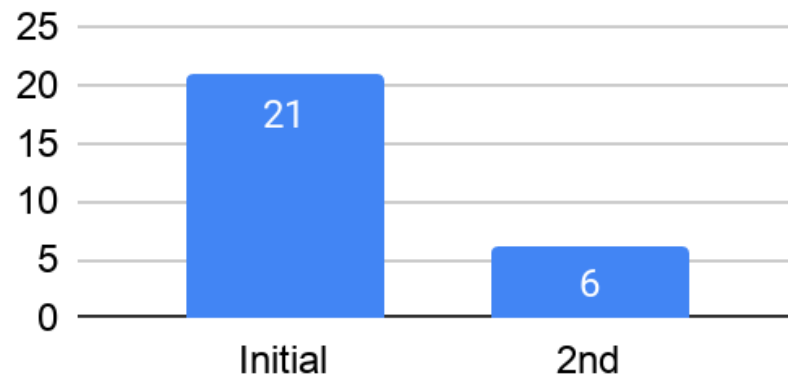


Curriculum & Instruction Department Updates

Scholar Support
SST Meetings Held

Total SST Referrals: 32
Online: 10 Options: 22

Type of SST Meeting Held



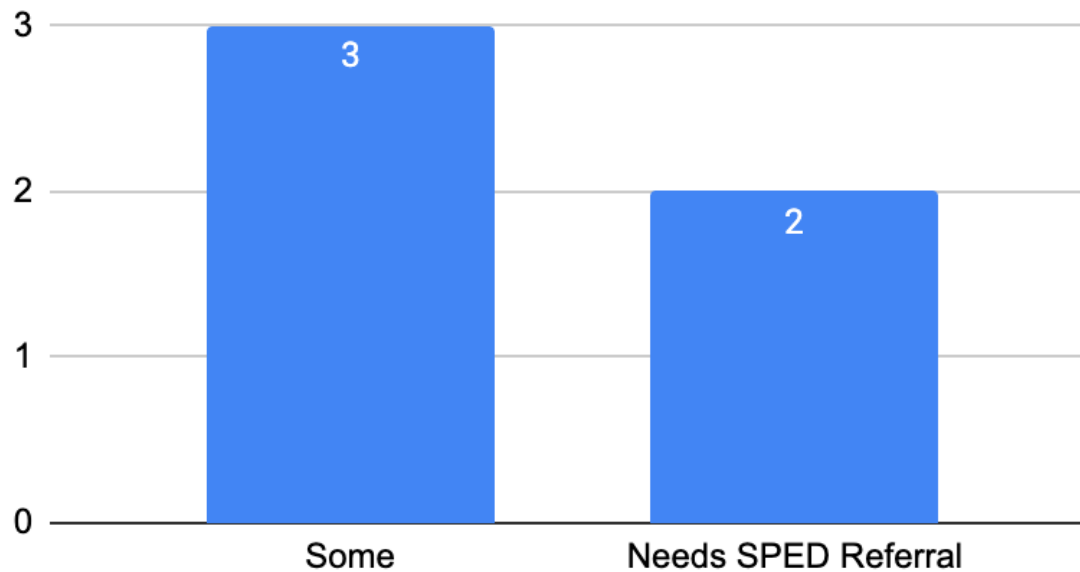
**as of January 22, 2021*



Curriculum & Instruction Department Updates

Scholar Support SST Meeting Outcomes

Outcome Determined at Follow-up Meeting



Number of Follow-Up Meetings: 5

Online: 0 Options: 5

**as of January 22, 2021*





Curriculum & Instruction Department Updates

Scholar Success- Subscription accounts

| Vendor | # of scholars signed up |
|-----------------------|--------------------------------|
| Adventure to Learning | School Wide Access |
| BrainPOP | 496 |
| CTC Math | 512 |
| Discovery ED | 621 |
| Go Noodle | 345 |
| Reading A-Z | 436 |
| Starfall | 365 |
| Sumdog | 603 |
| Tales2GO | 413 |
| TYPE-Tastic | 619 |

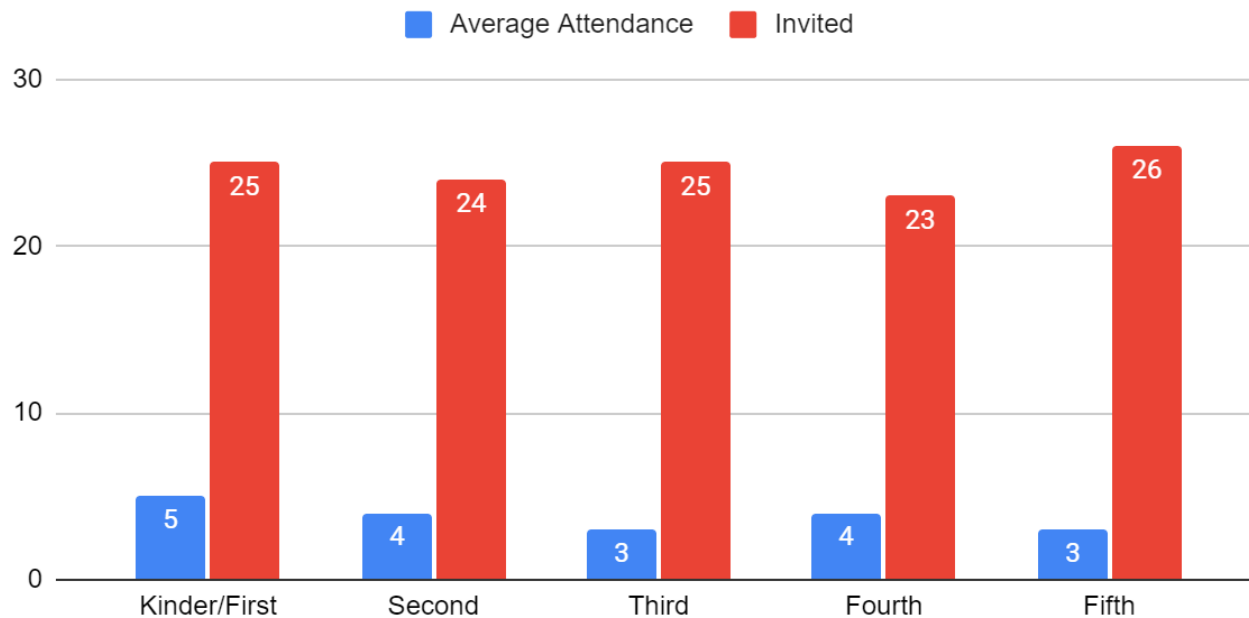
**as of January 20, 2021*



Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Average Tutoring Attendance

CCS K-5 Reading Tutoring Average Attendance and Invited



K-5 Reading Tutoring Average December/January

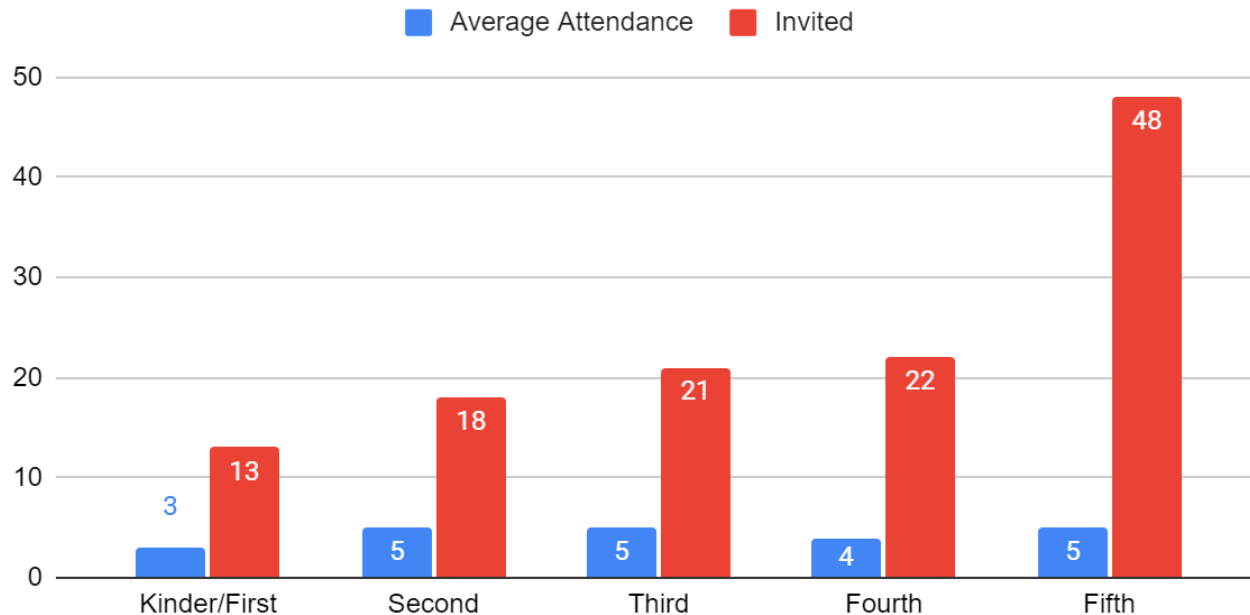




Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Invited to Tutoring

CCS K-5 Math Average Attendance and Invited



K-5 Math Tutoring Average December/January

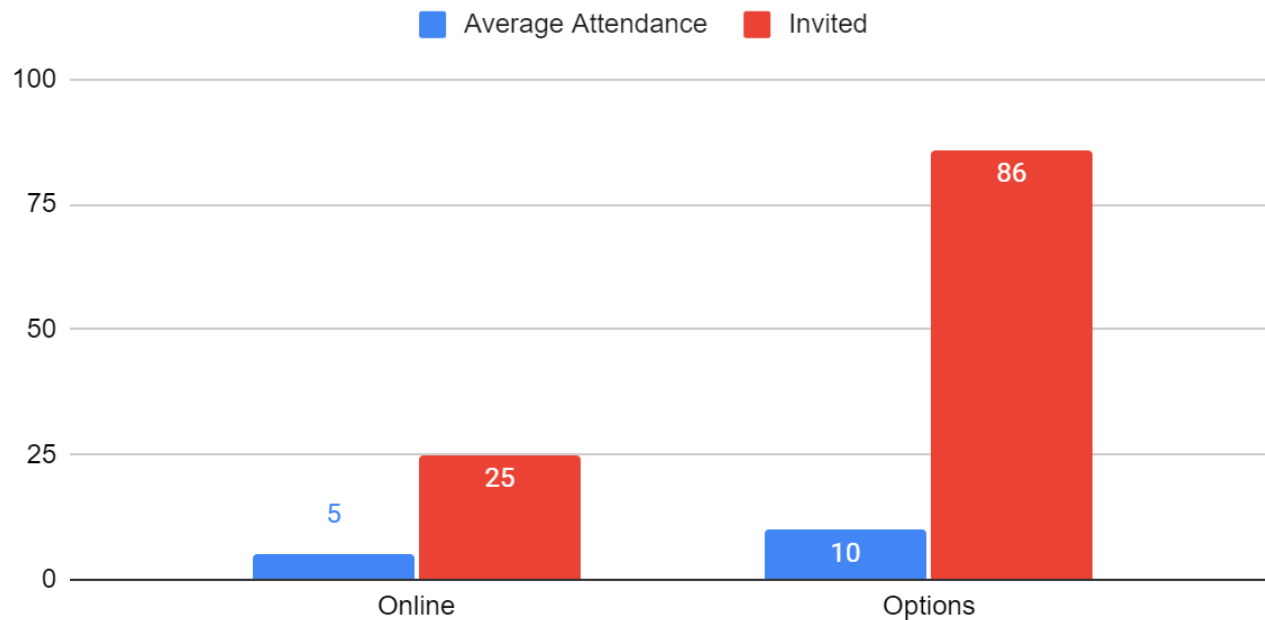




Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS 6-8 Reading Tutoring Average Attendance and Invited



6-8 Reading Tutoring Average December/January

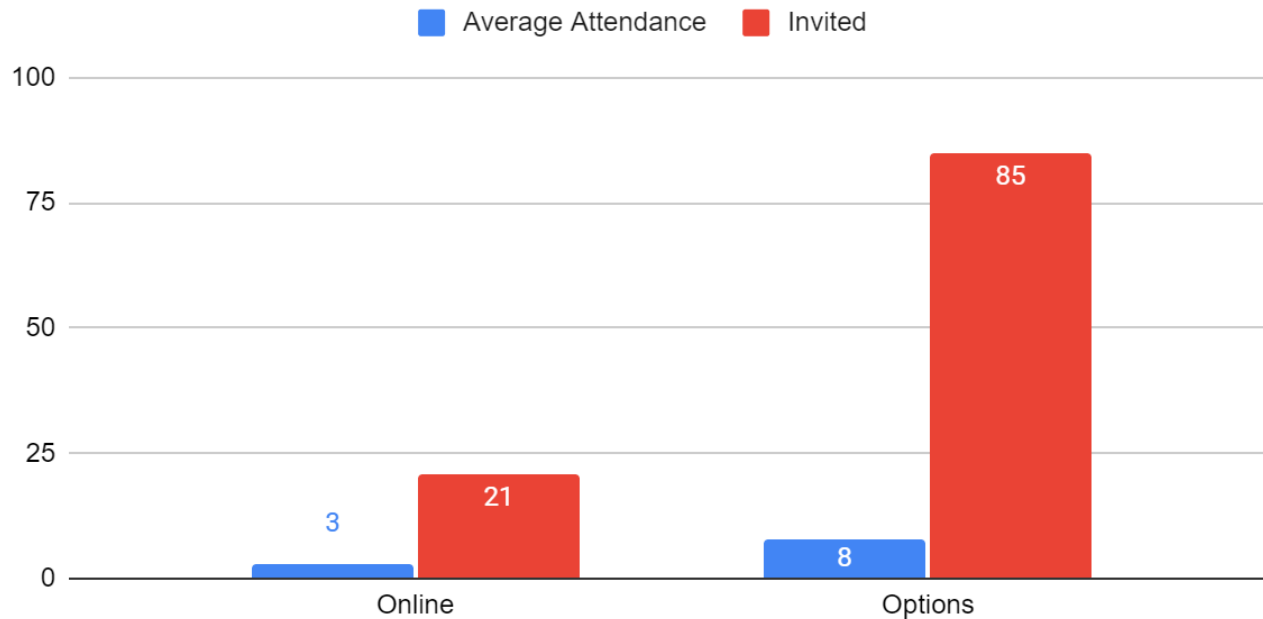




Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS 6-8 Math Tutoring Average Attendance and Invited



6-8 Math Tutoring Average December/January

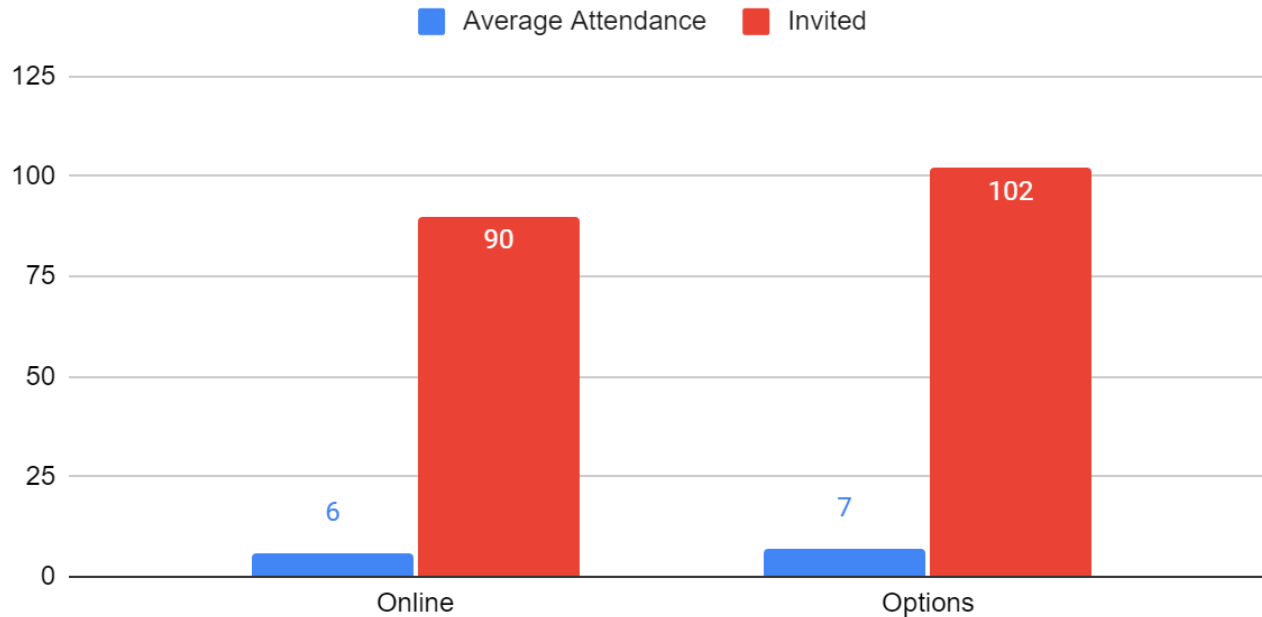




Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS 9-12 Reading Tutoring Average Attendance and Invited



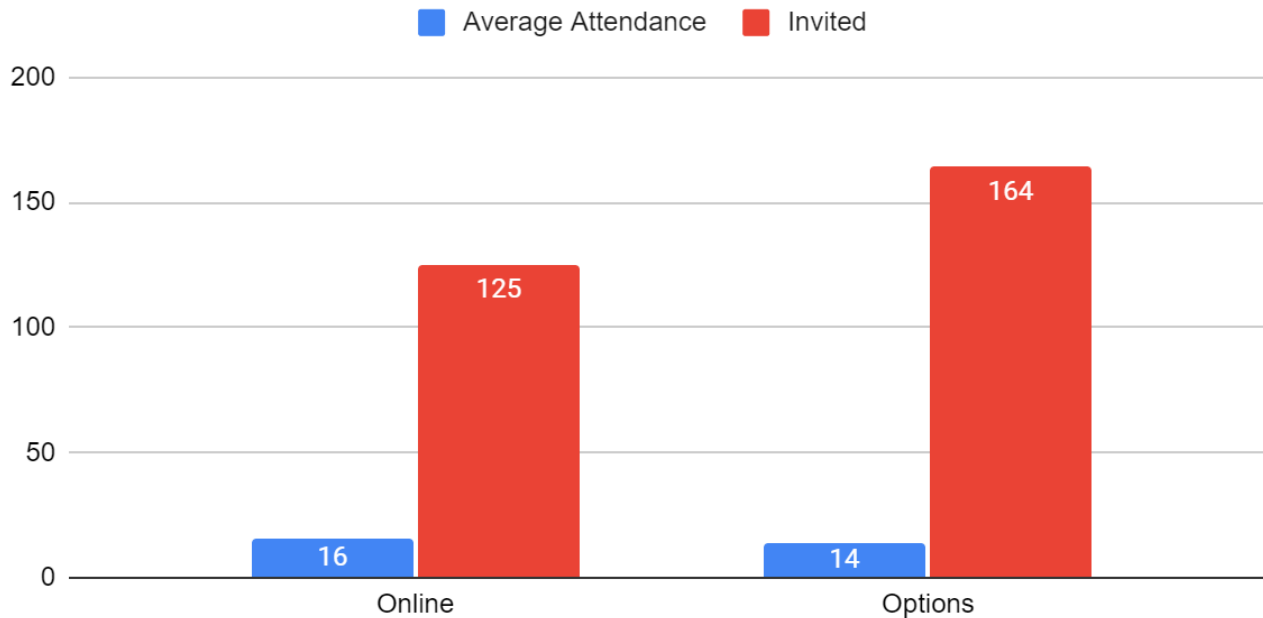
9-12 Reading Tutoring Average December/January



Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS 9-12 Math Tutoring Average Attendance and Invited



9-12 Math Tutoring Average December/January

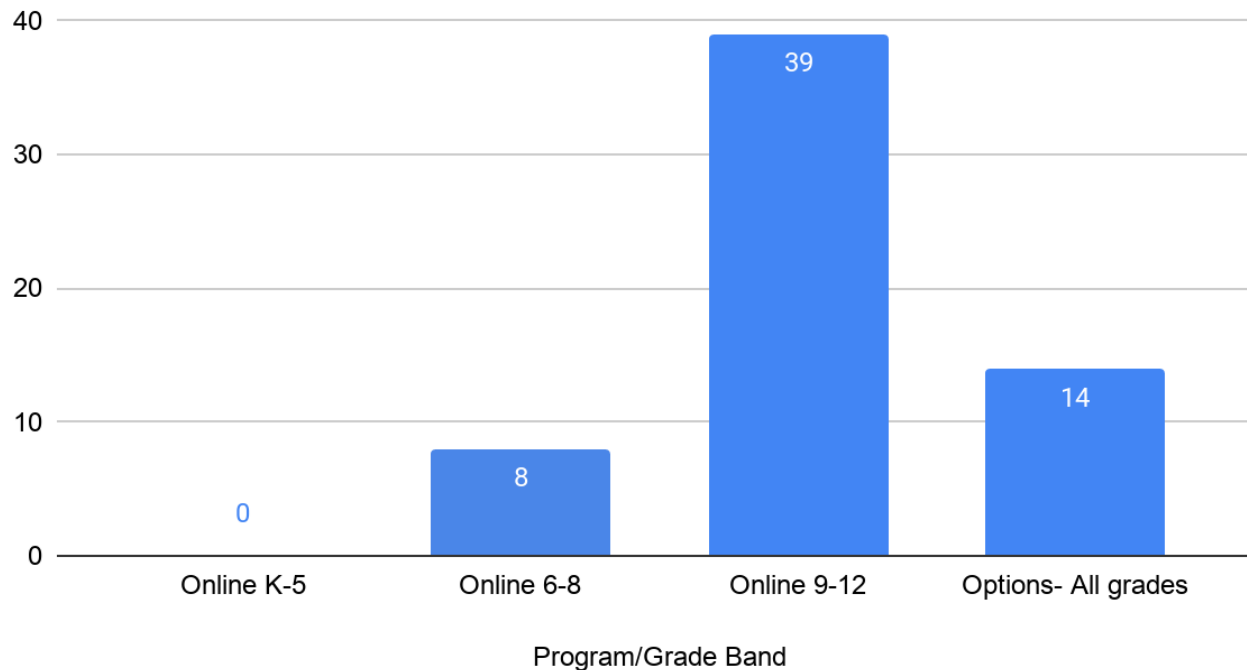




Curriculum & Instruction Department Updates

Scholar Success Updates- ASIT Recommendations LP2

CCS December ASIT Meetings

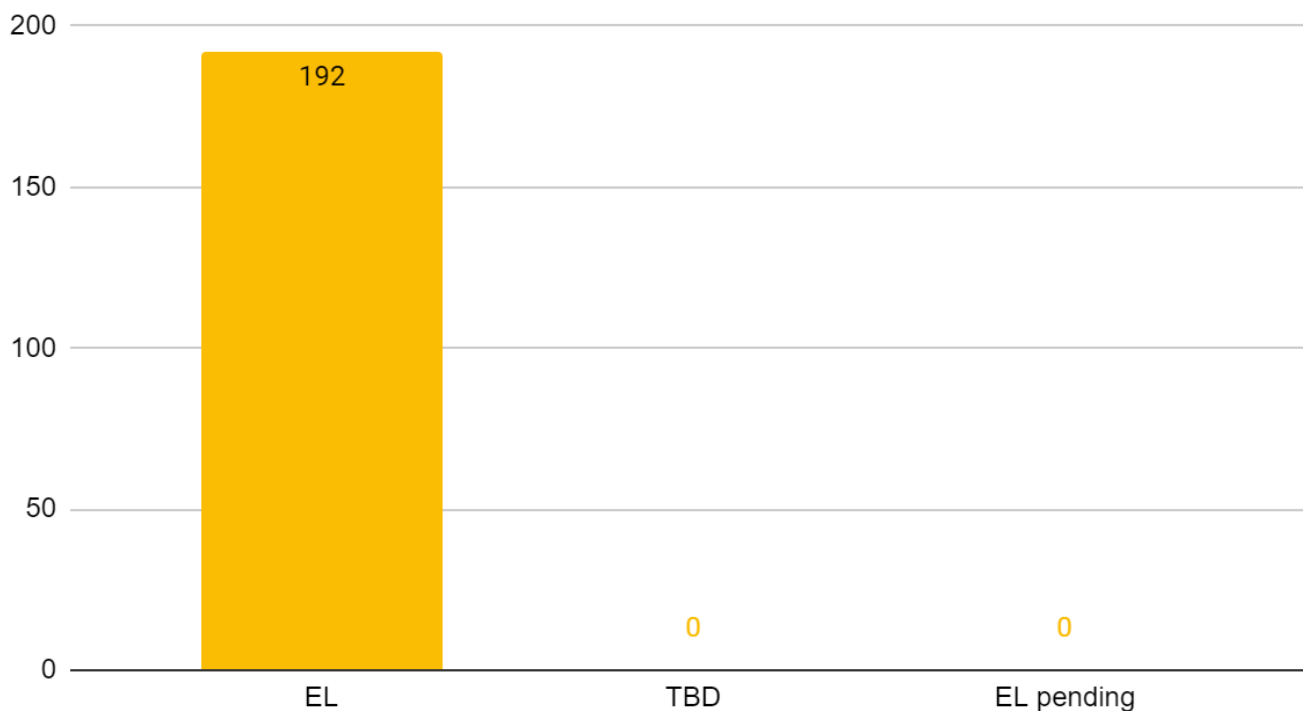




Curriculum & Instruction Department Updates

English Learner (EL) Department- Number of EL Scholars

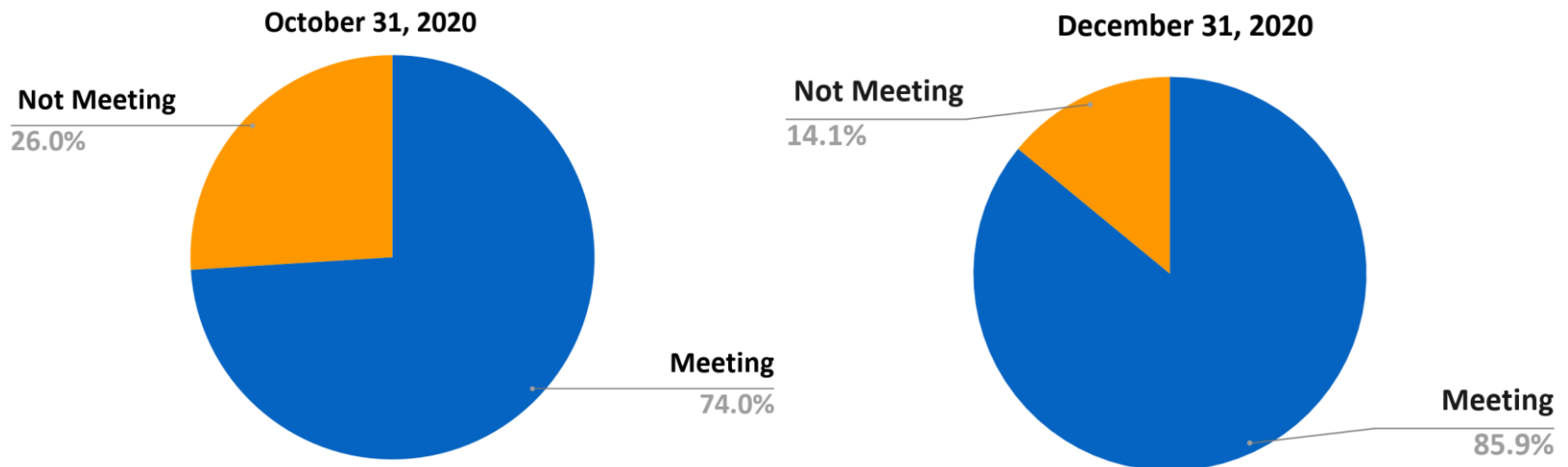
English Learner Counts





Curriculum & Instruction Department Updates

Scholar Progress in Meeting Minimum Usage (192 scholars as of 12/31/20, 68 TK-5 in Core5 and 124 6-12 in PowerUp)



Minimum Lexia time usage of 50% in order to Pass ELD Course





Curriculum & Instruction Department Updates

ELD Curriculum Usage 12/31/20 Updates- Core5 (TK-5)

| Grade | Scholars Enrolled | Scholars with Usage | Scholars Meeting Usage | % Scholars Meeting Usage* |
|-------------|-------------------|---------------------|------------------------|---------------------------|
| Total Core5 | 68 | 67 | 66 | 99 |
| PreK | 1 | 1 | 1 | 100 |
| K | 9 | 9 | 9 | 100 |
| 1st Grade | 15 | 15 | 14 | 93 |
| 2nd Grade | 7 | 7 | 7 | 100 |
| 3rd Grade | 12 | 12 | 12 | 100 |
| 4th Grade | 15 | 15 | 14 | 93 |
| 5th Grade | 9 | 9 | 9 | 100 |

Minimum Lexia time usage of 50% in order to Pass ELD Course





Curriculum & Instruction Department Updates

ELD Curriculum Usage 12/31/20 Updates- PowerUp (6-12)

| Grade | Scholars Enrolled | Scholars with Usage | Scholars Meeting Usage | % Scholars Meeting Usage |
|---------------|-------------------|---------------------|------------------------|--------------------------|
| Total PowerUp | 124 | 123 | 99 | 80 |
| 6th Grade | 15 | 14 | 14 | 93 |
| 7th Grade | 18 | 18 | 17 | 93 |
| 8th Grade | 22 | 22 | 16 | 73 |
| 9th Grade | 16 | 16 | 12 | 75 |
| 10th Grade | 8 | 8 | 6 | 75 |
| 11th Grade | 28 | 28 | 21 | 75 |
| 12th Grade | 17 | 17 | 14 | 82 |

Minimum Lexia time usage of 50% in order to Pass ELD Course



Curriculum and Instruction Upcoming: March 2021

Upon completion of Semester 1 and mid-year benchmark assessments in February, the Department of Curriculum and Instruction will be reviewing data to provide updates covering the overall impact of programs, subscriptions, and curricula on scholar academic achievement

- Final grades to be posted in early February
- Mid-year benchmark dates: February 2 - February 12, 2021



Engagement Department Updates

Engagement Department Lead and Lag Measures

Average number of scholar **registrations** received divided by the number of active offerings (Clubs & VSW's currently)

Average number of scholar **attendance** divided by the number of active offerings (Clubs & VSW's currently)

Average staff estimated **engagement rating** divided by the number of active offerings (Clubs & VSW's currently)



Engagement Department Updates

| Engagement Department WIG Scoreboard Date Range: 12/14/20 to 1/22/21 FINALIZED | |
|---|-------|
| Registrations* | |
| Scholar Clubs (Average per Club Meeting) | 25 |
| Virtual Scholar Workshops (Average per Workshop) | 39 |
| Attendance* | |
| Scholar Clubs (Average per Club Meeting) | 8 |
| Virtual Scholar Workshops (Average per Workshop) | 23 |
| Engagement Rating | |
| Scholar Clubs (Average over all Scholar Club Meetings) | Green |
| Virtual Scholar Workshops (Average over all VSW's) | Green |
| <p>* Coloring for Registrations & Attendance Green - Increased from previous report out Yellow - Stayed the same from previous report out Orange - Decreased from previous report out by 1-50% Red - Decreased from previous report out by 51-100%</p> | |
| <p>** Coloring for Engagement Rating Green - Majority of scholars were active and engaged Yellow - Some of the scholars were active and engaged Orange - Very few of the scholars were active and engaged Red - None of the scholars were active and engaged</p> | |



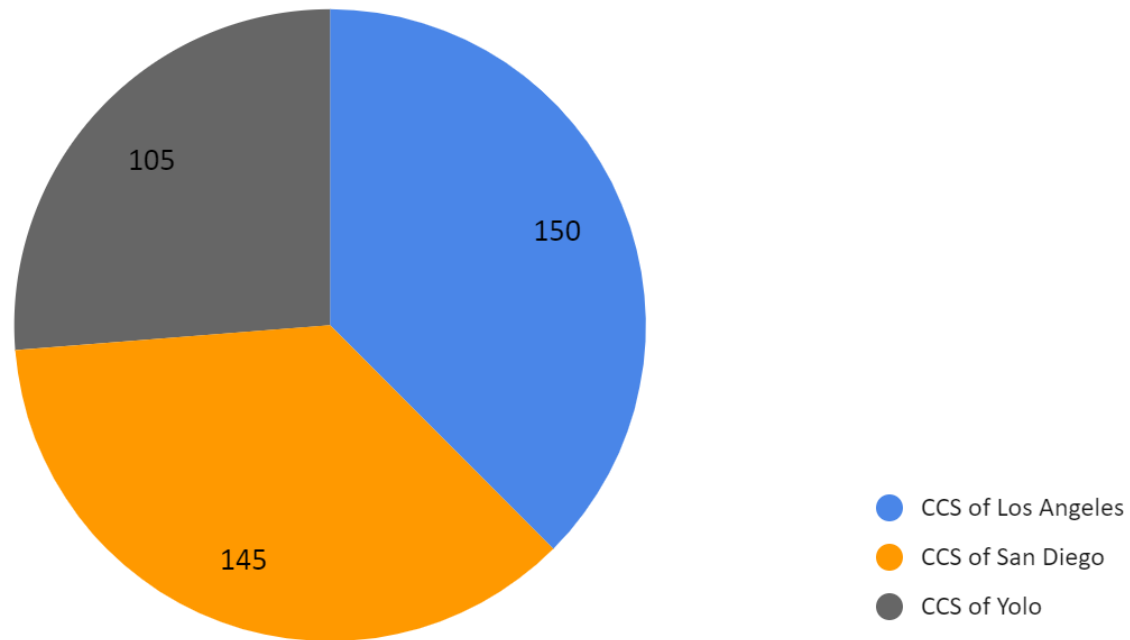
Engagement Department Updates

| February & March Virtual Scholar Workshops | | |
|---|-------------------------------------|--------------------------------|
| Drawing and Painting like Vincent van Gogh | Mission San Juan Capistrano Tour | Ten on the Sled (TK-3) |
| Environmental Nature Center | Painting Social Hour: Coping Skills | The Kid's Table Cooking Class |
| Holocaust History Session: Youth Voices and Resistance (9-12) | Semester 2 Scholar Clubs Kick Off | Valentine's Day |
| Introduction to Google Slides | Spring Scholar Talent Show | Walt Disney Family Museum Tour |



Engagement Department Updates

of all VSW registrations received between 11/12/2020 & 1/20/2021
(Total Scholars)





Engagement Department Updates

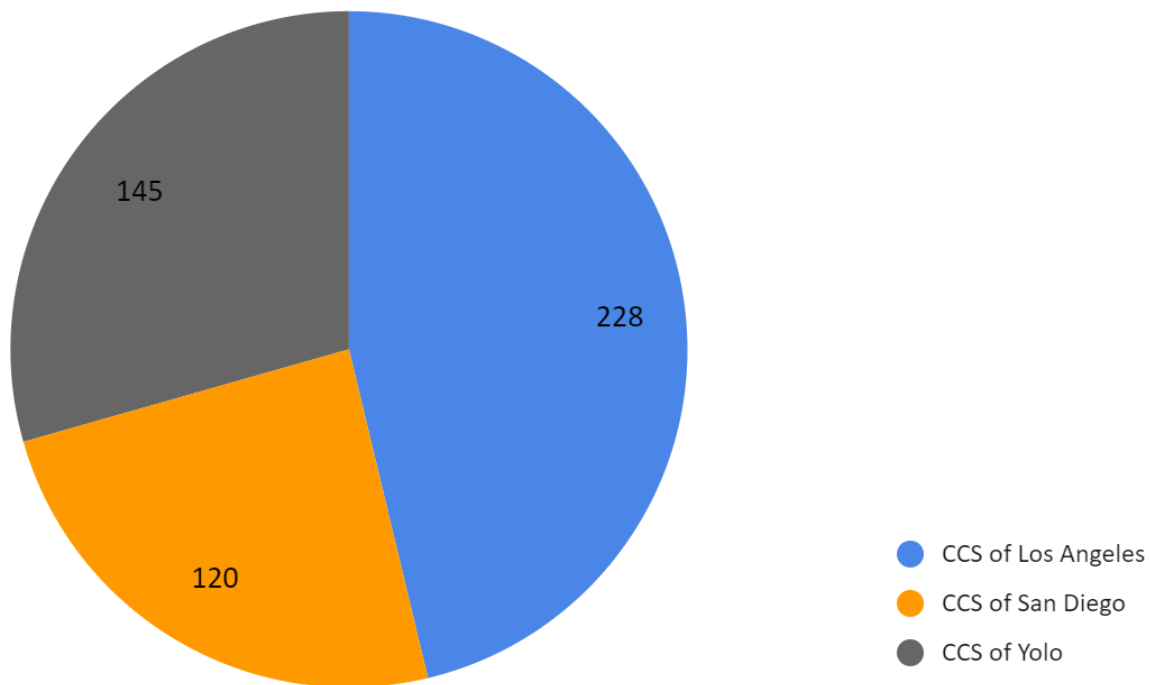
| 2020-21 Scholar Clubs | | |
|----------------------------------|--------------------------------|---|
| Adulting 101 | Gardening Club | Performing Arts Club - Middle & High School |
| Arts & Crafts Club (Elementary) | Geography Bee Club | Photo Club |
| Arts & Crafts Club (MS & HS) | Genders & Sexualities Alliance | Pickleball Club |
| Awesome Elementary Artist's Club | LEGO Club | Scholar Leadership Council |
| Book Club | Minecraft Club | STEAM Challenge Club |
| Chess Club | Music Club | Science Fair Club |
| Computer Code Club | NHS | Virtual Field Trips Club |
| Cooking Club (Elementary) | Peer Mentoring Club | We Dine Together |
| Cooking Club (MS & HS) | | |





Engagement Department Updates

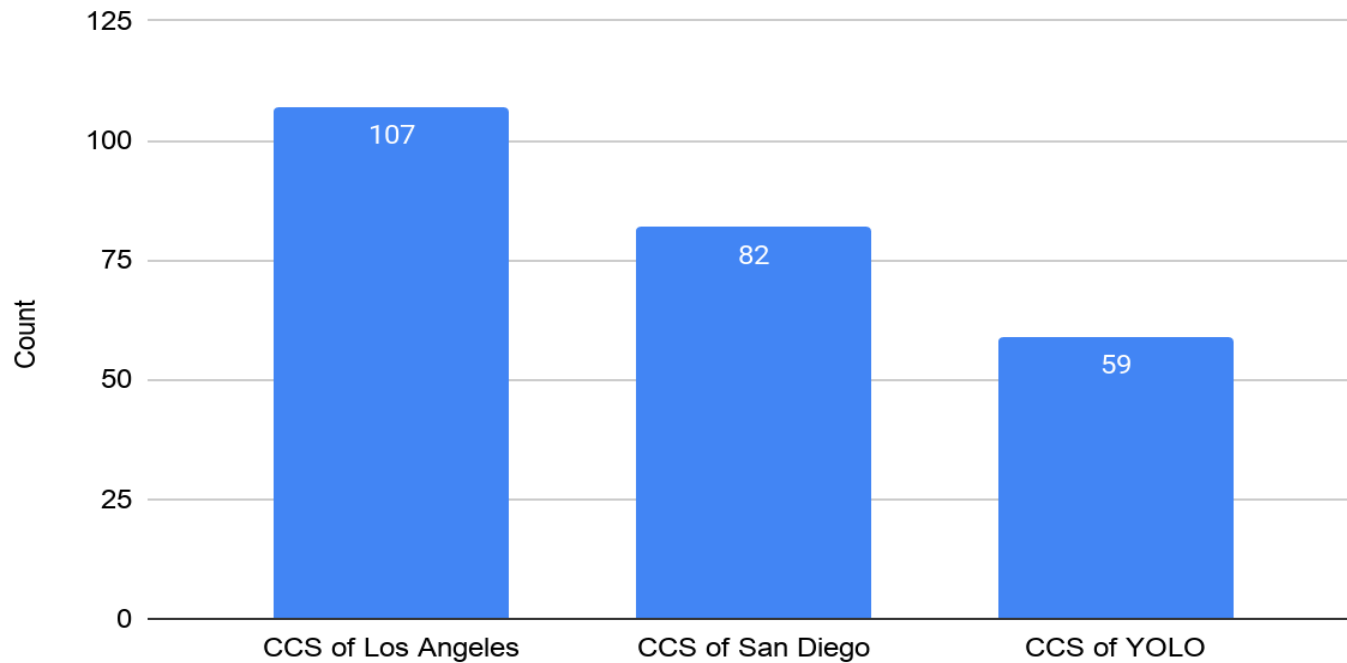
of Total Scholars Across All Scholar Clubs Meetings Semester 1





Special Education Department

Scholars by IEPs by School



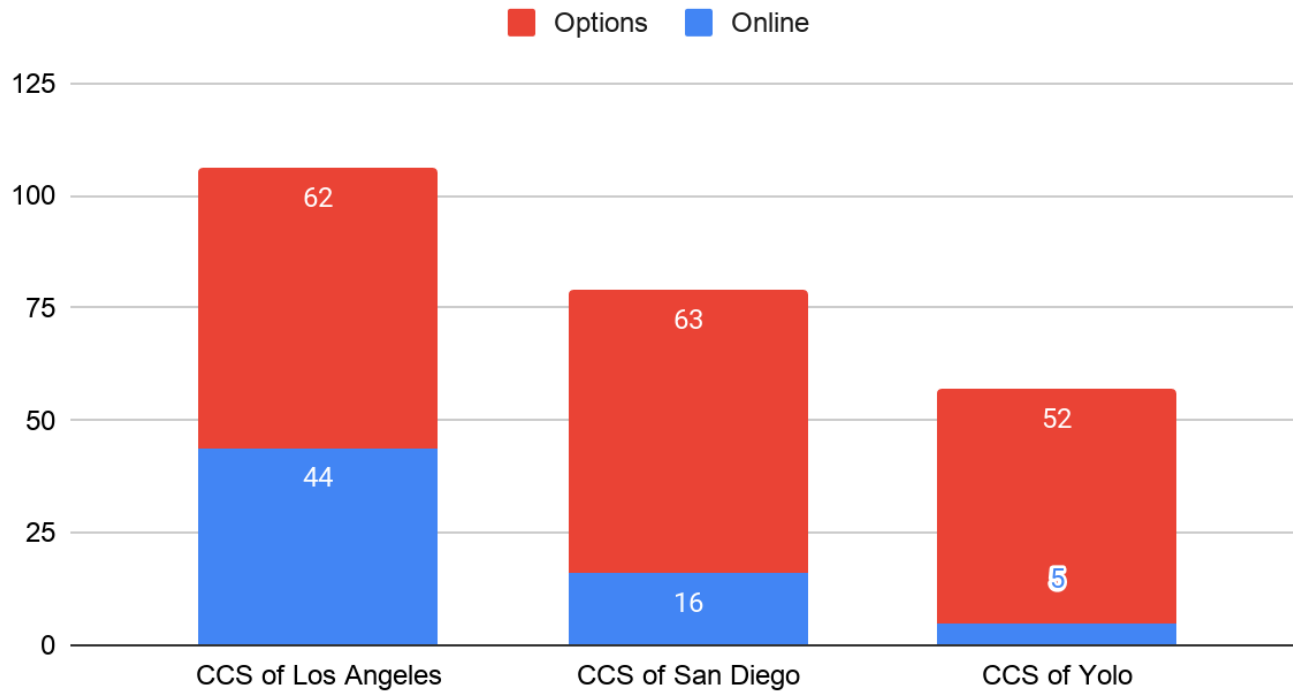
Total SPED Scholars as of 11/19/2020: 247





Special Education Department

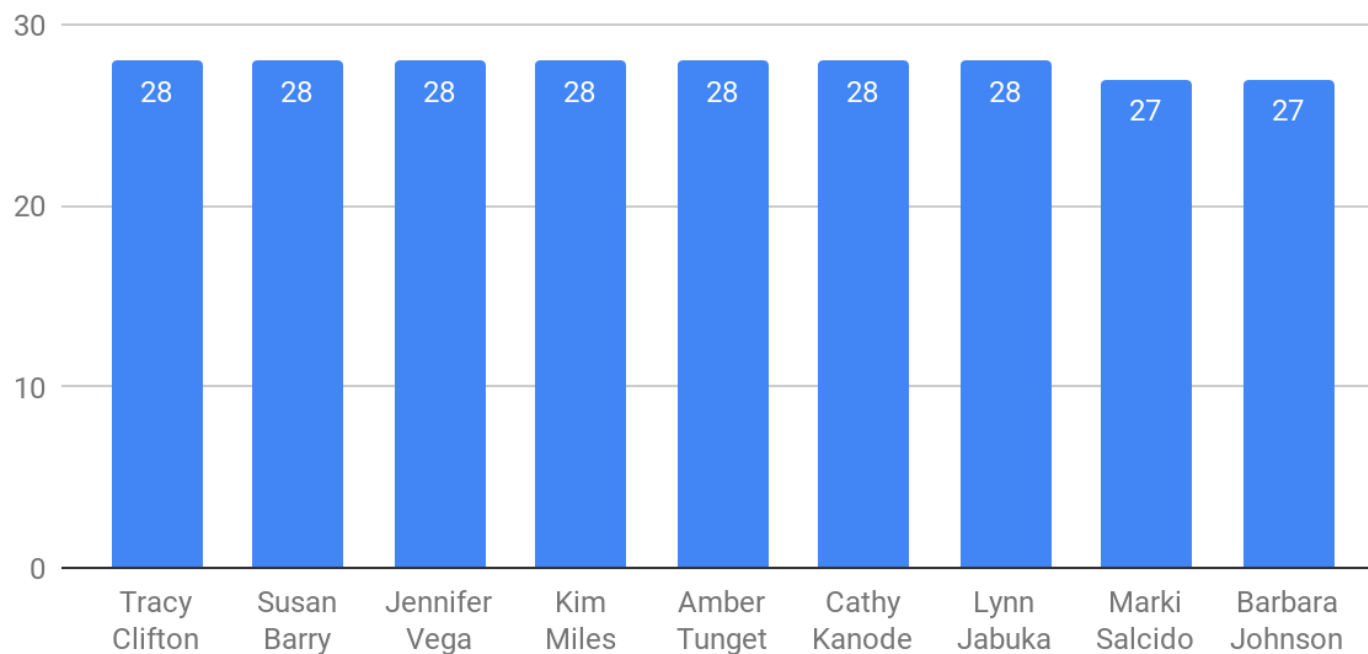
Scholars by Program





Special Education Department

Count of Case Mananger



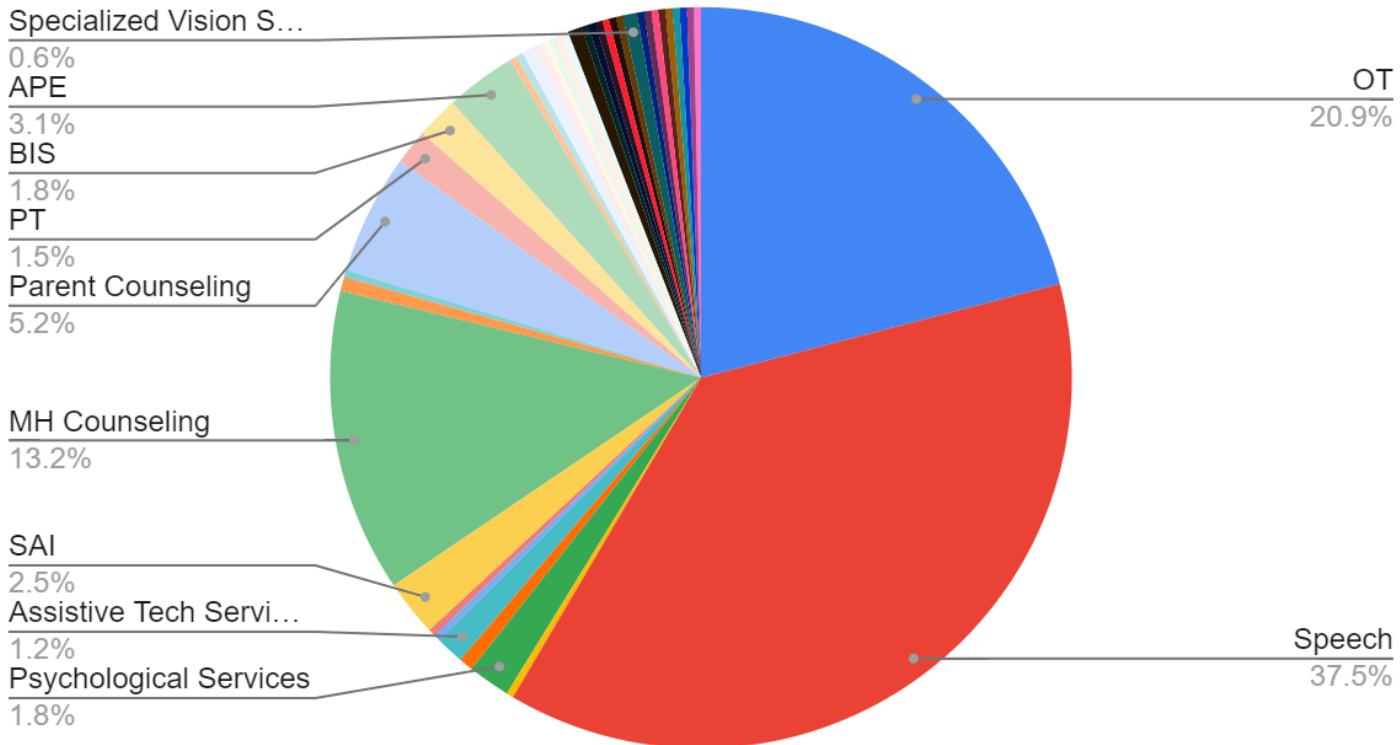
Count of Case Mananger





Special Education Department

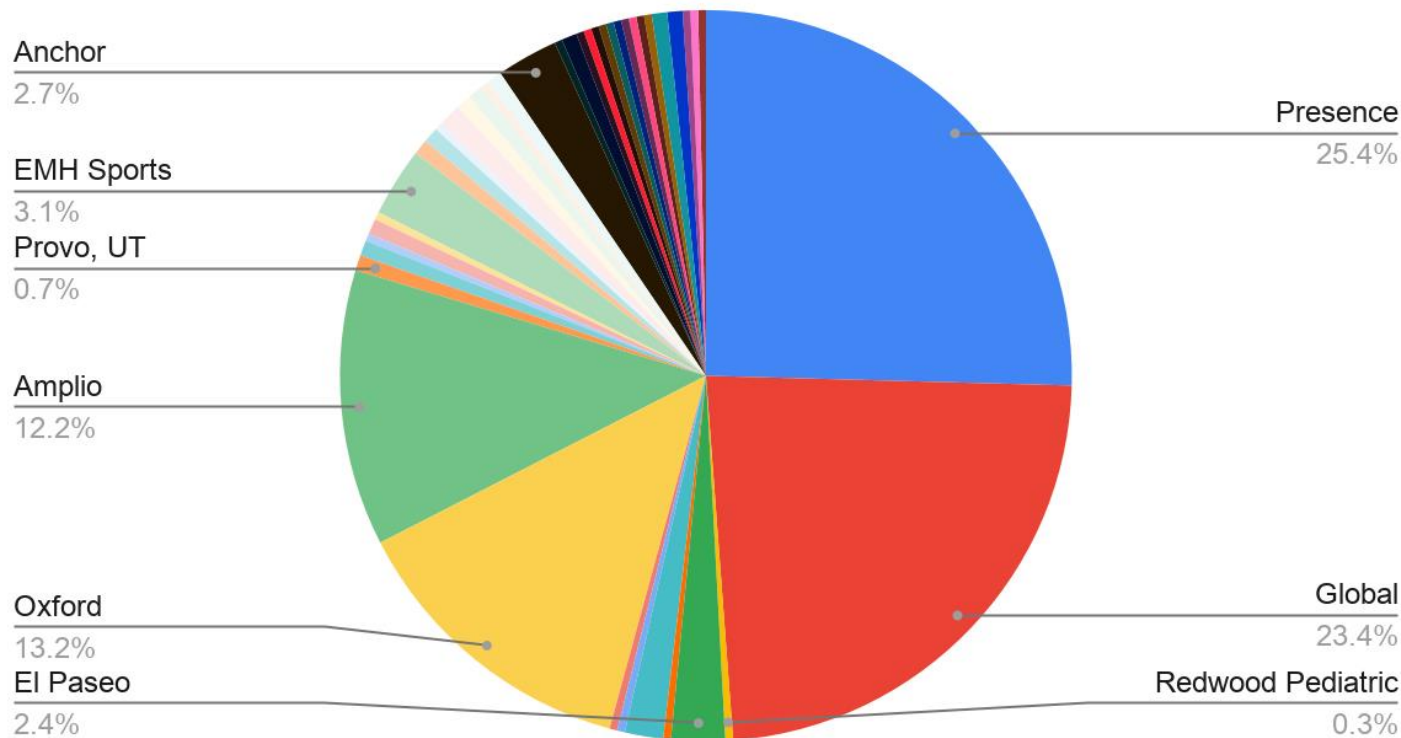
DIS Providers





Special Education Department

DIS Providers





Charter Updates

CCS of Los Angeles

PLC Topics:

- At-risk scholars, Tier 1 interventions via PBIS and RTI
- Quality work samples to increase scholar achievement
- Asynchronous recordings and norms / Zoom best practices
- Using AVID strategies to enhance instruction/asynchronous recordings
- Best practices (based on reported trends from the team):
 - Supporting learning coaches through connection meetings
 - Providing academic feedback to learning coaches
 - Utilizing the Personalized Learning Plan
 - Understanding the scholar grade book for Accelerate education
- WiG scoreboard created
 - Data collection process finalized for semester 2.



Charter Updates

CCS of San Diego

PLC Topics:

- At-risk scholars, Tier 1 interventions via PBIS and RTI
- Quality work samples to increase scholar achievement
- Asynchronous recordings and norms / Zoom best practices
- Using AVID strategies to enhance instruction/asynchronous recordings
- Best practices (based on reported trends from the team):
 - Supporting learning coaches through connection meetings
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 - Utilizing the Personalized Learning Plan
 - Understanding the scholar grade book for Accelerate education
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Charter Updates

CCS of Yolo

PLC Topics:

- At-risk scholars, Tier 1 interventions via PBIS and RTI
- Quality work samples to increase scholar achievement
- Asynchronous recordings and norms / Zoom best practices
- Using AVID strategies to enhance instruction/asynchronous recordings
- Best practices (based on reported trends from the team):
 - Supporting learning coaches through connection meetings
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 - Utilizing the Personalized Learning Plan
 - Understanding the scholar grade book for Accelerate education
- WiG scoreboard created
 - Data collection process finalized for semester 2.



Questions?



Contact:

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Agenda

- . Mission and Vision
- . WIG
- . Charter Updates
- . Counseling
- . Curriculum & Instruction
- . Special Education and Scholar Groups
- . Engagement
- . Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.





School-Wide WIG

(Wildly Important Goal):

By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of 2020-21 academic school year.



Charter Updates

CCS of Los Angeles
as of 1/21/2021

45 Supervising Teachers (STs)

- 10 online STs
- 35 options STs
- Average Roster: 22.6 scholars



Charter Updates

CCS of Los Angeles Online Program

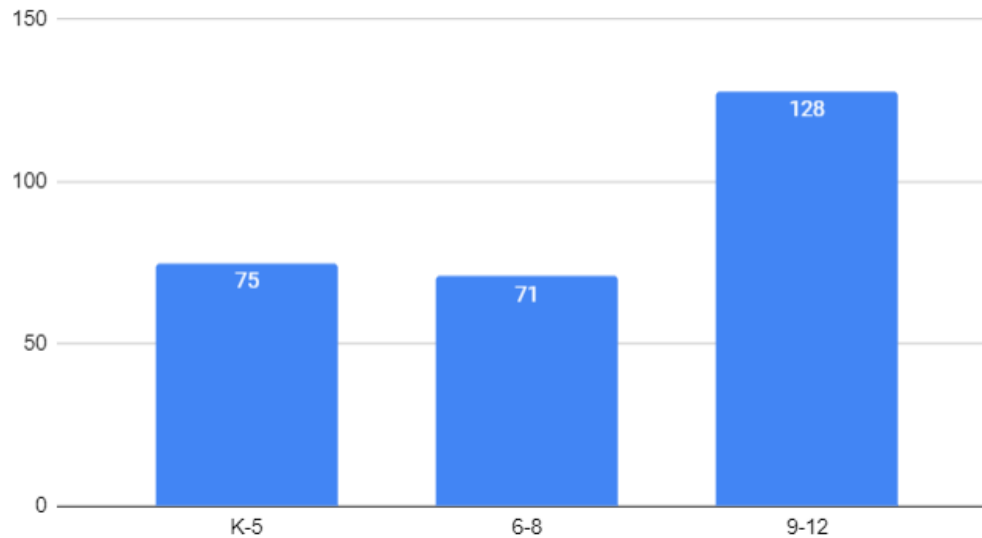
Total enrolled: 274
as of 1/21/21

K-5: 75

6-8: 71

9-12: 128

CCS of Los Angeles Online Enrollment





Charter Updates

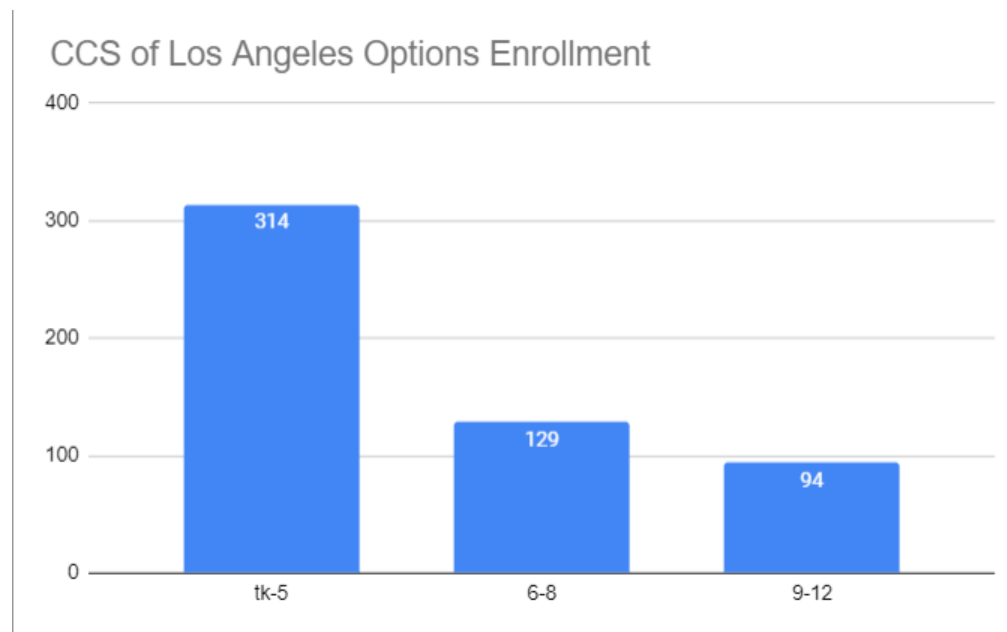
CCS of Los Angeles Options Program

Total enrolled: 537 as of 1/21/21

TK-5: 314

6-8: 129

9-12: 94





CCS of Los Angeles WIG

Lead Measures:

- **Connection Meetings**
 - Every scholar will meet monthly and/or bimonthly with staff to reflect/evaluate progress, set goals and create action plans. (measured by # of scholars attending connection meetings by learning period).
- **Course/Grade Performance**
 - 80% of scholars will be on track with course performance (passing rates for 6-12) and benchmarks (K-5, 3 times per year). Those scholars who are not on track will be identified as "at risk."
- **Attendance**
 - 95% of scholars will maintain average daily attendance requirements.



Scoreboard

| | |
|--|---|
| <p>Options Learning Program</p> <p>Green - 80% and above Yellow - 60-79% Orange- 50-59% Red - below 50%</p> | <p style="text-align: center;">LA</p> <p># of connections meetings</p> <p># of Scholars on track</p> <p>95% of scholars will maintain average daily attendance requirements.</p> |
| <p>Online Learning Program</p> <p>Green - 80% and above Yellow - 60-79% Orange - 50-59% Red - below 50%</p> | <p style="text-align: center;">LA</p> <p># of connections meetings</p> <p># of Scholars on track</p> <p>95% of scholars will maintain average daily attendance requirements.</p> |



Highlights of WIG Progress:

- Impactful conversations & collaboration occurring during PLCs focusing on Tier 1 interventions:
 - Examining specific case studies.
 - Implementation of AVID teaching and learning strategies.
 - Utilizing MTSS framework to identify other areas of support other than academic to address social emotional barriers and behaviors.

Barriers to WIG Progress:

- Staff working with several new platforms, including a new SIS
- Awaiting data from semester 1
- Identifying fields to use in the SIS to generate meaningful data reports
- Temporary challenges collecting data by scholar charter



At-Risk Scholar Focus and Growth

189 (23%) scholars at-risk as of 12/11/20

113 (14%) scholars at-risk as of 1/21/21

December:

Options: 30 (5%) scholars

Online: 158 (56%) scholars

January:

Options: 16 (2%) scholars

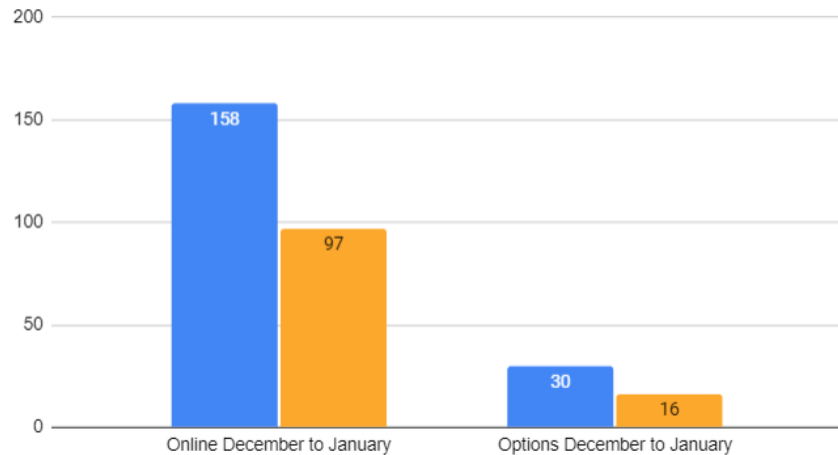
Online: 97 (35%) scholars

Outcomes:

Options: 47% improvement

Online: 39% improvement

CCS of Los Angeles At-Risk Comparison





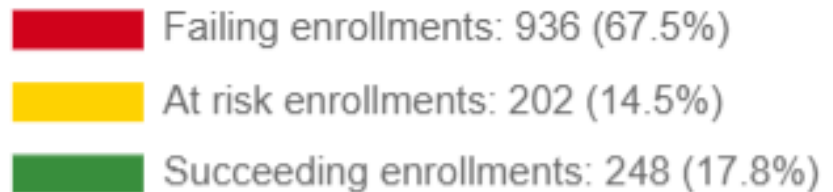
Scholar Achievement

This outcome of the number of scholars identified as at-risk was impacted by the following implementation:

- Teachers collaborated regarding tier 1 intervention strategies to target scholar learning
 - This collaboration started in December and the result is indicated on the percent of scholars who were identified at risk at the end of the semester
- AVID Implementation
 - Further collaboration among teachers enabled AVID strategy implementation that targeted tier 1 interventions
- MTSS framework
 - Through identification of at-risk scholars, teachers were able to recommend and support tier 2 and tier 3 interventions through the MTSS framework and program



Current Online Passing Rates (1/21/21)

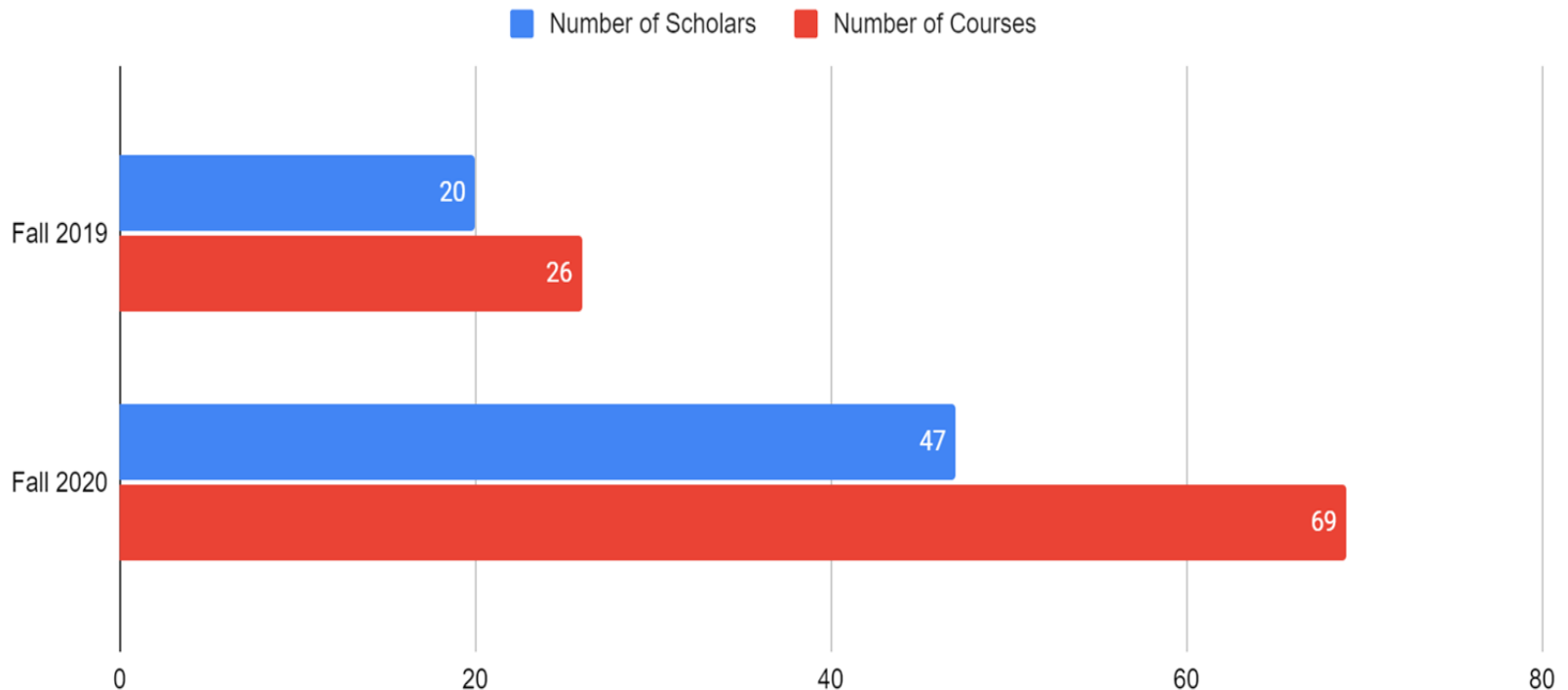


**TBD Semester 1 is ending 1/28 - we will have benchmark data (comparing initial to midyear), and passing rates by grade level for the March 2021 board meeting*



Counseling Services Division Updates

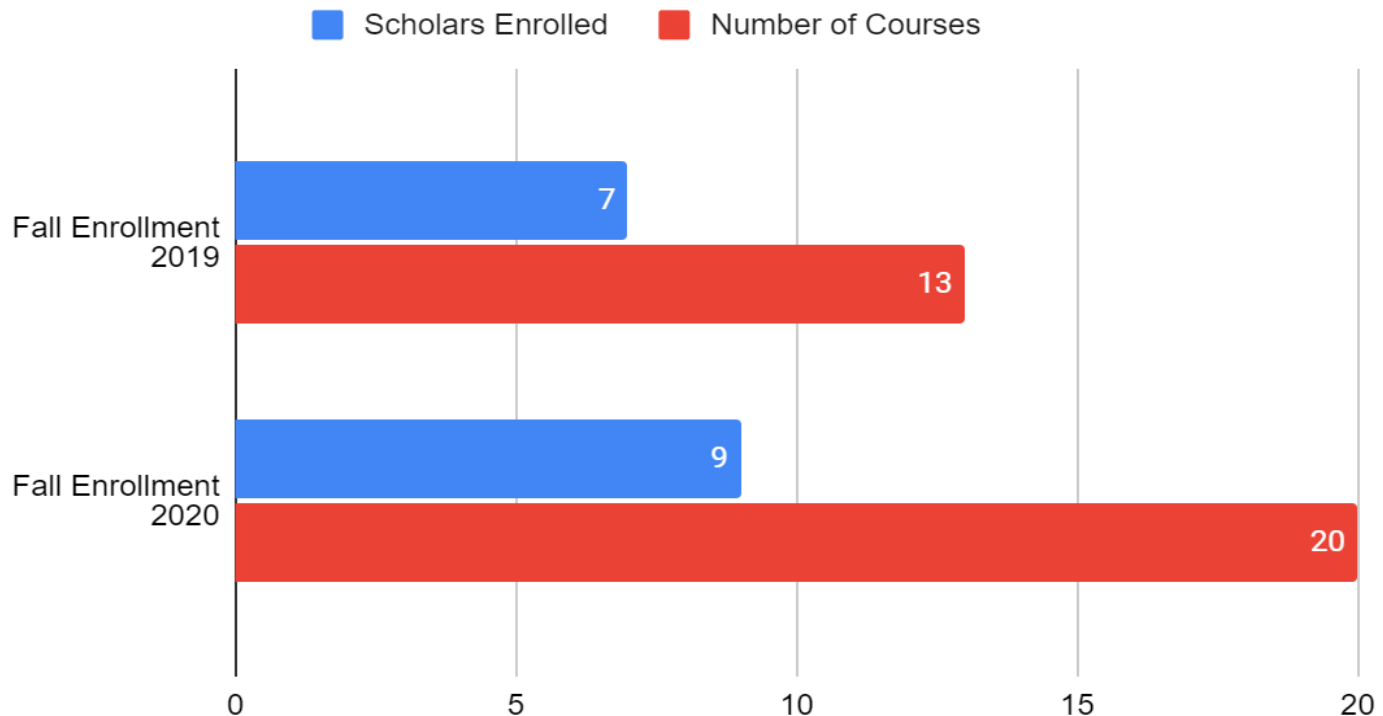
CCS of Los Angeles Scholar Participation Accelerated Course Options Program (ACOP)





Counseling Services Division Updates

CCS of Los Angeles Fall Concurrent Enrollment Numbers





Counseling Services Division Updates



| CCS of Los Angeles - Counseling Services: Specific Direct/Indirect Data | Number of Scholars Served by Counselors (live interactions) |
|---|---|
| Academic Scholar Planning & Progress | 232 |
| Direct Intervention Check/Connect Session | 186 |
| Colaboration (SST, IEP, 504) | 35 |
| College Application Process | 6 |
| Concurrent Enrollment | 39 |
| Conflict Resolution | 1 |
| Consutation (ASIT, Truancy) | 2 |
| CPS Consult Report | 2 |
| Crisis Response | 8 |
| FAFSA/Dream Act | 4 |
| Family Disruption (Divorce/Loss of Parent) | 3 |
| Grief/Loss | 2 |
| Learning Lab Instruction | 140 |
| Mental Health/Other | 40 |
| Motivational (Engage in school) | 23 |
| Post Secondary Counseling | 49 |
| Referral | 9 |
| Scholarship | 2 |
| Small Group Instruction | 240 |
| Welfare Check | 0 |
| Work/Entertainment Permits | 10 |

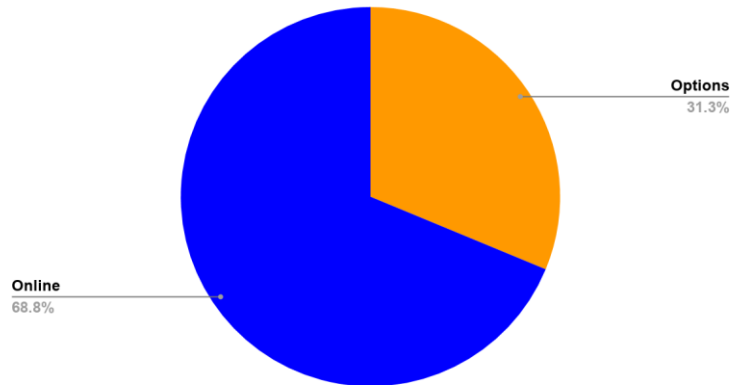


Curriculum & Instruction Department Updates

Scholar Support

504 Plans

CCS of Los Angeles 504s by Program



CCS of Los Angeles 504 Referrals



Total 504 Plans: 17
Online: 12 Options: 5

**as of January 22, 2021*



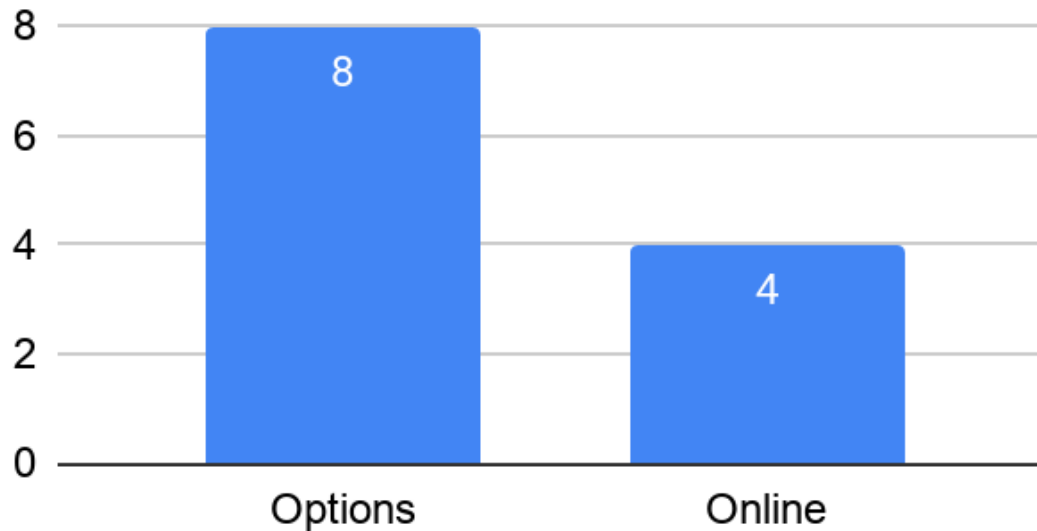


Curriculum & Instruction Department Updates

Scholar Support

Number of SST Referrals by Charter

CCS of Los Angeles SST



Total SST Referrals: 11

**as of January 22, 2021*



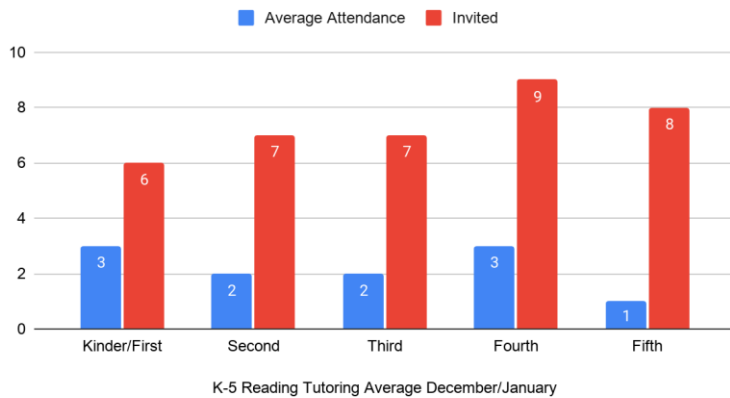


Curriculum & Instruction Department Updates

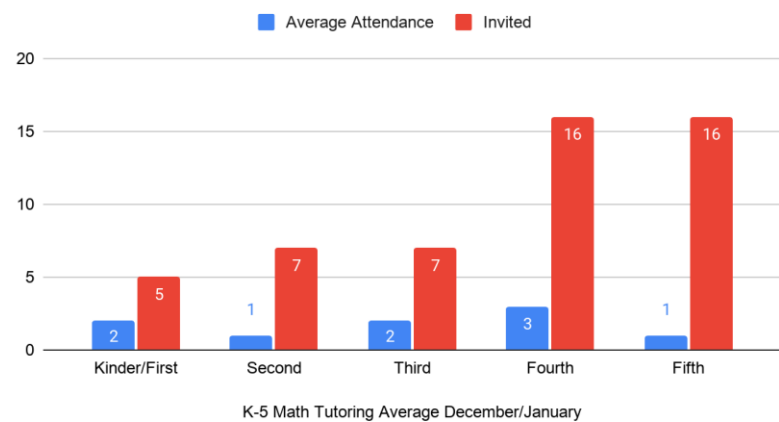
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of Los Angeles TK-5th Grade

CCS of Los Angeles K-5 Reading Tutoring Average Attendance



CCS of Los Angeles K-5 Math Tutoring Average Attendance



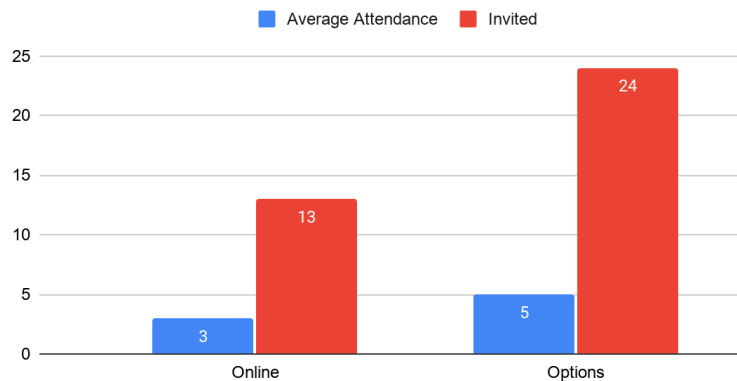


Curriculum & Instruction Department Updates

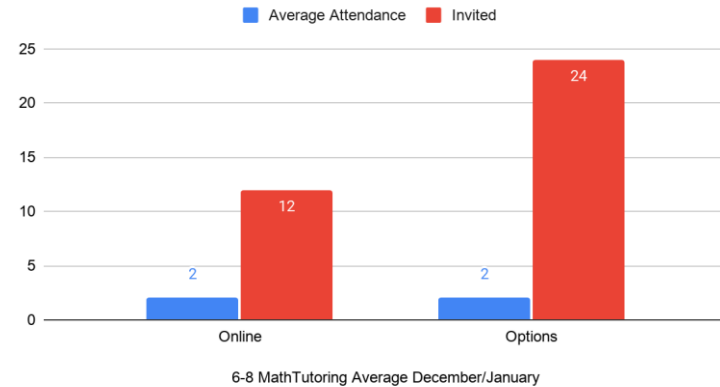
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of Los Angeles 6-8th Grade

CCS of Los Angeles 6-8 Reading Tutoring Average Attendance



CCS of Los Angeles 6-8 Math Tutoring Average Attendance



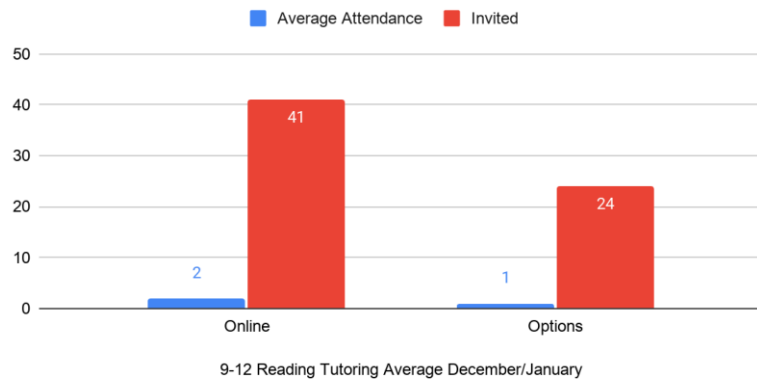


Curriculum & Instruction Department Updates

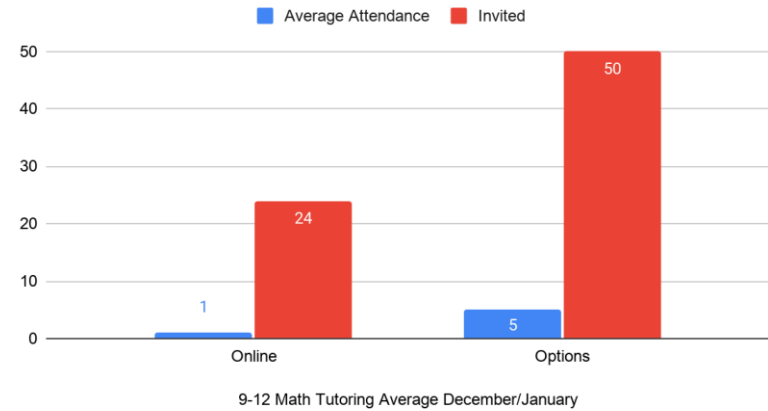
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of Los Angeles 9-12th Grade

CCS of Los Angeles 9-12 Reading Tutoring Average Attendance



CCS of Los Angeles 9-12 Math Tutoring Average Attendance



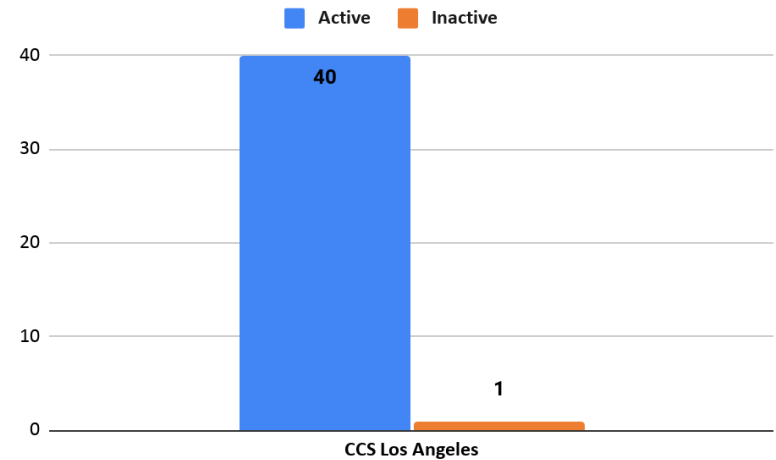
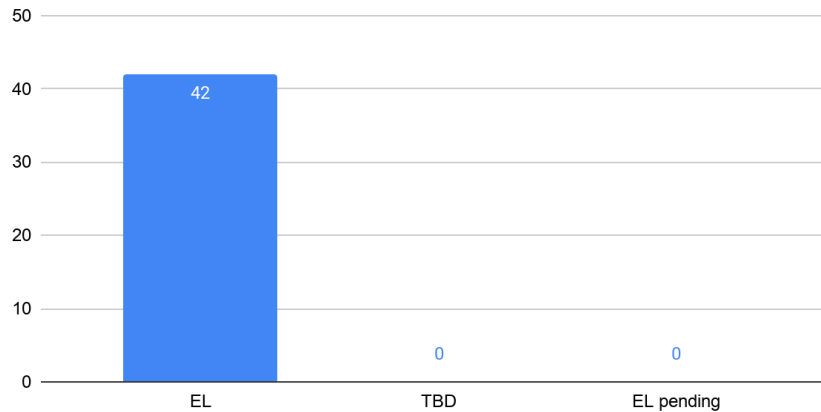


Curriculum & Instruction Department Updates

English Learner (EL) Department- CCS of Los Angeles
Number of EL Scholars (42) & ELD Curriculum Use
Active/Inactive in Lexia, Scholars (41 total)

English Learner Counts

CCS of Los Angeles

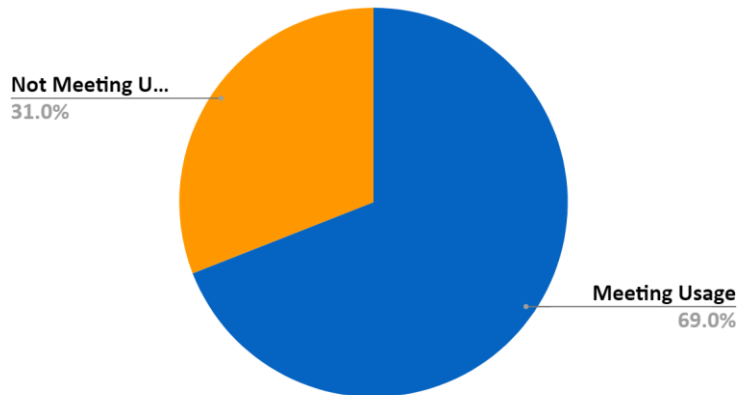




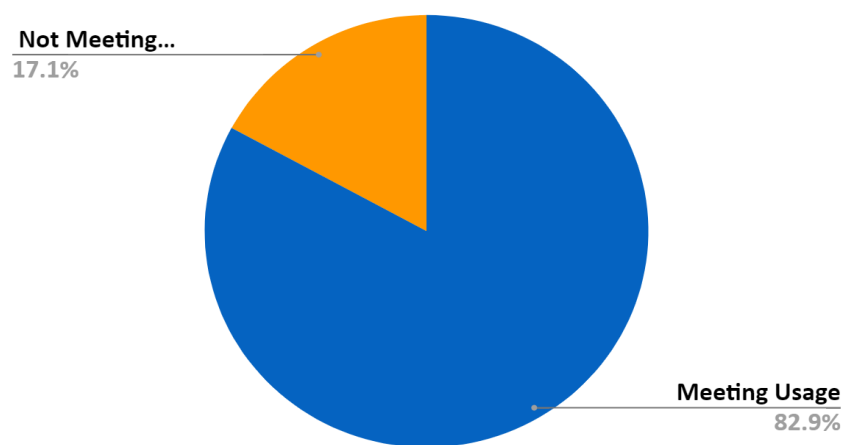
Curriculum & Instruction Department Updates

CCS of Los Angeles Scholar Progress in Meeting Minimum Usage
(41 scholars as of 12/31/20, 12 TK-5 in Core5 and 29 6-12 in PowerUp)

CCS of Los Angeles - October 31, 2020



CCS of Los Angeles- December 31, 2020



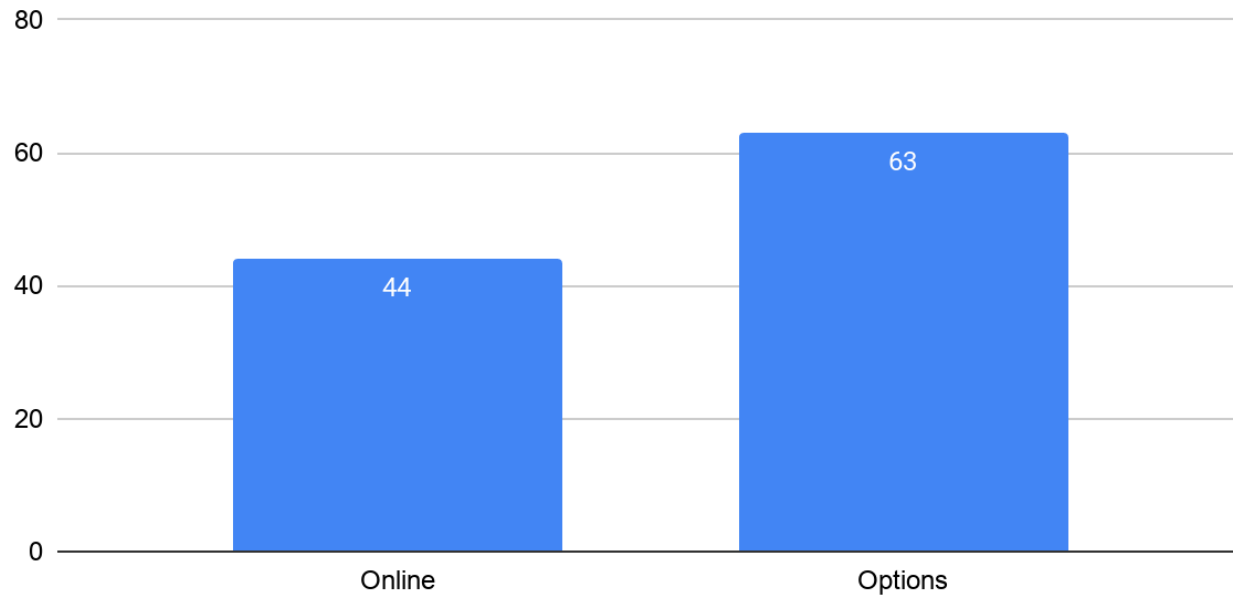
Minimum Lexia time usage of 50% in order to Pass ELD Course



Special Education Department

Scholars by Program

Count By Program



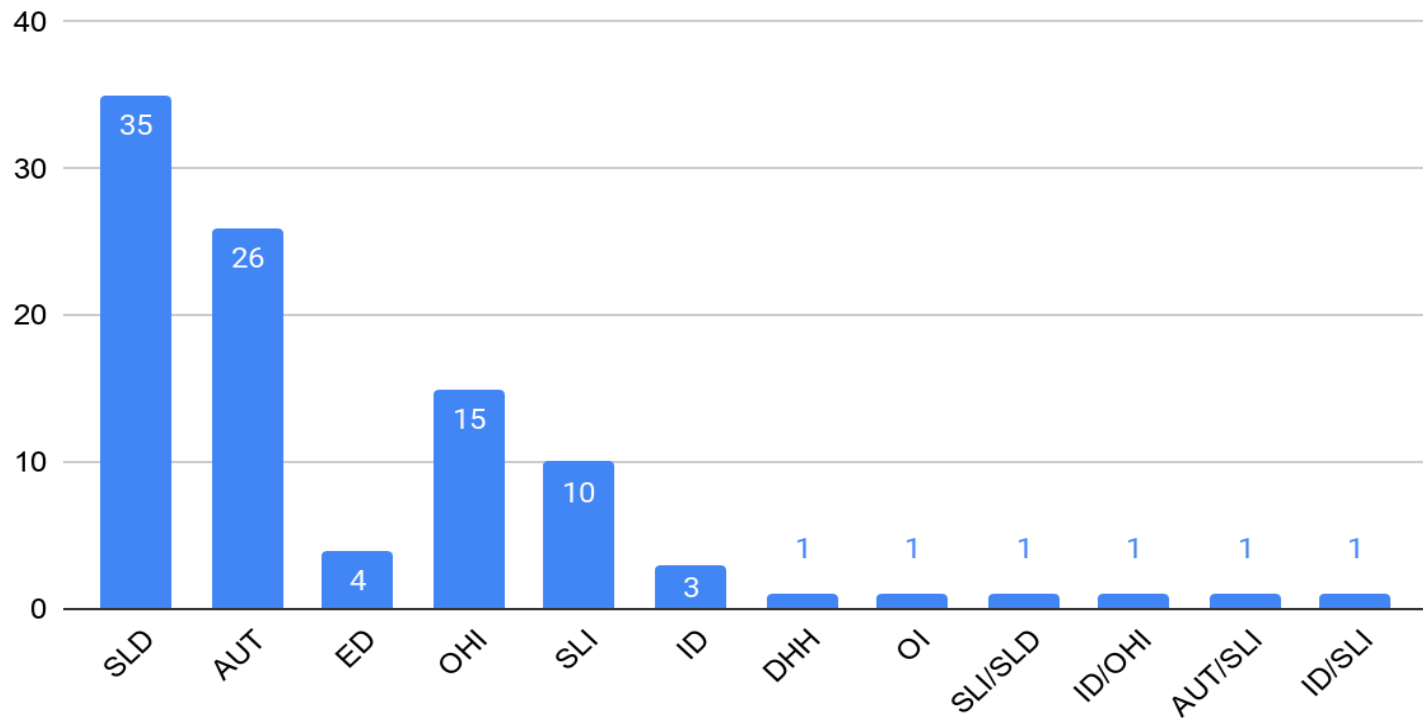
Total Scholars: 107





Special Education Department

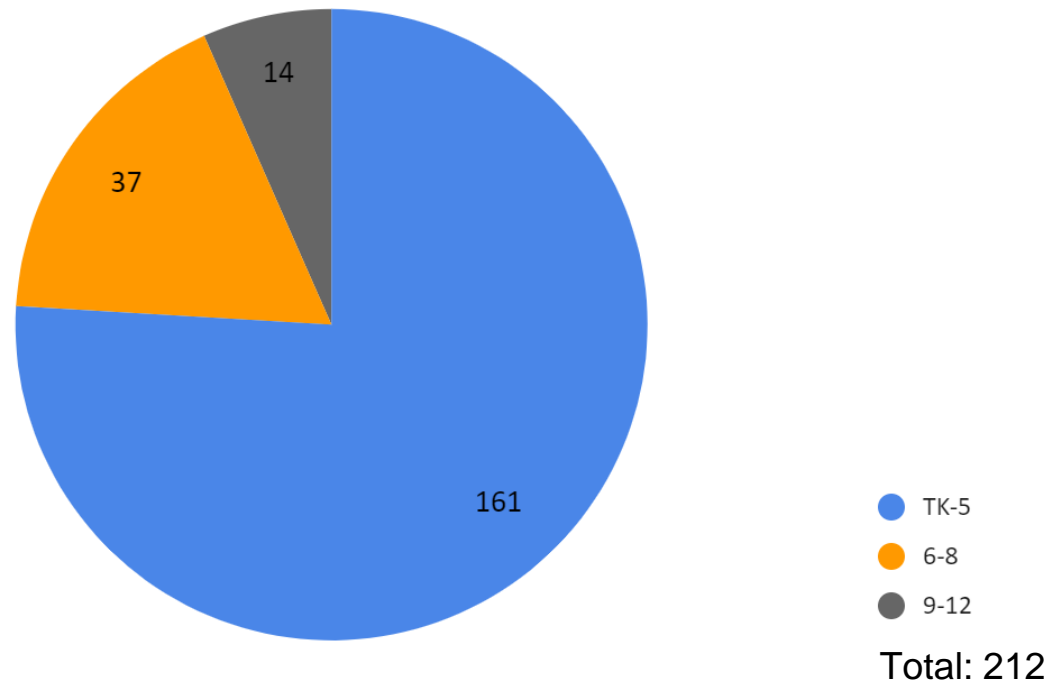
Count By Primary Disability





Engagement Department Updates

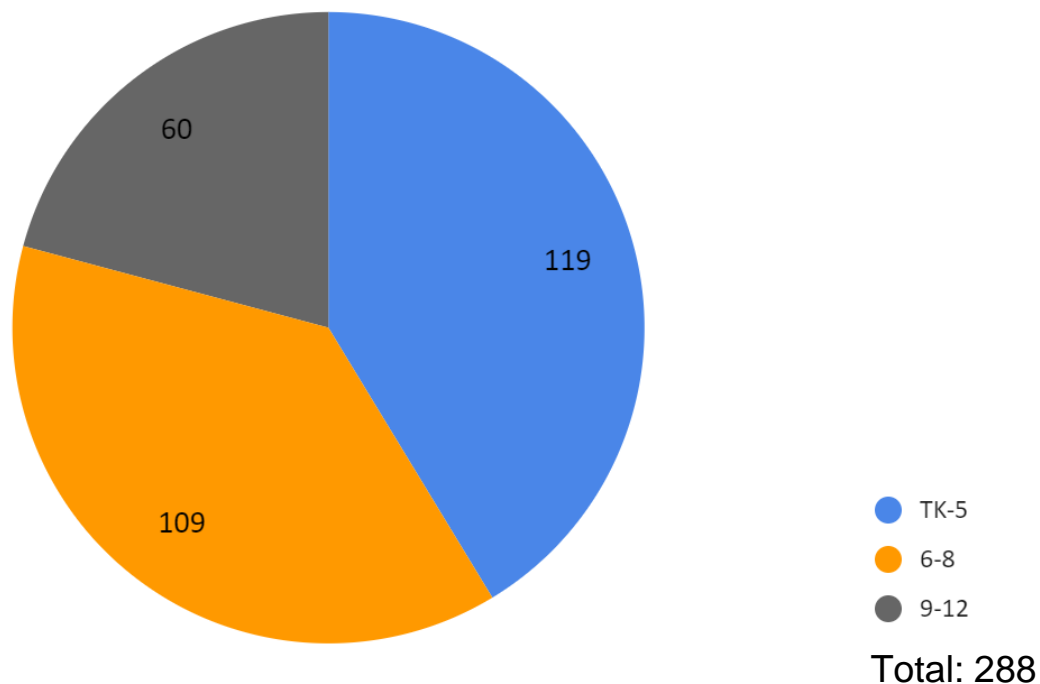
of Total Scholar Registrations for VSW's between 11/12/2020 & 1/20/2021 (Grade Level Distinction within Charter)





Engagement Department Updates

of Total Scholars Across All Scholar Clubs Meetings Semester 1
(Grade Level Distinction within Charter)





Questions?



Contact:

Janae Smith, MA | Principal
(805) 407-1448
jsmith@compasscharters.org
@JSmith_Compass





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CHARTER SCHOOLS



CCS of Yolo

January 2021 Update

(855) 937- 4227

CompassCharters.org

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CHARTER SCHOOLS



Agenda

- . Mission and Vision
- . WIG
- . Charter Updates
- . Counseling
- . Curriculum & Instruction
- . Special Education and Scholar Groups
- . Engagement
- . Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.





Compass Charter School-wide WIG

(Wildly Important Goal):

By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of 2020/21 academic school year.



Charter Updates

CCS of Yolo

As of 1/21/21

38 Supervising Teachers (ST)

- 8 Online STs
- 30 Options STs

Average Caseload: 22



Charter Updates

CCS of Yolo

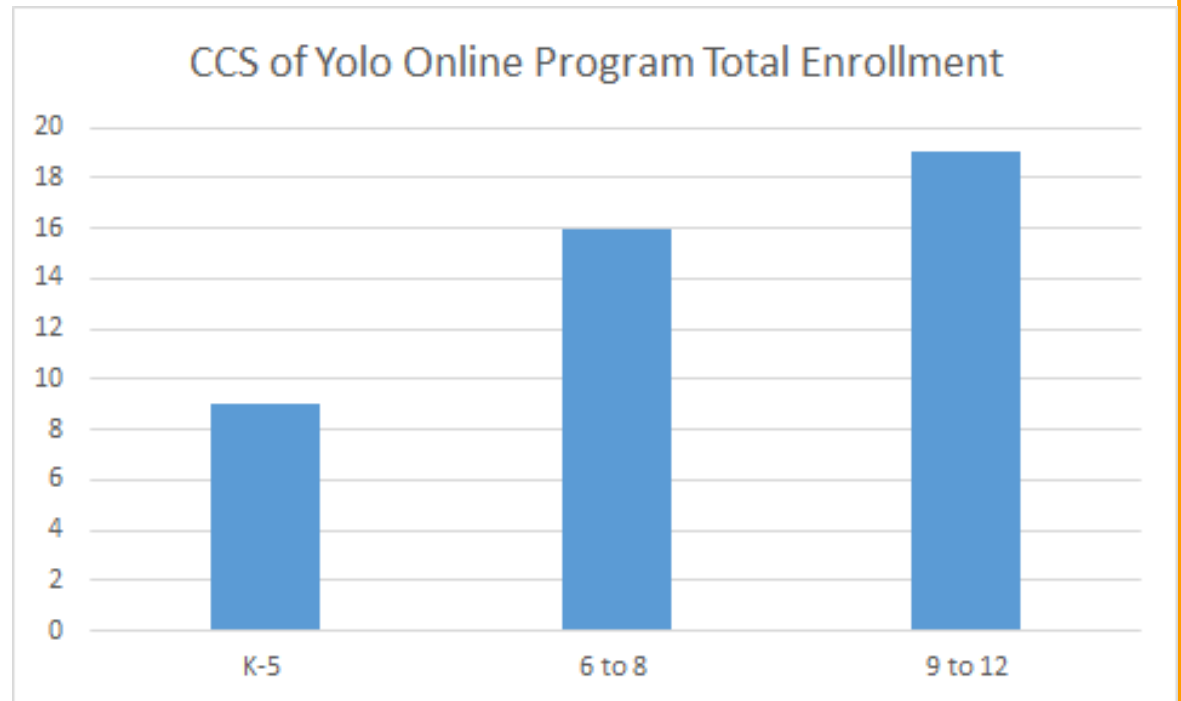
Online Program

44 total enrolled as of 1/21/21

K-5: 9

6 - 8: 16

9 - 12: 19





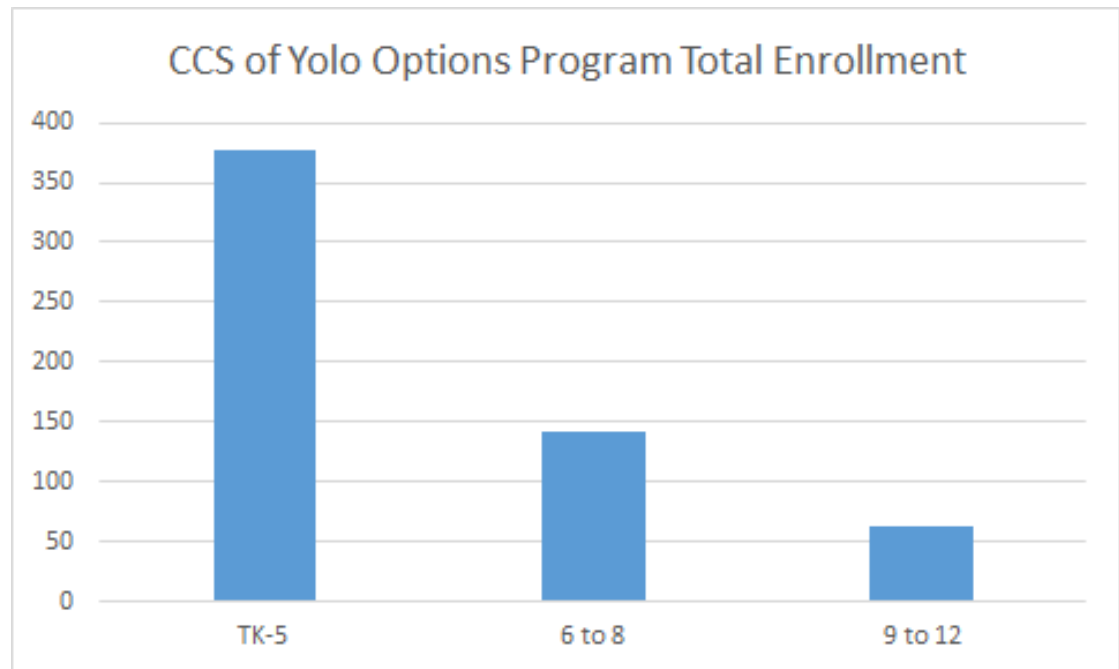
Charter Updates

CCS of Yolo

Options Program

576 Total Enrollment
as of 1/21/21

TK-5: 377
6-8: 142
9-12: 62





CCS of Yolo WIG

Lead Measures:

- **Connection Meetings**

- Any scholar will meet monthly and/or bimonthly with staff to reflect/evaluate progress, set goals and create action plans. (measured by # of scholars attending connection meetings by learning period).

- **Course/Grade Performance**

- 80% of scholars will be on track with course performance (passing rates for 6-12) and benchmarks (K-5, 3 times per year). Those scholar who are not on track will be identified as "at risk"

- **Attendance**

- 95% of scholars will maintain average daily attendance requirements.



Scoreboard

| | |
|--|---|
| <p>Options</p> <p>Green-80% and above Yellow-60-79% Orange-50-59% Red -below 50%</p> | <p>Yolo</p> |
| <p>Online</p> <p>Green-80% and above Yellow-60-79% Orange- 50-59% Red -below 50%</p> | <p>Yolo</p> |
| | <p># of connections meetings</p> |
| | <p># Scholar not proficient/not passing (ie. at-risk)</p> |
| | <p>95% of scholars will maintain average daily attendance requirements.</p> |
| | <p># of connctions meetings</p> |
| | <p># of scholars on track</p> |
| | <p>95% of scholars will maintain average daily attendance requirements.</p> |



Highlights of WIG Progress:

- Impactful conversations & collaboration occurring during PLCs focusing on Tier 1 interventions:
 - Examining specific case studies.
 - Implementation of AVID teaching and learning strategies.
 - Utilizing MTSS framework to identify other areas of support other than academic to address social emotional barriers and behaviors.

Barriers to WIG Progress:

- Staff working with several new platforms, including a new SIS
- Awaiting data from semester 1
- Identifying fields to use in the SIS to generate meaningful data reports
- Temporary challenges collecting data by scholars' charter.

At-Risk Scholar Focus and Growth

36 scholars (6%) at-risk as of 12/11/20

20 scholars (3%) at-risk as of 1/21/21

December:

Options: 15 scholars (3%)

Online: 21 scholars (51%)

January:

Options: 6 scholars (1%)

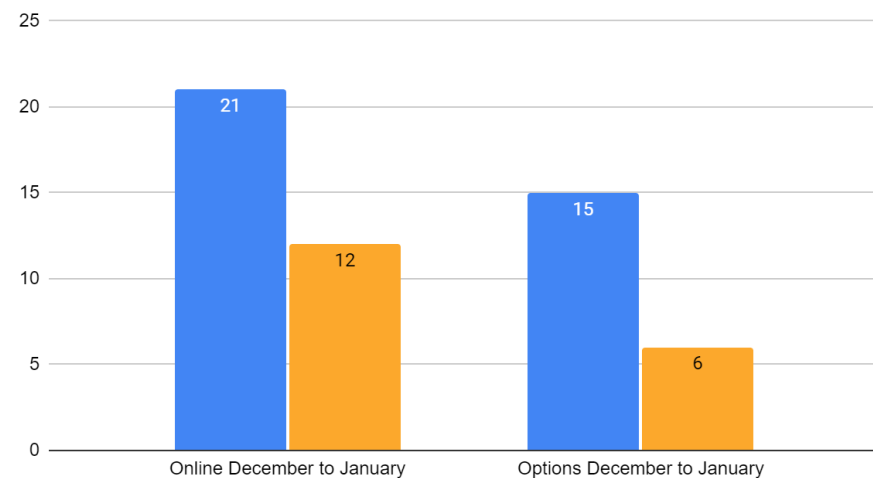
Online: 12 scholars (27%)

Outcomes:

Options: 57% decreased identified at-risk

Online: 40% decreased identified at-risk

CCS of Yolo At-Risk Comparison





Scholar Achievement




This outcome of the number of scholars identified as at-risk was positively impacted by the following implementation:

- Teachers collaborated regarding tier 1 intervention strategies to target scholar learning
 - This collaboration started in December and the result is indicated on the percent of scholars who were identified at risk at the end of the semester
- AVID Implementation
 - Further collaboration among teachers enabled AVID strategy implementation that targeted tier 1 interventions
- MTSS framework
 - Through identification of at-risk scholars, teachers were able to recommend and support tier 2 and tier 3 interventions through the MTSS framework and program



Current Online Passing Rates (1/21/21)



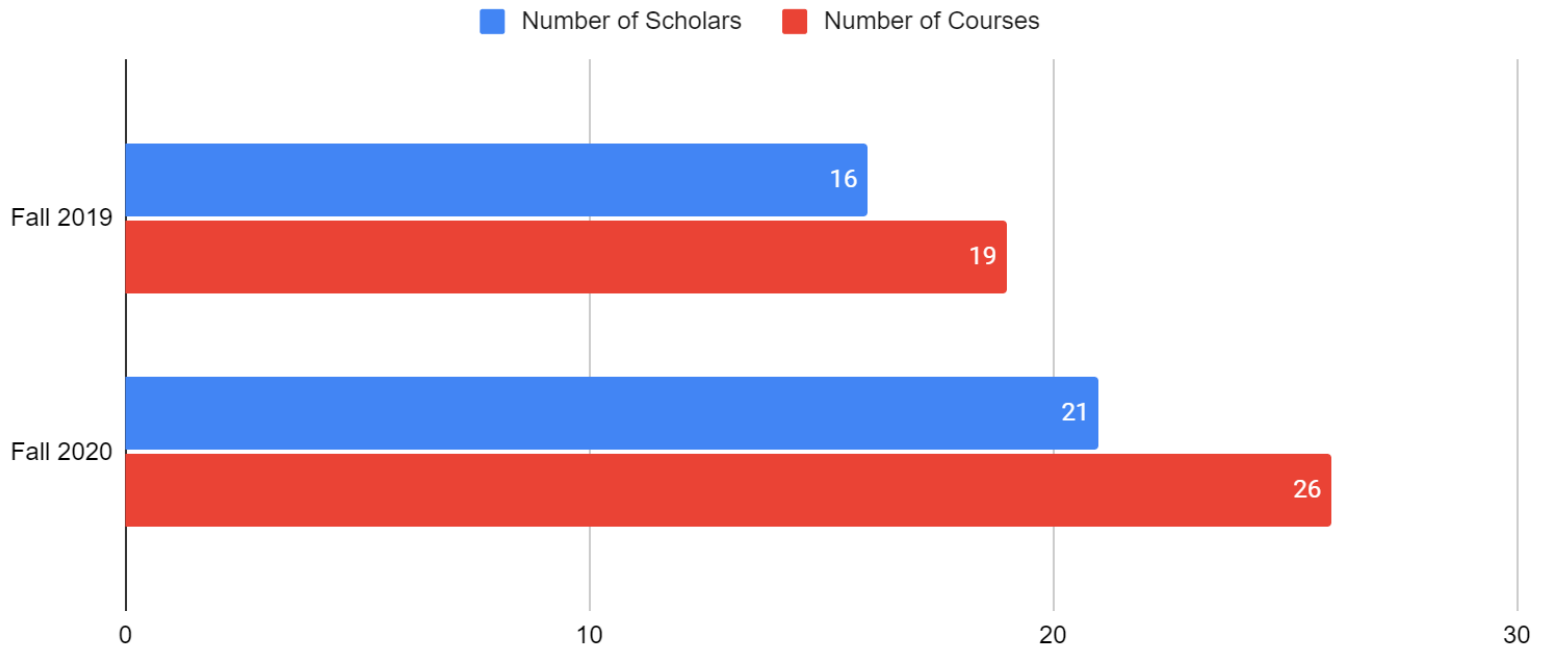
-  Failing enrollments: 178 (67.9%)
-  At risk enrollments: 35 (13.3%)
-  Succeeding enrollments: 49 (18.7%)

**TBD Semester 1 is ending 1/28 - we will have benchmark data (comparing initial to midyear), and passing rates by grade level for the March 2021 board meeting*



Counseling Services Division Updates

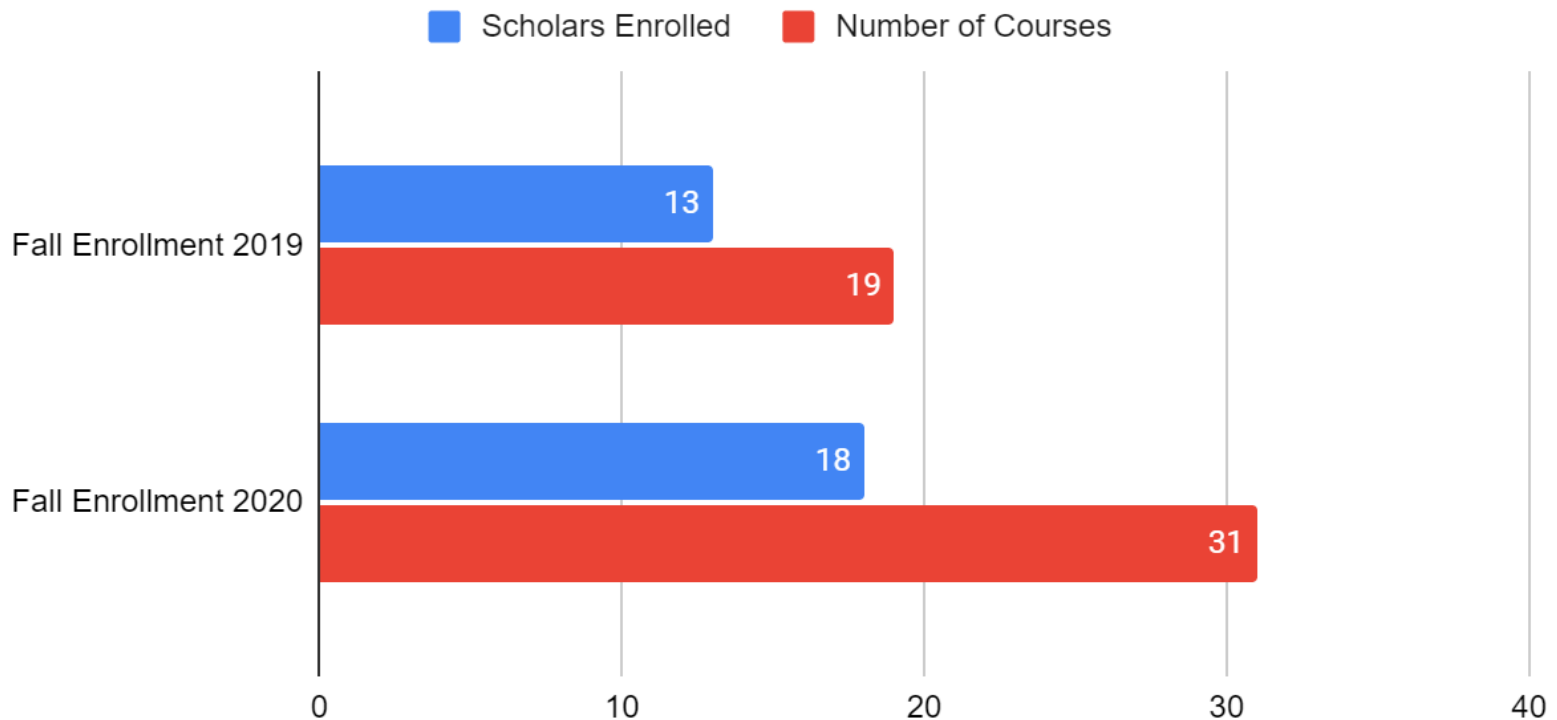
CCS of Yolo Scholar Participation Accelerated Course Options Program (ACOP)





Counseling Services Division Updates

CCS of Yolo Concurrent Enrollment Numbers





Counseling Services Division Updates



| CCS of Yolo - Counseling Services: Specific Direct/Indirect Scholar Data | Areas Scholars Served by Counselors (live interactions) |
|---|--|
| Academic Scholar Planning & Progress | 88 |
| Direct Intervention Check/Connect Session | 79 |
| Colaboration (SST, IEP, 504) | 16 |
| College Application Process | 2 |
| Concurrent Enrollment | 28 |
| Conflict Resolution | 1 |
| Consutation (ASIT, Truancy) | 0 |
| CPS Consult Report | 0 |
| Crisis Response | 3 |
| FAFSA/Dream Act | 1 |
| Family Disruption (Divorce/Loss of Parent) | 1 |
| Grief/Loss | 0 |
| Learning Lab Instruction | 72 |
| Mental Health | 9 |
| Motivational (Engage in school) | 18 |
| Post Secondary Counseling | 24 |
| Referral | 1 |
| Scholarship | 2 |
| Small Group Instruction | 73 |
| Welfare Check | 0 |
| Work/Entertainment Permits | 6 |

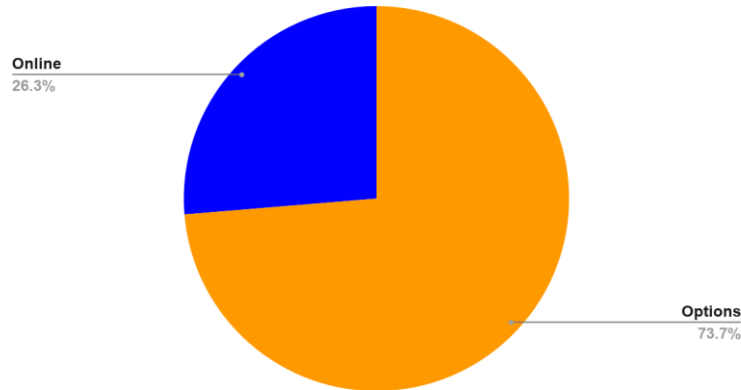


Curriculum & Instruction Department Updates

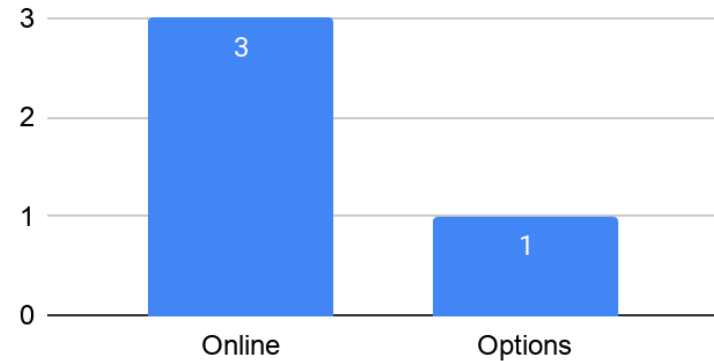
Scholar Support

504 plans

CCS of Yolo 504s by Program



CCS of Yolo 504 Referrals



Total 504 Plans: 19
Online: 5 Options: 14

**as of January 22, 2021*



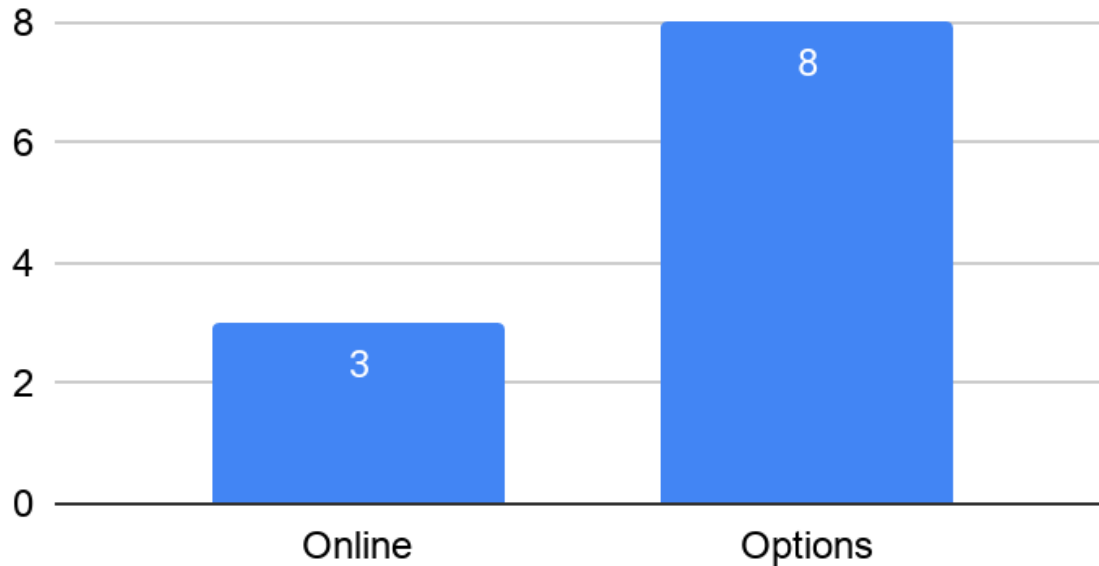


Curriculum & Instruction Department Updates

Scholar Support

Number of SST Referrals for CCS of Yolo

CCS of Yolo SST Referrals



Total SST Referrals: 11

**as of January 22, 2021*

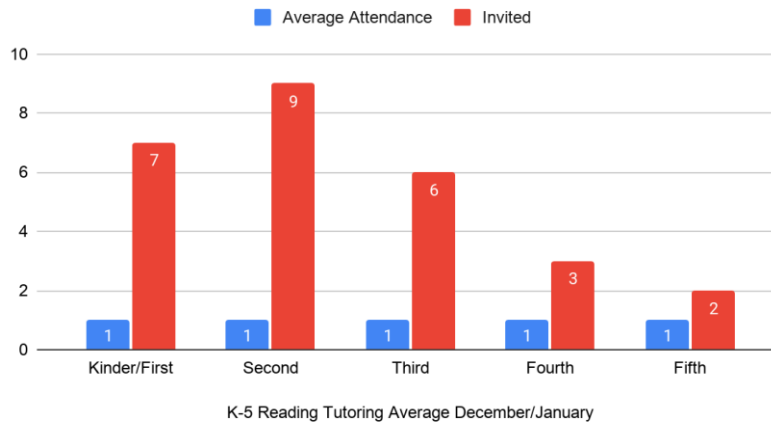




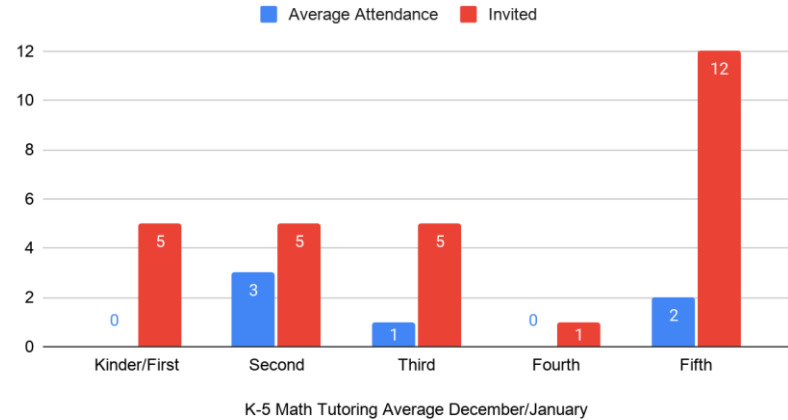
Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance CCS of Yolo K-5th grade

CCS of YOLO K-5 Reading Tutoring Average Attendance



CCS of YOLO K-5 Math Tutoring Average Attendance

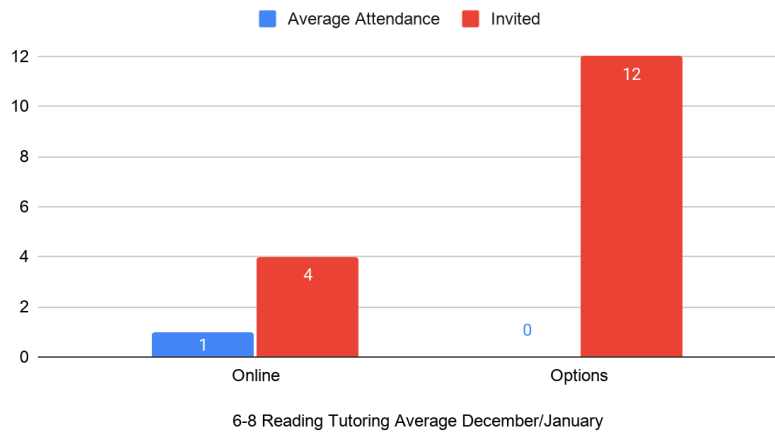




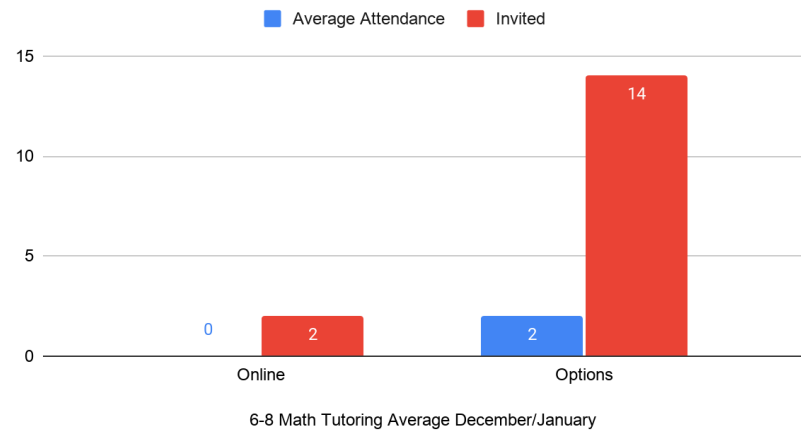
Curriculum & Instruction Department Updates

Scholar Success Updates- MTSS Scholars Tutoring Attendance CCS of Yolo 6-8th grade

CCS of YOLO 6-8 Reading Tutoring Average Attendance



CCS of YOLO 6-8 Math Tutoring Average Attendance



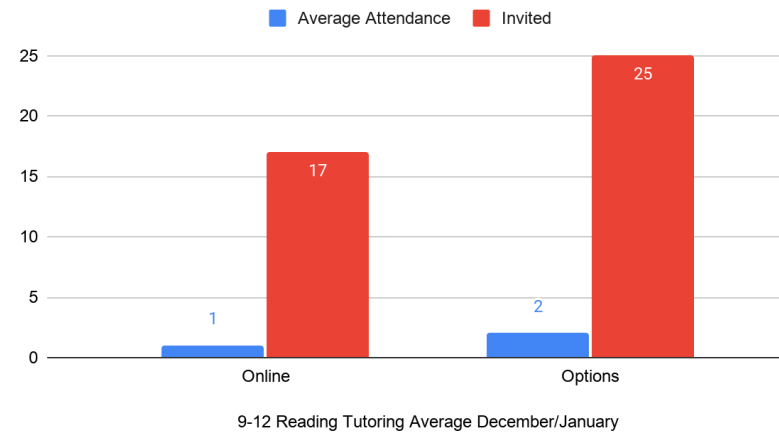


Curriculum & Instruction Department Updates

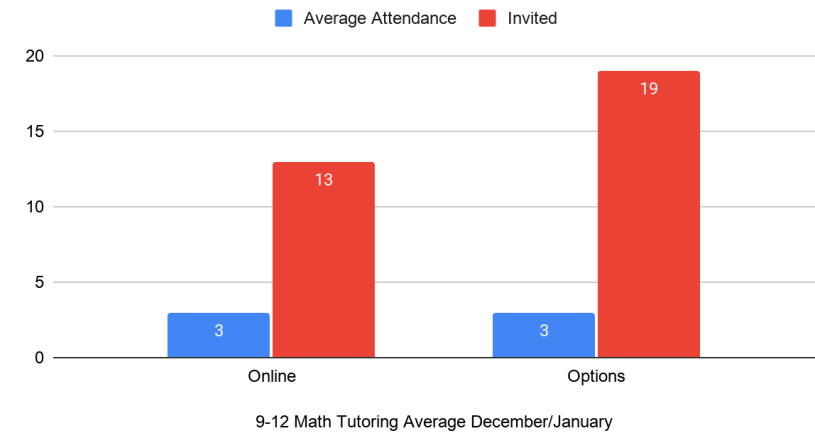
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of Yolo 9-12th grade

CCS of YOLO 9-12 Reading Tutoring Average Attendance



CCS of YOLO 9-12 Math Tutoring Average Attendance



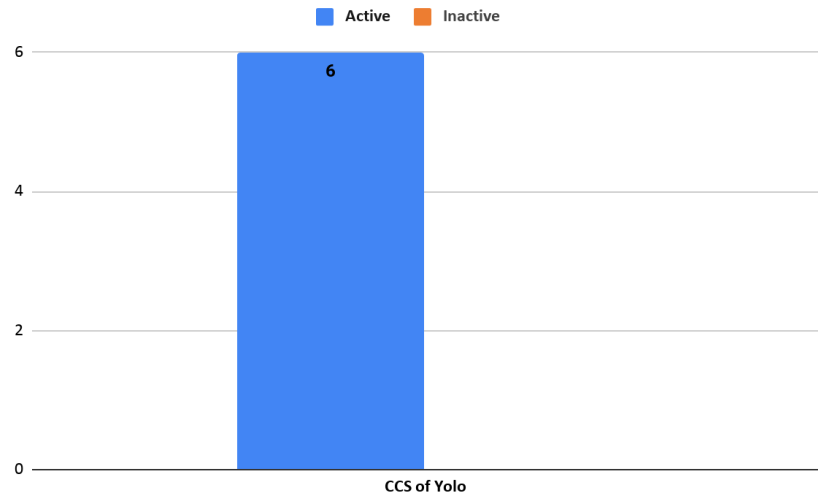
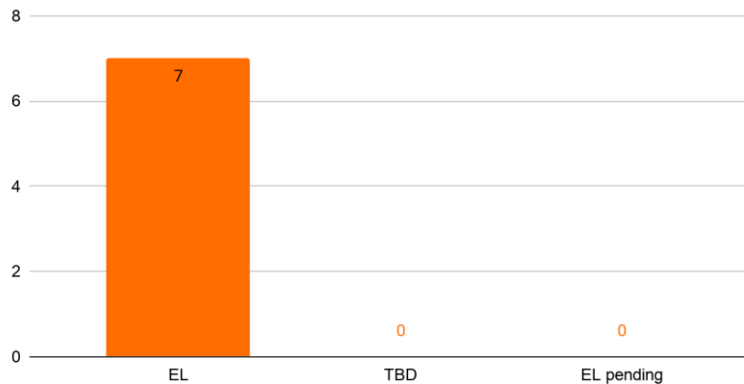


Curriculum & Instruction Department Updates

English Learner (EL) Department- CCS of Yolo
Number of EL Scholars (7) & ELD Curriculum Use
Active/Inactive in Lexia (6 total)

English Learner Counts

CCS of Yolo

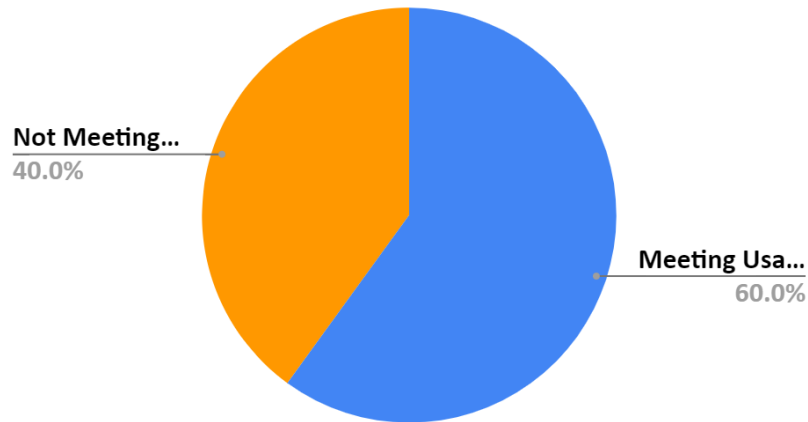




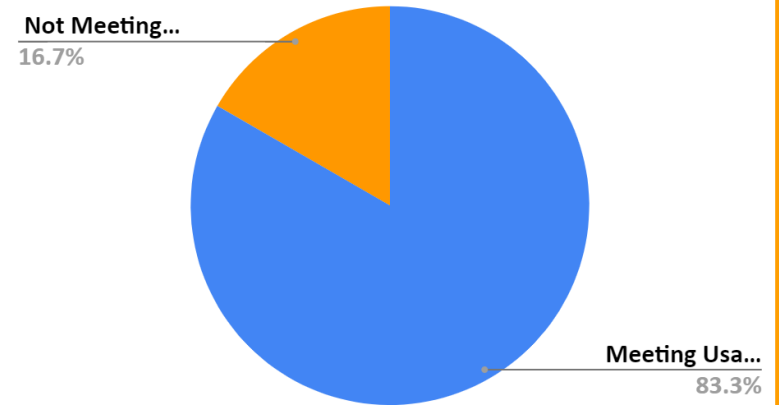
Curriculum & Instruction Department Updates

CCS of Yolo Scholar Progress in Meeting Minimum Usage
(4 scholars as of 12/31/20, in Core5 and 2 6-12 in PowerUp)

CCS of Yolo- October 31, 2020



CCS of Yolo- December 31, 2020

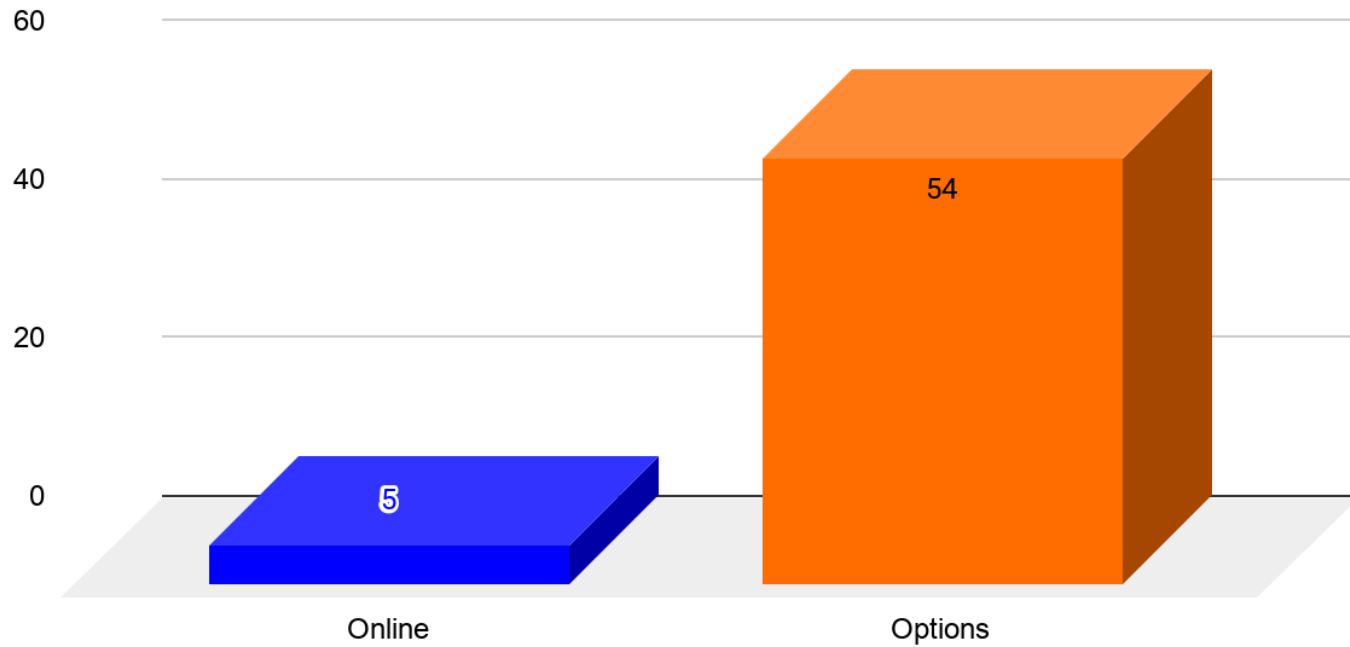


Minimum Lexia time usage of 50% in order to Pass ELD Course



Special Education Department

Scholars with IEPs by Program



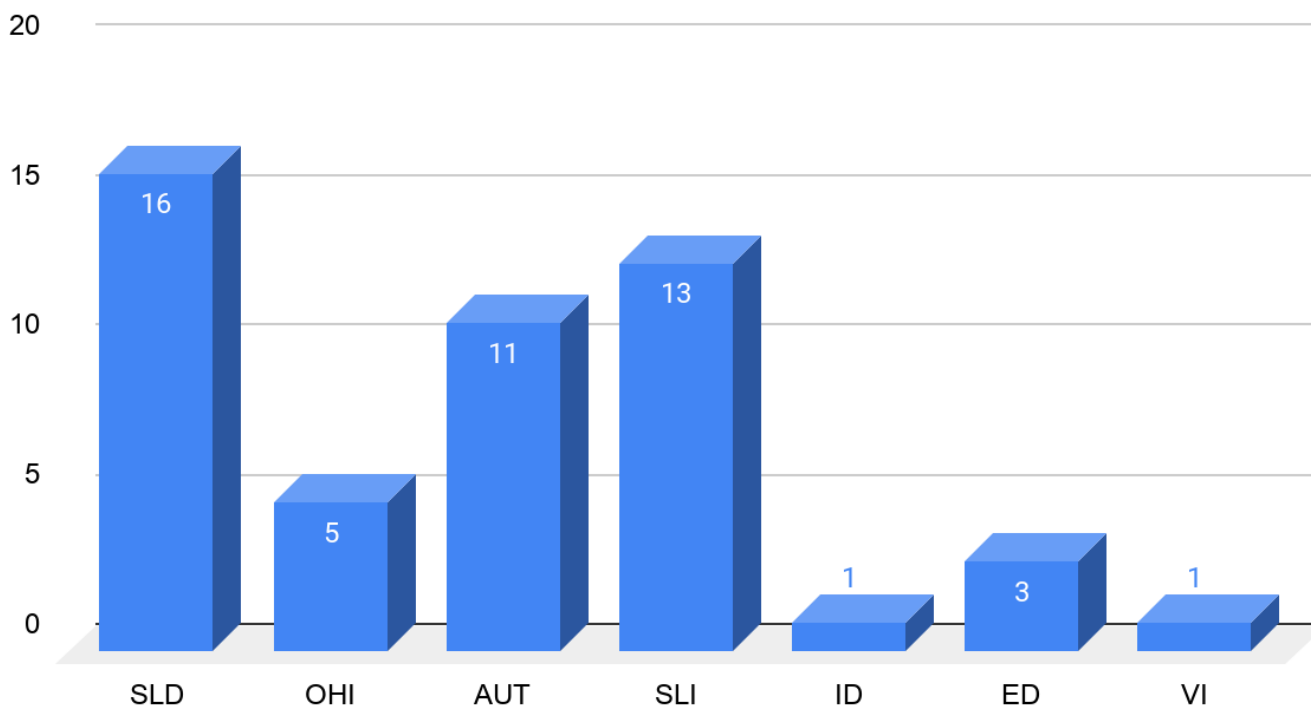
Total Scholars: 59





Special Education Department

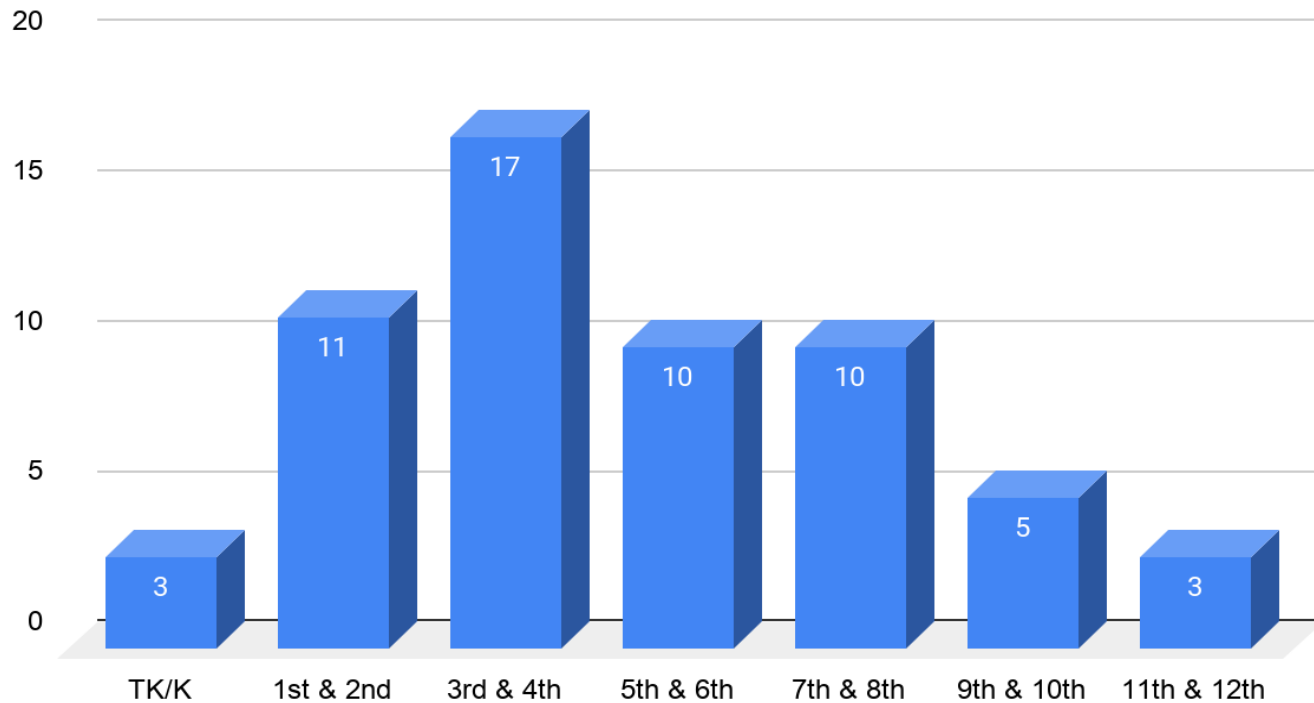
Count by Primary Disability





Special Education Department

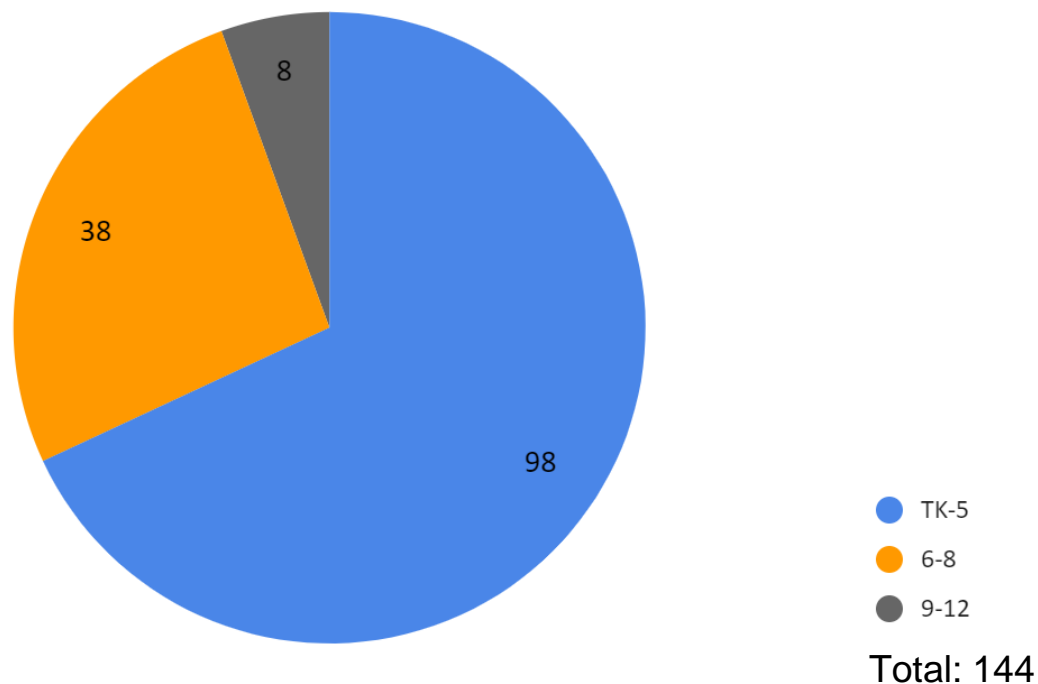
Scholars by Grade Level





Engagement Department Updates

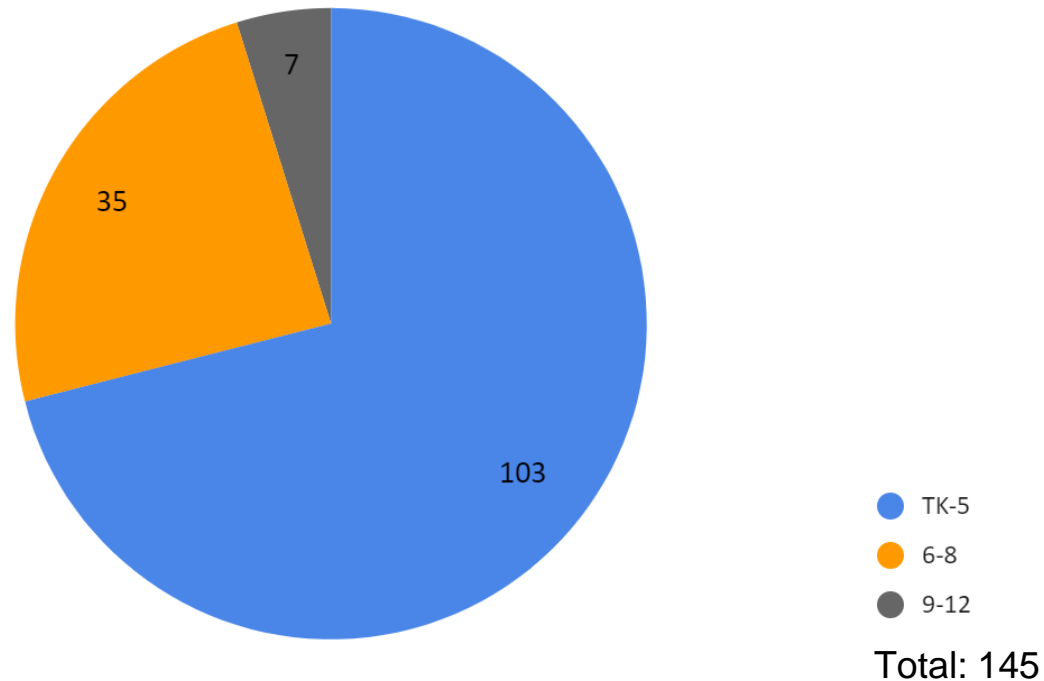
of Total Scholar Registrations for VSW's between 11/12/2020 & 1/20/2021 (Grade Level Distinction within Charter)





Engagement Department Updates

of Total Scholars Across All Scholar Clubs Meetings Semester 1
(Grade Level Distinction within Charter)





Questions?



Contact:

Jason Bee, M.Ed. | Principal

(805) 807-8164

jbee@compasscharters.org

@CCSMrBee



Cover Sheet

CCS of San Diego Update

Section: X. Academic Services
Item: B. CCS of San Diego Update
Purpose: Discuss
Submitted by: Kasey Wingate
Related Material: CCS of San Diego Board Report - January 2021.pdf

RECOMMENDATION:
N/A - For Discussion Only



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CHARTER SCHOOLS



CCS of San Diego January 2021 Update

(855) 937- 4227

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COMPASS
CHARTER SCHOOLS



Agenda

- . Mission and Vision
- . WIG
- . Charter Updates
- . Counseling
- . Curriculum & Instruction
- . Special Education and Scholar Groups
- . Engagement
- . Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Compass Charters School-wide WIG

(Wildly Important Goal):

By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of 2020/21 academic school year.



Charter Updates

CCS of San Diego

As of 1/21/21:

36 Supervising Teachers (STs)

- 11 online STs
- 25 options STs (9 OCLC)

Average Caseload: 20 (OCLC roster reduction)



Charter Updates

CCS of San Diego

Online Program

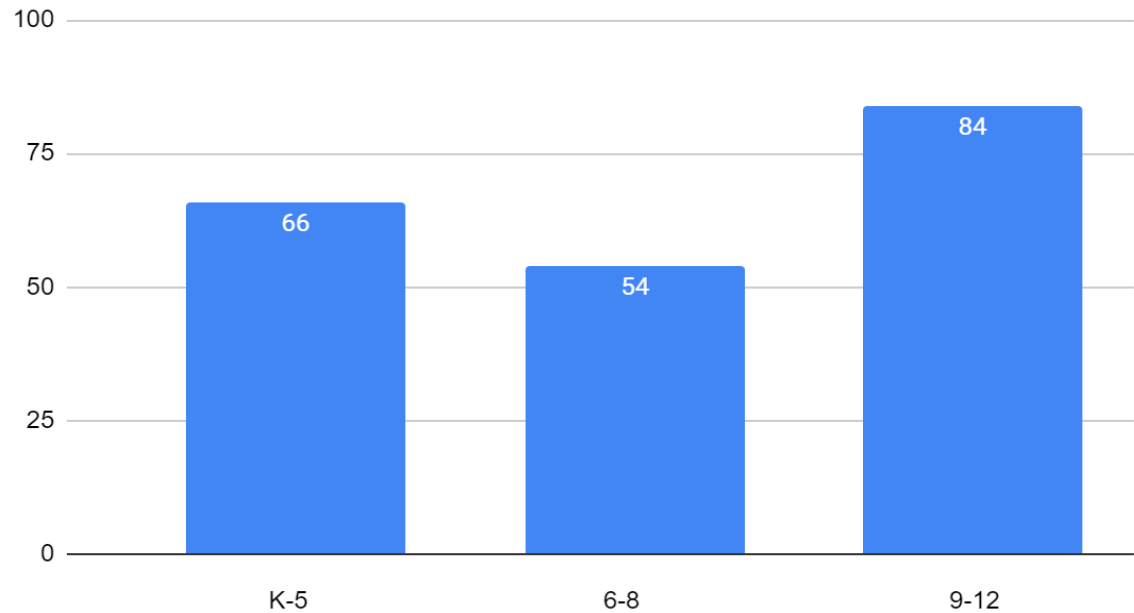
204 total enrolled
as of 1/21/21

K-5: 66

6-8: 54

9-12: 84

CCS of San Diego Online Enrollment





Charter Updates

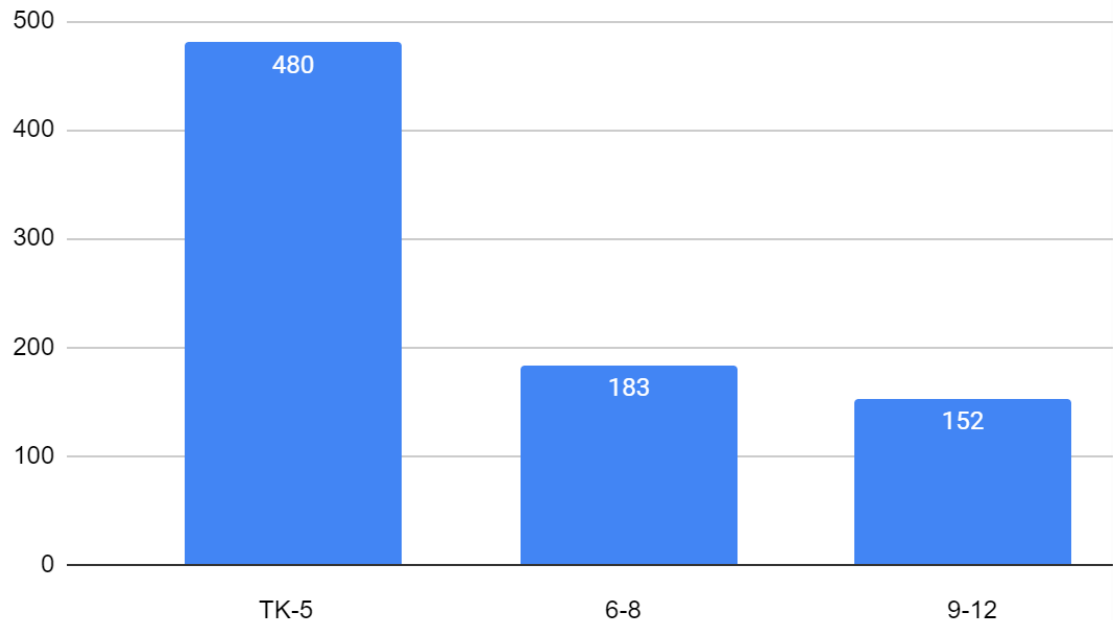
CCS of San Diego

Options Program

816 total enrolled as of 1/22/21

TK-5: 480
6-8: 183
9-12: 152

CCS of San Diego Options Enrollment





CCS of San Diego WIG

Lead Measures:

- **Connection Meetings**

- Any scholar will meet monthly and/or bimonthly with staff to reflect/evaluate progress, set goals and create action plans. (measured by # of scholars attending connection meetings by learning period).

- **Course/Grade Performance**

- 80% of scholars will be on track with course performance (passing rates for 6-12) and benchmarks (K-5, 3 times per year). Those scholar who are not on track will be identified as "at risk"

- **Attendance**

- 95% of scholars will maintain average daily attendance requirements.



Scoreboard

| | |
|---|--|
| Options Green-80% and above Yellow-60-79% Orange- 50-59% Red -below 50% | San Diego |
| | # of connections meetings |
| | # scholars on track |
| | 95% of scholars will maintain average daily attendance requirements. |
| Online Green-80% and above Yellow-60-79% Orange- 50-59% Red -below 50% | San Diego |
| | # of connections meetings |
| | # of scholars on track |
| | 95% of scholars will maintain average daily attendance requirements. |



Highlights of WIG Progress:

- Impactful conversations & collaboration occurring during PLCs focusing on Tier 1 interventions:
 - Examining specific case studies.
 - Implementation of AVID teaching and learning strategies.
 - Utilizing MTSS framework to identify other areas of support other than academic to address social emotional barriers and behaviors.

Barriers to WIG Progress:

- Staff working with several new platforms, including a new SIS
- Awaiting data from semester 1
- Identifying fields to use in the SIS to generate meaningful data reports
- Temporary challenges collecting data by scholars' charter.



At-Risk Scholar Focus and Growth

181 scholars (18%) at-risk as of 12/11/20

87 scholars (9%) at-risk as of 1/21/21

December:

Options: 77 scholars (9%)

Online: 104 scholars (51%)

January:

Options: 32 scholars (4%)

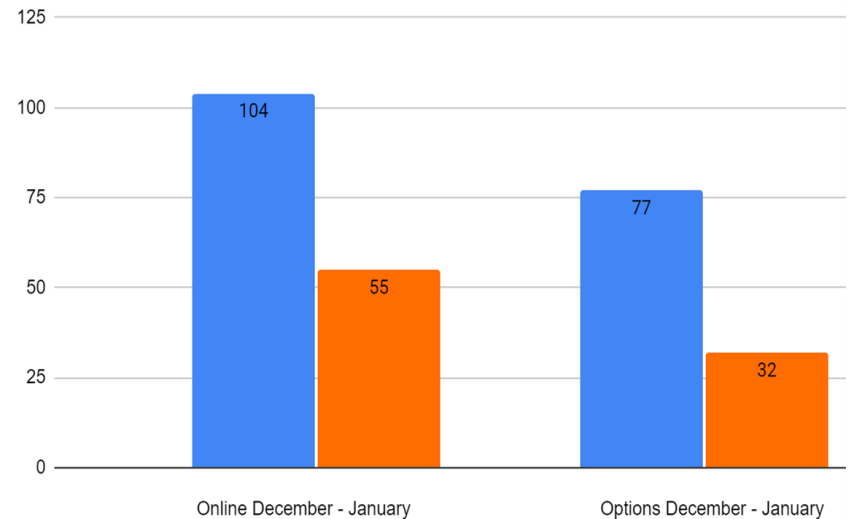
Online: 55 scholars (27%)

Outcomes:

Options: 58% decrease identified at-risk

Online: 47% decrease identified at-risk

At-Risk Comparison





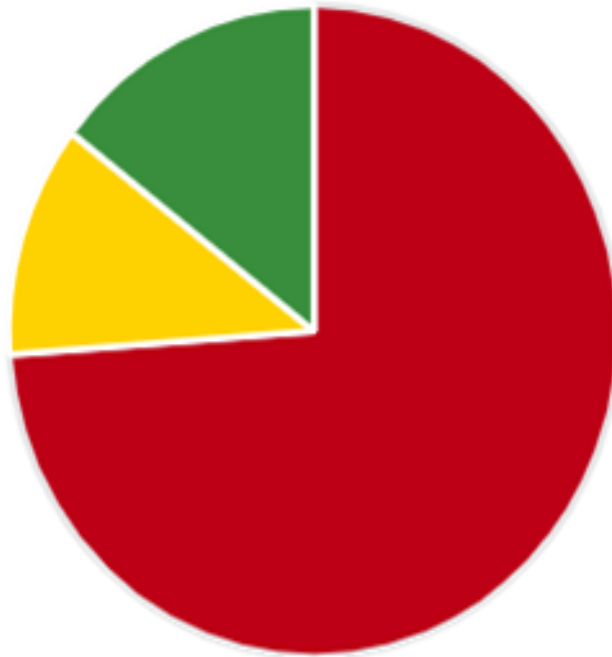
Scholar Achievement




This outcome of the number of scholars identified as at-risk was positively impacted by the following implementation:

- Teachers collaborated regarding tier 1 intervention strategies to target scholar learning
 - This collaboration started in December and the result is indicated on the percent of scholars who were identified at risk at the end of the semester
- AVID Implementation
 - Further collaboration among teachers enabled AVID strategy implementation that targeted tier 1 interventions
- MTSS framework
 - Through identification of at-risk scholars, teachers were able to recommend and support tier 2 and tier 3 interventions through the MTSS framework and program



Current Online Passing Rates (1/21/21)



-  Failing enrollments: 607 (73.8%)
-  At risk enrollments: 95 (11.5%)
-  Succeeding enrollments: 120 (14.5%)

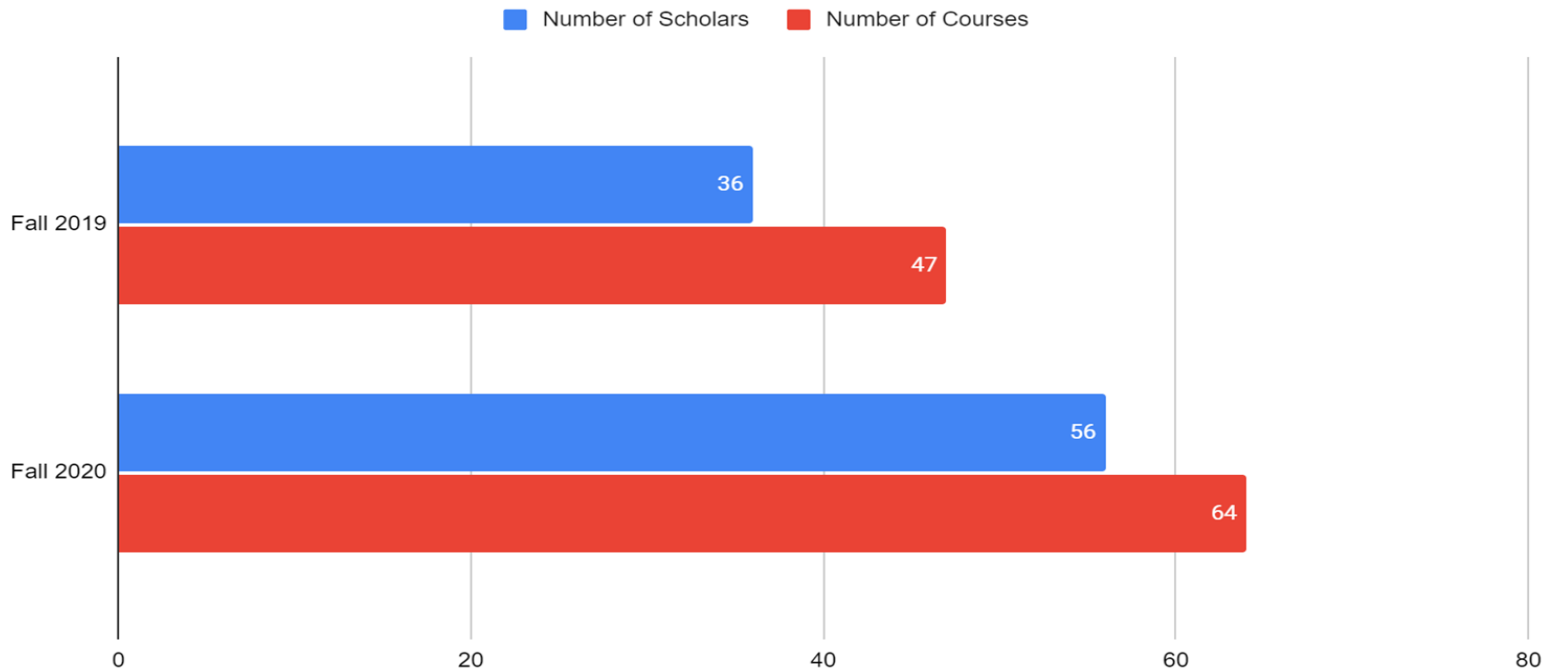
**TBD Semester 1 is ending 1/28 - we will have benchmark data (comparing initial to midyear), and passing rates by grade level for the March 2021 board meeting*

Total: 822



Counseling Services Division Updates

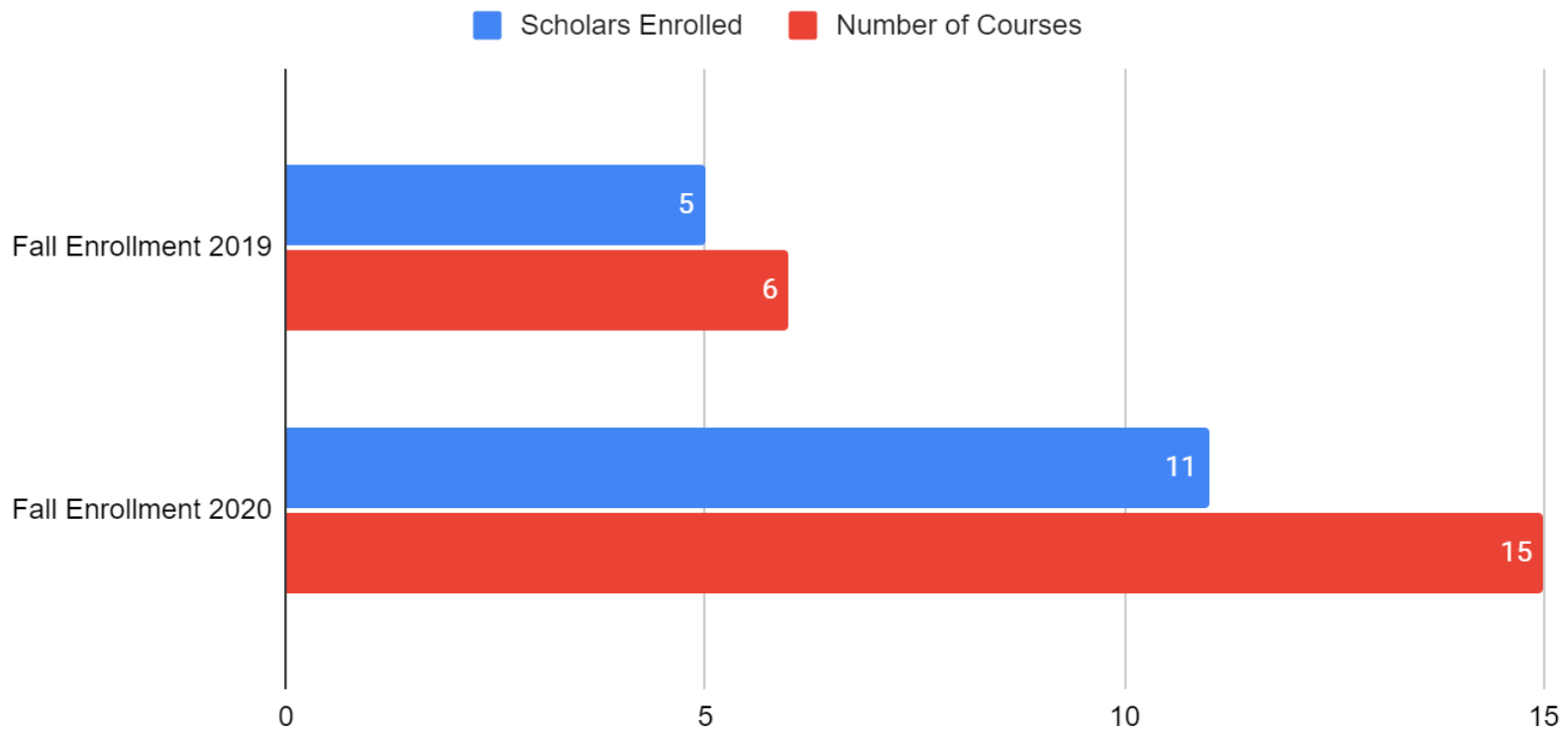
CCS of San Diego Scholar Participation Accelerated Course Options Program (ACOP)





Counseling Services Division Updates

CCS of San Diego Concurrent Enrollment Numbers





Counseling Services Division Updates



| CCS of San Diego - Counseling Services: Specific Direct/Indirect Scholar Data | Areas Scholars Served by Counselors (live interactions) |
|---|---|
| Academic Scholar Planning & Progress | 249 |
| Direct Intervention Check/Connect Session | 201 |
| Colaboration (SST, IEP, 504) | 36 |
| College Application Process | 22 |
| Concurrent Enrollment | 47 |
| Conflict Resolution | 4 |
| Consutation (ASIT, Truancy) | 3 |
| CPS Consult Report | 0 |
| Crisis Response | 16 |
| FAFSA/Dream Act | 4 |
| Family Disruption (Divorce/Loss of Parent) | 7 |
| Grief/Loss | 5 |
| Learning Lab Instruction | 123 |
| Mental Health | 40 |
| Motivational (Engage in school) | 32 |
| Post Secondary Counseling | 45 |
| Referral | 4 |
| Scholarship | 5 |
| Small Group Instruction | 318 |
| Welfare Check | 0 |
| Work/Entertainment Permits | 7 |

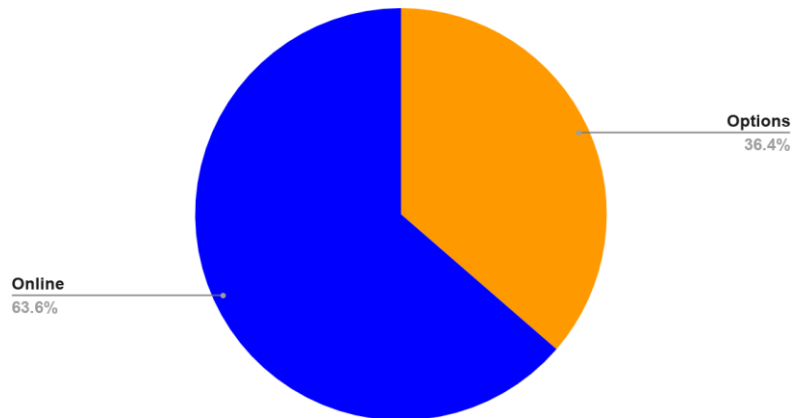


Curriculum & Instruction Department Updates

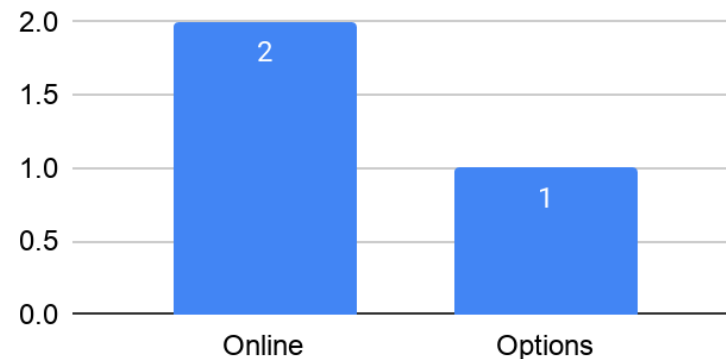
Scholar Support

504 Plans

CCS of San Diego 504s by Program



CCS of San Diego 504 Referrals



Total 504 Plans: 22
Online: 14 Options: 8

**as of January 22, 2021*



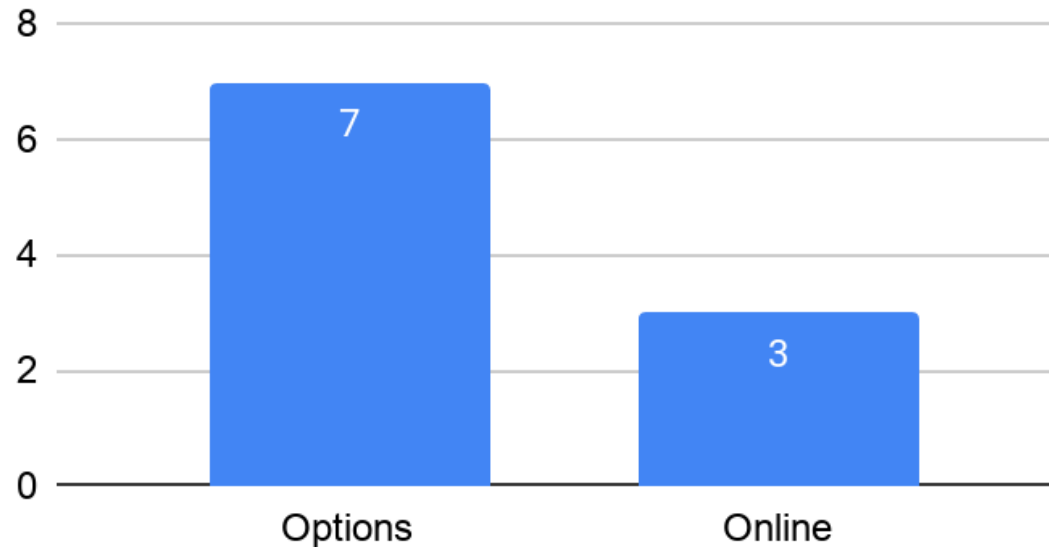


Curriculum & Instruction Department Updates

Scholar Support

Number of SST Referrals by Charter

CCS of San Diego SST Referrals



Total SST Referrals: 10

**as of January 22, 2021*



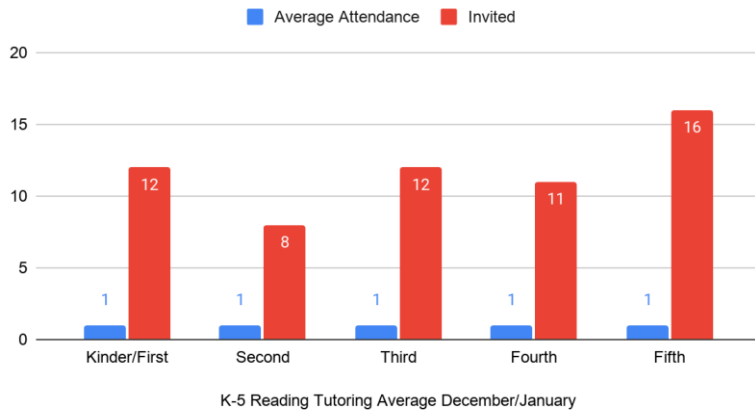


Curriculum & Instruction Department Updates

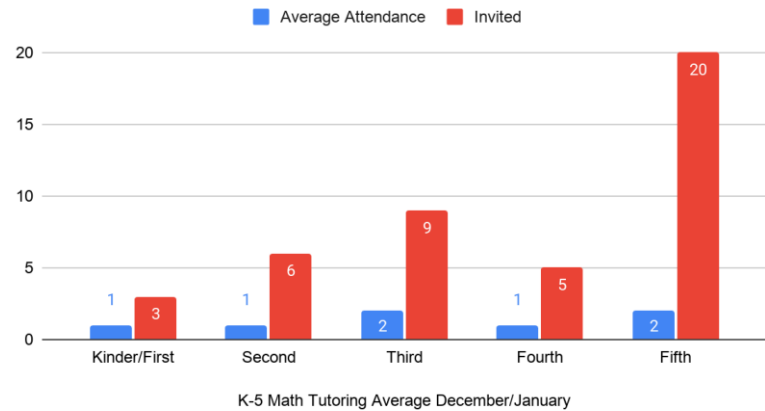
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of San Diego TK-5th Grade

CCS of San Diego K-5 Reading Tutoring Average Attendance



CCS of San Diego K-5 Math Tutoring Average Attendance



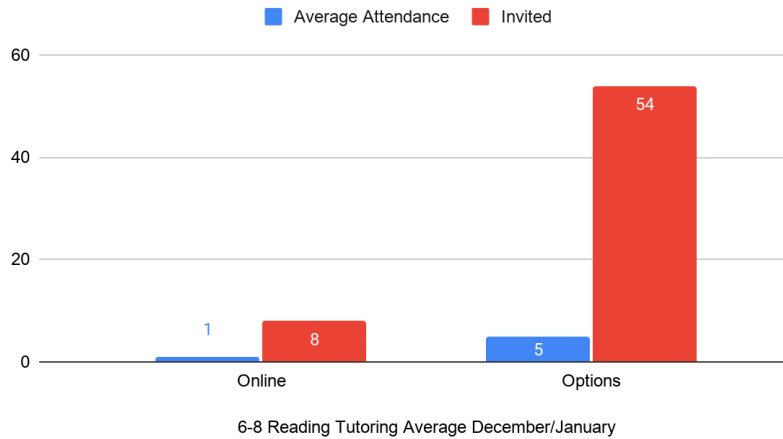


Curriculum & Instruction Department Updates

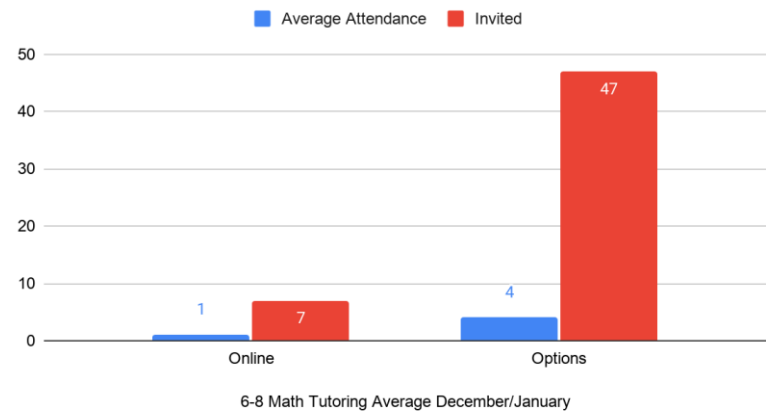
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of San Diego 6-8th Grade

CCS of San Diego 6-8 Reading Tutoring Average Attendance



CCS of San Diego 6-8 Math Tutoring Average Attendance



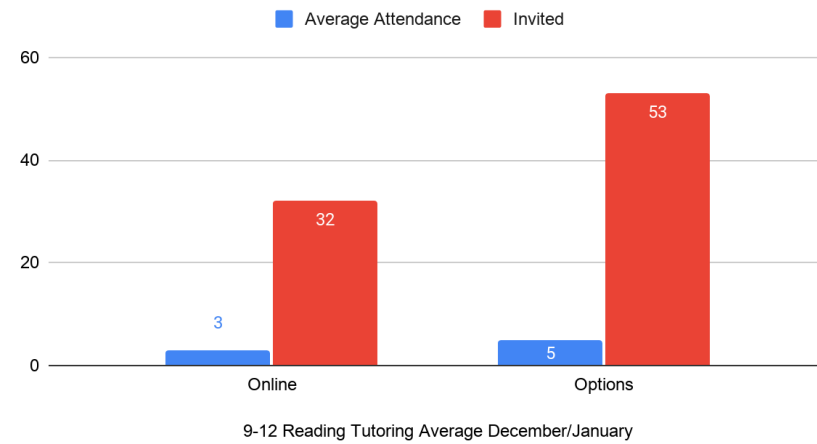


Curriculum & Instruction Department Updates

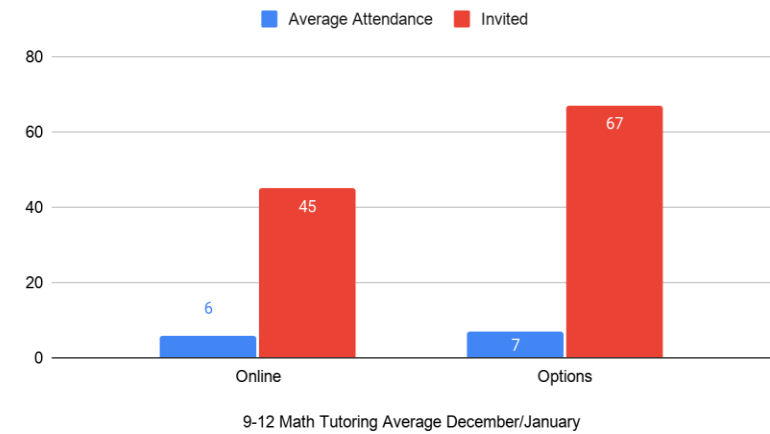
Scholar Success Updates- MTSS Scholars Tutoring Attendance

CCS of San Diego 9-12th Grade

CCS of San Diego 9-12 Reading Tutoring Average Attendance



CCS of San Diego 9-12 Math Tutoring Average Attendance



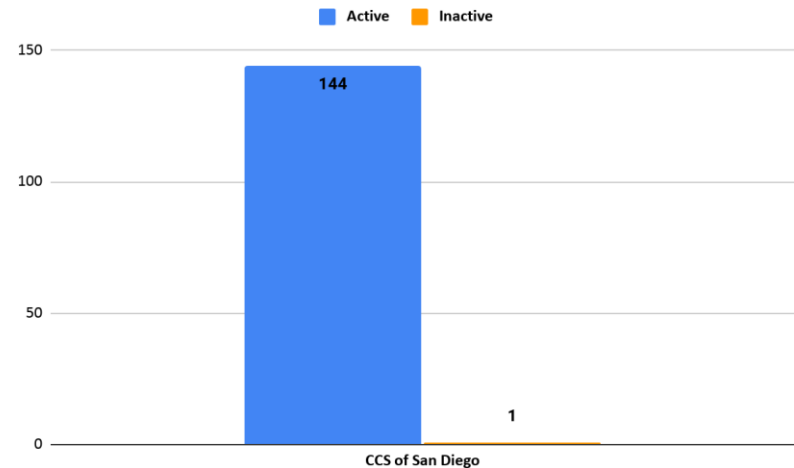
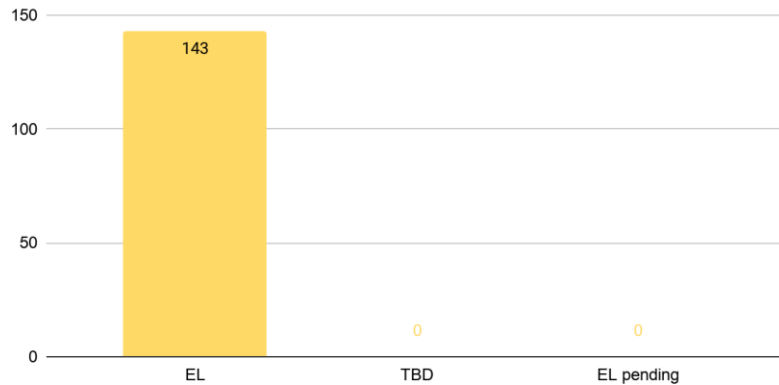


Curriculum & Instruction Department Updates

English Learner (EL) Department- CCS of San Diego
Number of EL Scholars (143) & ELD Curriculum Use
Active/Inactive in Lexia, Scholars (145 total)

English Learner Counts

CCS of San Diego

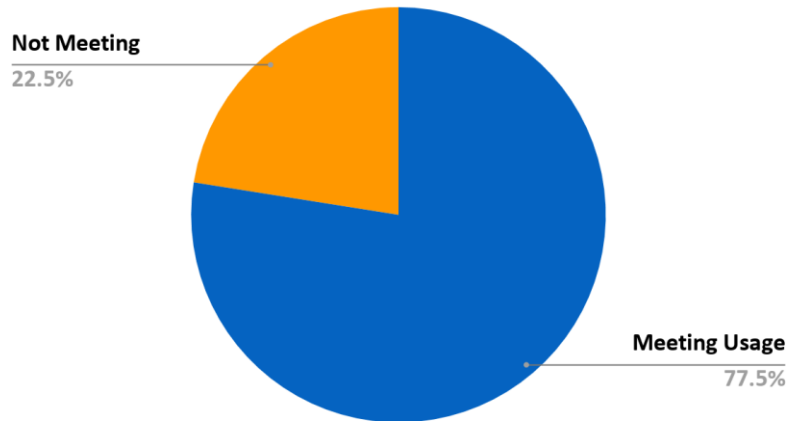




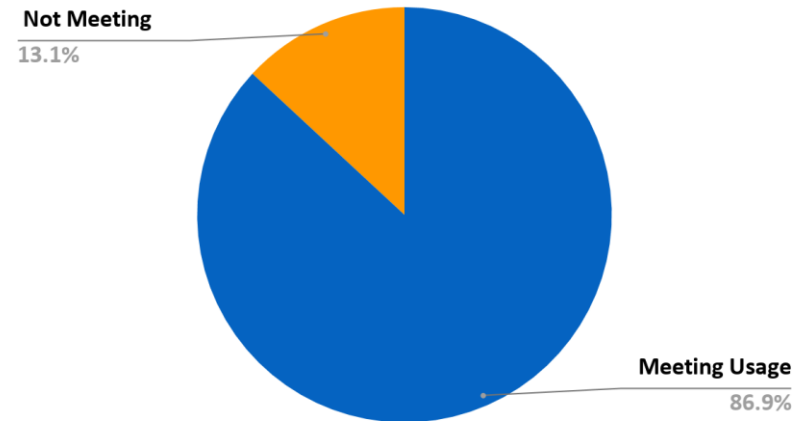
Curriculum & Instruction Department Updates

CCS of San Diego Scholar Progress in Meeting Minimum Usage (145 scholars as of 12/31/20)

CCS San Diego- October 31, 2020



CCS San Diego- December 31, 2020

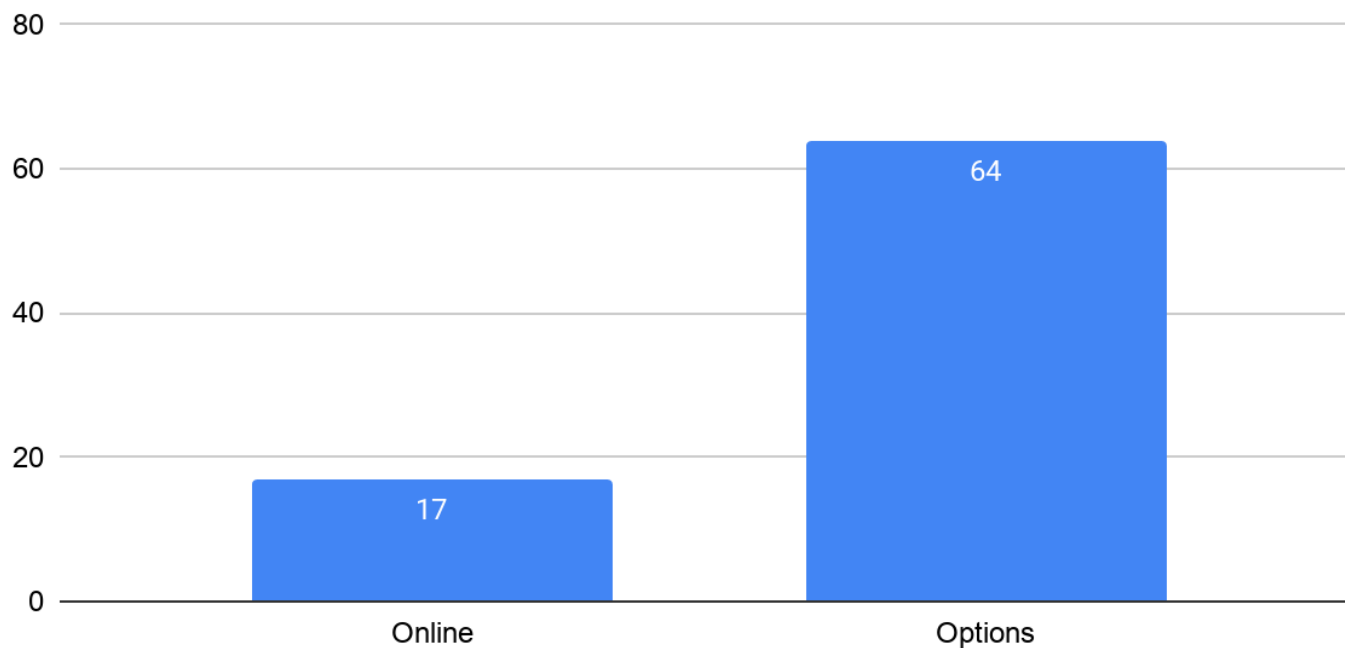


Minimum Lexia time usage of 50% in order to Pass ELD Course



Special Education Department

Scholars By Program



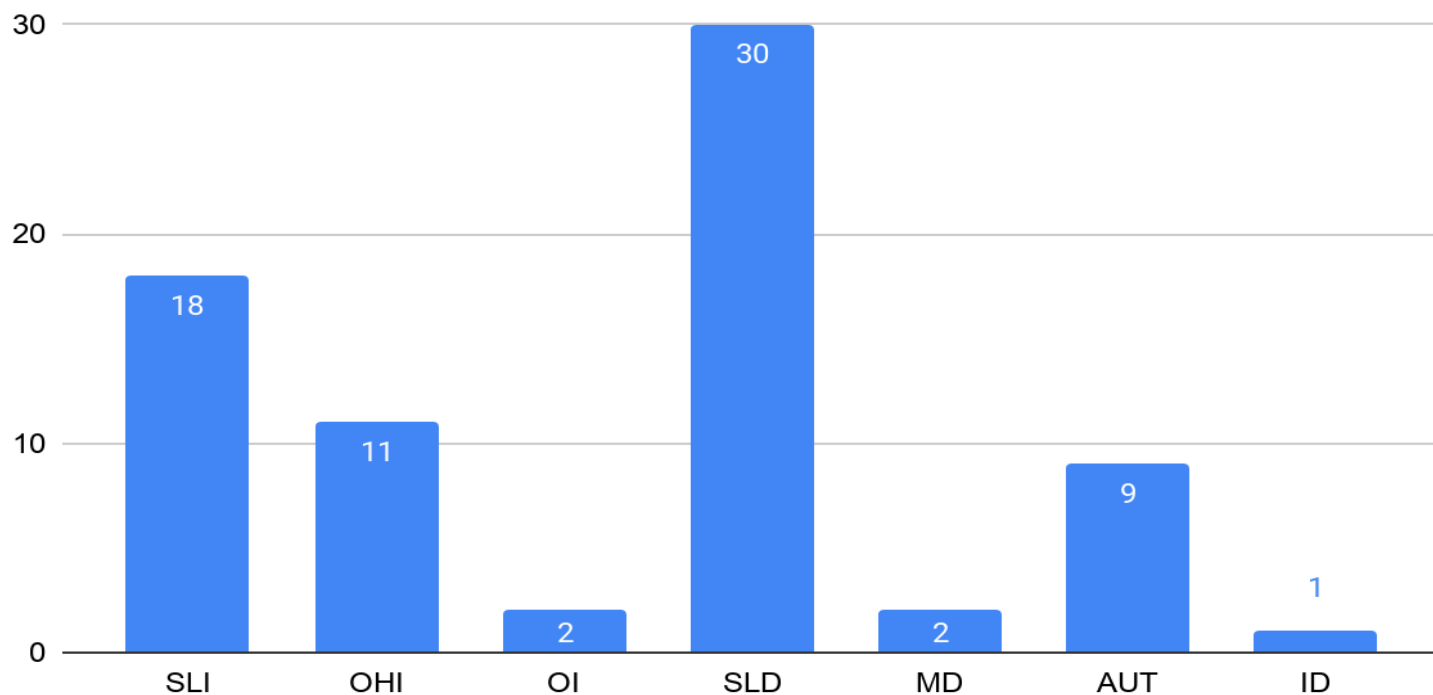
Total Scholars: 81





Special Education Department

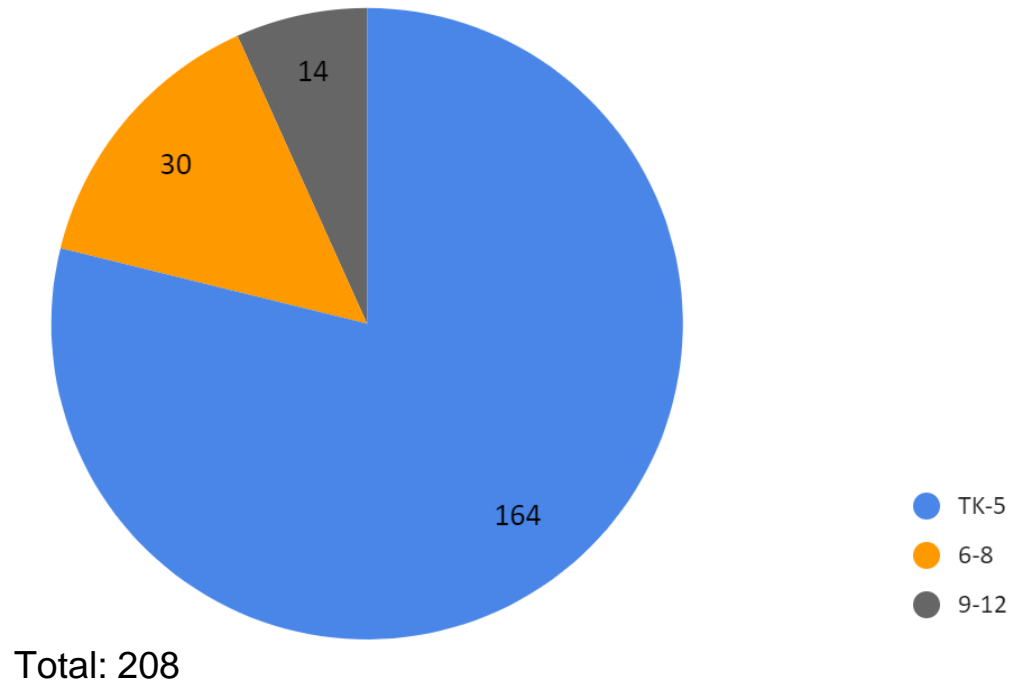
Count By Primary Disability





Engagement Department Updates

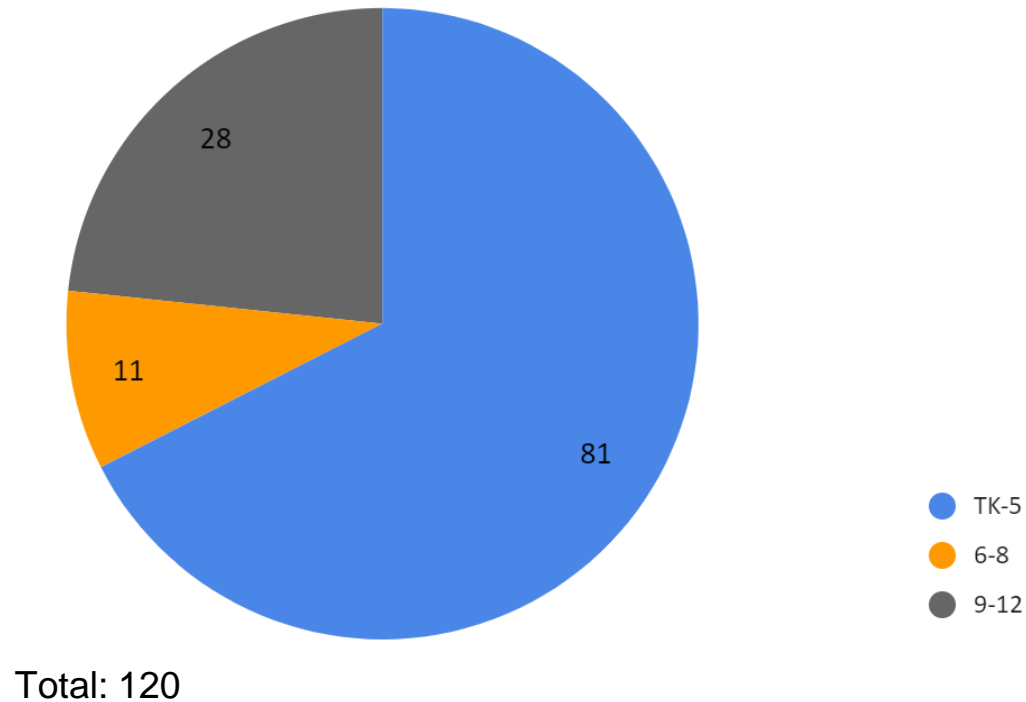
of Total Scholar Registrations for VSW's between 11/12/2020 & 1/20/2021 (Grade Level Distinction within Charter)





Engagement Department Updates

of Total Scholars Across All Scholar Clubs Meetings Semester 1
(Grade Level Distinction within Charter)





Questions?



Contact:

Kasey Wingate, MS | Principal

(805) 405.3578

kwingate@compasscharters.org

@cccsmrswingate



Cover Sheet

Review and Approval of the Orange County Learning Center Reopening Plan

Section: X. Academic Services
Item: C. Review and Approval of the Orange County Learning Center
Reopening Plan
Purpose: Vote
Submitted by: Kasey Wingate
Related Material: OCLC Reopening Plan.pdf

RECOMMENDATION:

A motion to approve the Orange County Learning Center Reopening Plan



Orange County Learning Center (OCLC)

Spring 2021 Reopening Plan *as of January 31, 2021*

Welcome Back, Compass Families!

We are so excited to have our scholars return to In Person instruction at our OCLC, once we are able through county and state guidelines.

Please read this guide to carefully ensure a smooth transition for all of us. Hopefully, it will answer all of your questions! If you have any questions on this guide, please reach out to our OCLC Co- Coordinators, Heather Hardy (hhardy@compasscharters.org) and Linda Larson (llarson@compasscharters.org).

In this guide, we talk about:

- Reopening Plan at a Glance
- Hybrid Model Schedule
- Health check before you leave home
- Drop off and Dismissal times and procedures
- Visitors on Campus
- What your child needs to bring from home
- Parking lot procedure
- Procedures for the classroom, lunch & recess, and bathroom
- Cleaning and Disinfecting Procedure
- COVID-19 Decision Tree
- Consideration for Reopening and Partial or Total Closure

HYBRID MODEL:

Families will be placed into either a Tuesday or a Thursday Cohort

Blue Group -Tuesday Scholars attend in-person on campus on Tuesdays, and work on provided asynchronous History/Science lessons on Thursday. Scholars will continue to work independently on assignments at home on Mondays, Wednesdays and Fridays.

Orange Group -Thursday Scholars attend in-person on campus on Thursday, and work on provided asynchronous History/Science lessons on Tuesday. Scholars will continue to work independently on assignments at home on Monday, Wednesday and Friday.

Purple Group- Virtual T/TH- Scholars work asynchronous on both History and Science both Tuesday and Thursday will have a live virtual session with their teacher.

Tuesday- History 3:00-3:30 pm

Thursday, Science 3:00-3:30 pm

| Time | TK-2 | 3-5 | 6-8 |
|-------------|---|---|---|
| 8:45 - 9:00 | Drop off | Drop off | Drop off |
| 9:00 | School Starts | School Starts | School Starts |
| 9:00-10:30 | History in-person instruction | History/Science in-person instruction | History/Science in-person instruction |
| 10:30-10:45 | Snack in classrooms | Recess on playground scholars stay in cohorts | |
| 10:45-11am | Recess on playground scholars stay in cohorts | Snack in classrooms | Snack in classrooms |
| 11:00-11:45 | Science in-person instruction | History/Science in-person instruction | History/Science in-person instruction |
| 12:00-12:25 | Recess on playground scholars stay in cohorts | | |
| 12:25-12:45 | Lunch in classroom | Lunch in classroom | Recess on playground scholars stay in cohorts |
| 12:45-1:15 | Story time | Recess on playground scholars stay in cohorts | Lunch in classroom |

| | | | |
|-----------|---------------------------------------|--------------------------------|--------------------------------|
| 1:15-2:30 | Enrichment | Enrichment | Enrichment |
| 2:30-2:45 | Dismissal | Dismissal | Dismissal |
| 3-3:30 | Tk-2 History virtual review (Tues) | History Virtual Review (Tues) | History Virtual Review(Tues) |
| | Tk-2nd Science Virtual review (Thurs) | Science Virtual Review (Thurs) | Science Virtual Review (Thurs) |

Before You Leave Your Home:

Please check your child for symptoms and complete the COVID-19 Health Screening Form within ParentSquare by 8:30am each school day. Mrs. Larson will be checking that these forms are completed before your scholar(s) may enter the campus.

- Fever > 100, runny nose, cough, and headache.
- If your child exhibits any symptoms, please keep your scholar at home.

Dismissal Times:

In order to ensure that our scholars are socially distanced at drop-off and pick-up, we have created new guidelines and schedules.

Drop-off

- Drop-off will start at 8:45am. All scholars must wear face masks once they exit the car. (Please see parking lot procedures below.)
- Parents will not be allowed to walk their child to the classroom unless there is a special circumstance. Please contact Linda Larson (805) 405-0945 if a special circumstance is warranted.
- Scholars will walk directly to their classroom.
- School starts at 9:00am.

Dismissal

- Dismissal will begin at 2:30pm. Each scholar will be assigned a location on the field, grouped by family and carpool.
- Parents will pull into the parking lot area and each carpool group will be escorted to your car.

Visitors on Campus

Until further notice, there are no visitors or volunteers permitted on campus without proper screening. Prohibiting adults, other than school or district employees, on campus during the pandemic ensures that we limit peripheral contact and cross contamination, which helps to protect the health and well-being of our scholars and staff.

Parking Lot Procedure

Our priority is safety. This plan is designed to keep all of our scholars safe during the drop-off and pick-up time.

DROP-OFF:

- Please pull all the way forward to the STOP sign.
- Follow the directions of the staff on duty. They are looking out for everyone's safety .
- Make sure your child has his or her backpack and other belongings ready to go so the car can be exited quickly .

PICK-UP:

- Please pull forward to the STOP sign
- Follow the directions of the staff on duty. They are looking out for everyone's safety.
- Display your child's name in the window so staff members can see it.
- Staff will help get your child/carpool to your car - please don't leave your car.
- If you wait in the line to pick-up your scholar, you must remain in your vehicle.

What to bring each day

- Backpack
- Water bottle labeled with your scholar's name
- Lunch
- At least one extra face covering.
- Any other supplies, books, or work that your teacher requests.

Scholar Entrance to Classrooms

- Scholars will sanitize their hands before entering the classroom.

- If a scholar has a temperature or any symptoms of COVID, they will be sent to the office, and you will be called to pick up your child.

Lunch and Recess

- Scholars will be eating in their class with their classmates within their cohort.
- Scholars will have regularly scheduled recess breaks and lunch.
- Each class (cohort) will be kept together and have an assigned area on the field, blacktop, or playground to play. scholars will be spread out to the greatest extent possible. Classes will rotate to different areas on a weekly basis. Each class will have their own set of sanitized playground equipment, such as jump ropes, hula hoops, and balls and will be sanitized after each use.
- Scholar supervisors will be trained in a variety of games that maintain social distancing.
- Scholars will be able to remove facial coverings to eat and when outside and social distancing measures are in place.

Bathrooms

All scholars are assigned to the bathroom closest to their classrooms. Three (3) scholars are allowed in the bathroom at once. Additional scholars wanting to use the bathroom will wait in line marked by the mark on the ground.

Classrooms

- Scholars and scholar desks are spread out to the greatest extent possible. Scholars will be required to wear a facial covering in the classroom. Scholars will wash and/or sanitize their hands throughout the day.
- Materials will not be shared.
- High point touch areas will be sanitized daily and classrooms will be cleaned in-between each cohort.

Face Covering Requirements

Face masks continue to generate many questions. Wearing a mask is mandatory for all scholars, If a child arrives at school without an appropriate face mask, the school will provide one for them.

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Promoting Healthy Hygiene Habits

The teachers and staff at the OCLC teach and reinforce washing hands, avoiding contact with one's eyes, nose and mouth, and covering coughs and sneezes among scholars and staff. Specifically, the following procedures will be followed:

- Teach scholars and remind staff to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Scholars and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; and after using the restroom.
- Scholars and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application.
- Scholars and staff should use hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry.
- Hand sanitizer stations have been installed inside all classrooms.

Intensified Cleaning and Disinfection Procedures

We have suspended the use of drinking fountains and are encouraging scholars to bring water bottles to school. Water will be provided to scholars who do not bring water bottles. When we are able to resume use of water systems we will ensure they are safe to use after prolonged shutdown to minimize any risks. Sharing of supplies, objects and equipment will be limited. Play equipment will be distributed by class/cohort and will be sanitized after each use.

Trained custodial staff have intensified their cleaning and sanitizing procedures in accordance with CDC recommendations. Frequently touched surfaces will also be cleaned and disinfected daily using products approved for use against COVID-19.

Plan for When a Staff Member, Scholar, or Visitor Becomes Sick

Compass Charter Schools will have a Rest and Recovery Area at the OCLC where staff and scholars who are exhibiting symptoms can be isolated until they are able to return home or a healthcare facility if needed.

Compass Charter Schools will advise sick staff members and scholars not to return until they have met CDC criteria to discontinue home isolation, including at least three days with no fever, symptoms have improved and at least 10 days since symptoms first appeared. Compass Charter Schools will ensure that scholars, including scholars with disabilities, have access to instruction when out of class, as required by federal and state law.

Compass Charter School will notify local health officials immediately of any positive case of COVID-19, and any exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws.

Considerations for Reopening and Partial or Total Closures

Compass Charter Schools staff will check state and local orders and health department notices about transmission in the area or closures and adjust operations accordingly.

When a scholar, teacher, or staff member tests positive for COVID-19 and had exposed others at the

school, Compass Charter Schools will refer to the CDPH Framework for K-12 Schools, and implement the following steps:

- In consultation with the local public health department, the Superintendent will decide whether center closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection.
- Additional areas of the center visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Implement communication plans for exposure at school and potential school closures to include outreach to scholars, parents, teachers, staff, and the community.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.

Appendix A

Student Symptom Decision Tree

Screen all students for potential COVID-19 symptoms or exposure

Low-risk: general symptoms

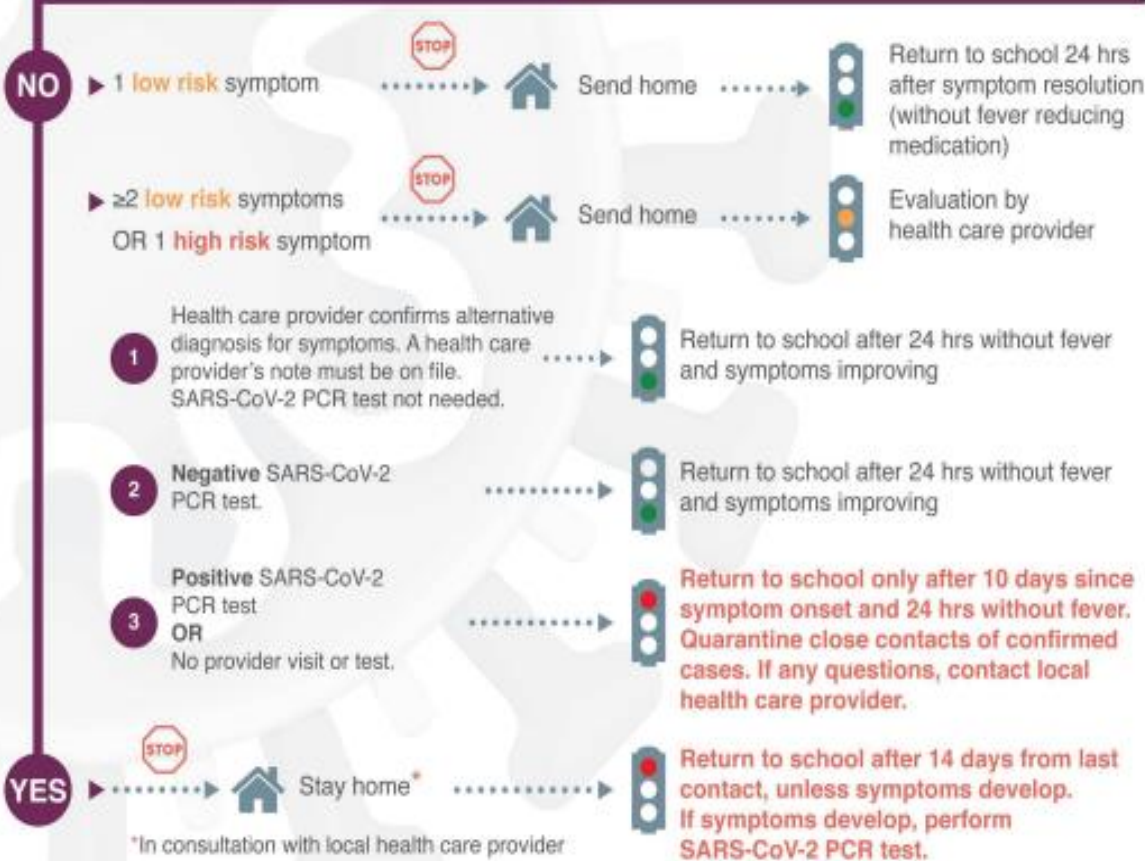
| | |
|--|--|
|  Fever ($\geq 100.4^{\circ}\text{F}$) |  Sore throat |
|  Congestion/runny nose |  Headache |
|  Nausea/vomiting/diarrhea |  Fatigue/muscle or body aches |

High-risk: red flag symptoms

| |
|---|
|  Cough |
|  Difficulty breathing |
|  Loss of taste/smell |

Exposure to COVID-19 positive person?

Close contact: less than 6 feet, 15 minutes or longer



This care pathway was designed to assist school personnel and is not intended to replace the clinician's judgment or establish a protocol for all patients with a particular condition. Diagnosis and treatment should be under the close supervision of a qualified health care provider. Guidance might change 09-12-20

Cover Sheet

Financial Services Update

Section: XI. Financial Services
Item: A. Financial Services Update
Purpose: FYI
Submitted by: Lisa Fishman
Related Material: Financial Services Division Board Report - January 2021.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS
CHARTER SCHOOLS



Financial Services Division January 2021 Update

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Agenda

- Mission and Vision
- Division Update
- Community Providers Department Updates
- Finance Department Updates
- Operations Department Updates
- Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.





How Financial Services Impacts the WIG

WIG: By focusing on Scholar engagement, 100% of eligible Scholars will graduate by the end of 2020/21 academic school year

| Finance & Accountability | Community Providers | Operations & Logistics |
|--|---|---|
| <p>Finance will reconcile the general ledger every two weeks and evaluate the restricted fund spending to see it's on track for the proposed budget allocation. This will include LCP funds.</p> | <p>Ensure that we are quickly processing orders so that families have quick access to materials and services. The number of purchase orders per week matched to the % that are done correctly</p> | <p>Each department will quickly build knowledge and skill set with the SIS so that they can ensure their department's "relevant" info is in the SIS in a timely manner so that scholar info is accurate and usable to support scholars.</p> |



Community Providers



Jeanne Hlebo
Director of Community
Providers



Donnell Tyler
Community Providers
Coordinator



Linh Le Has
Community Providers
Coordinator



Brittany Simi
Community Specialist

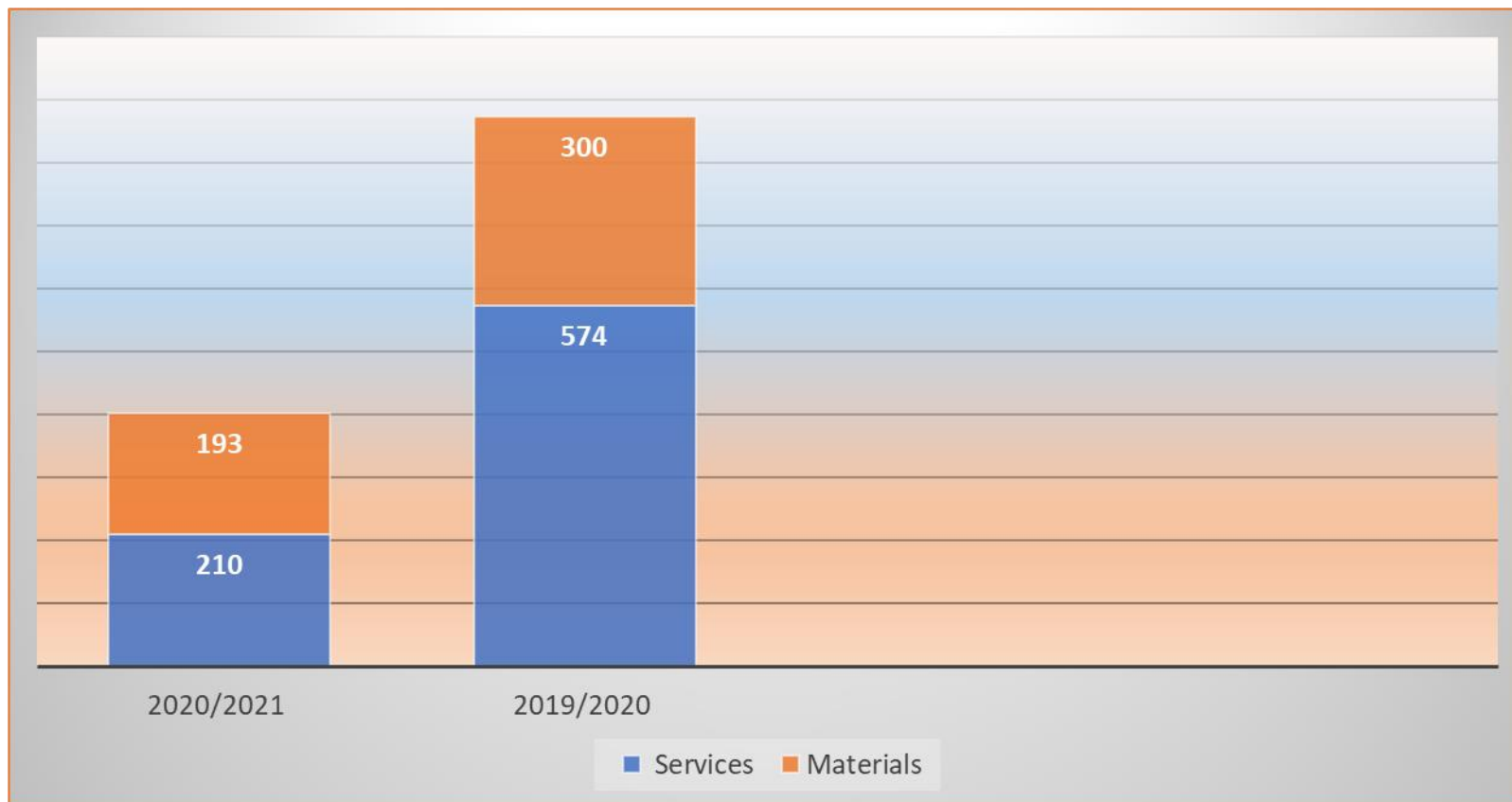


Shirley Trivino
Vendor Relations Specialist





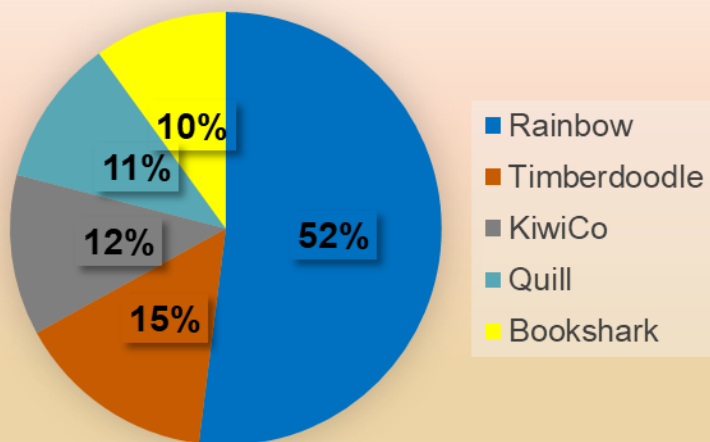
Approved CCS Providers



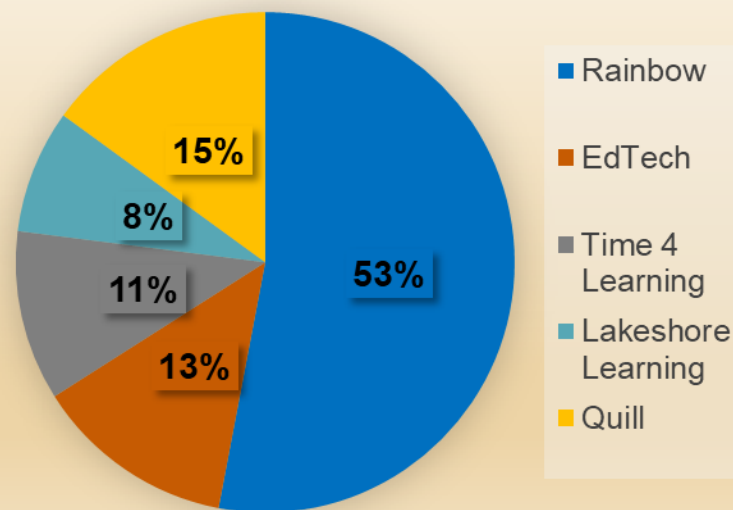


Top Five Material Providers

1st Semester 2020



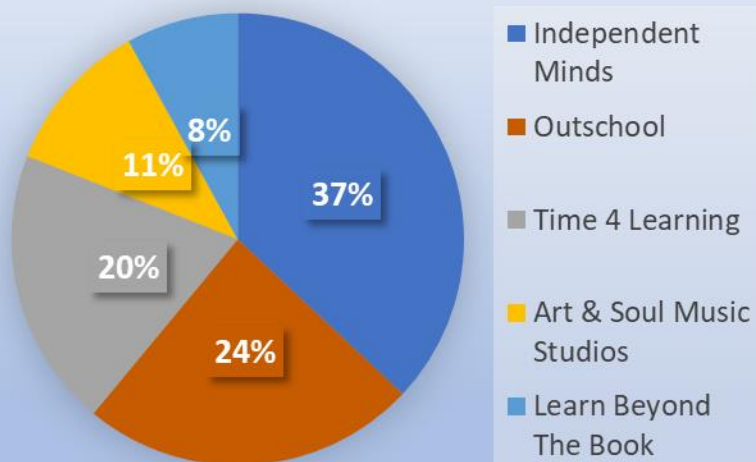
2019/2020 School Year



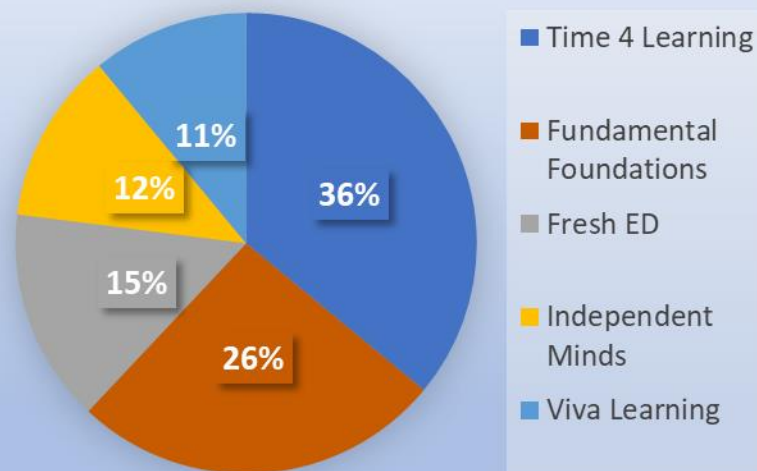


Top 5 Service Providers

1st Semester 2020



2019/2020 School Year





Finance



Melissa Alcaraz
Finance Coordinator



Nicole Sendejaz
Logistics Coordinator



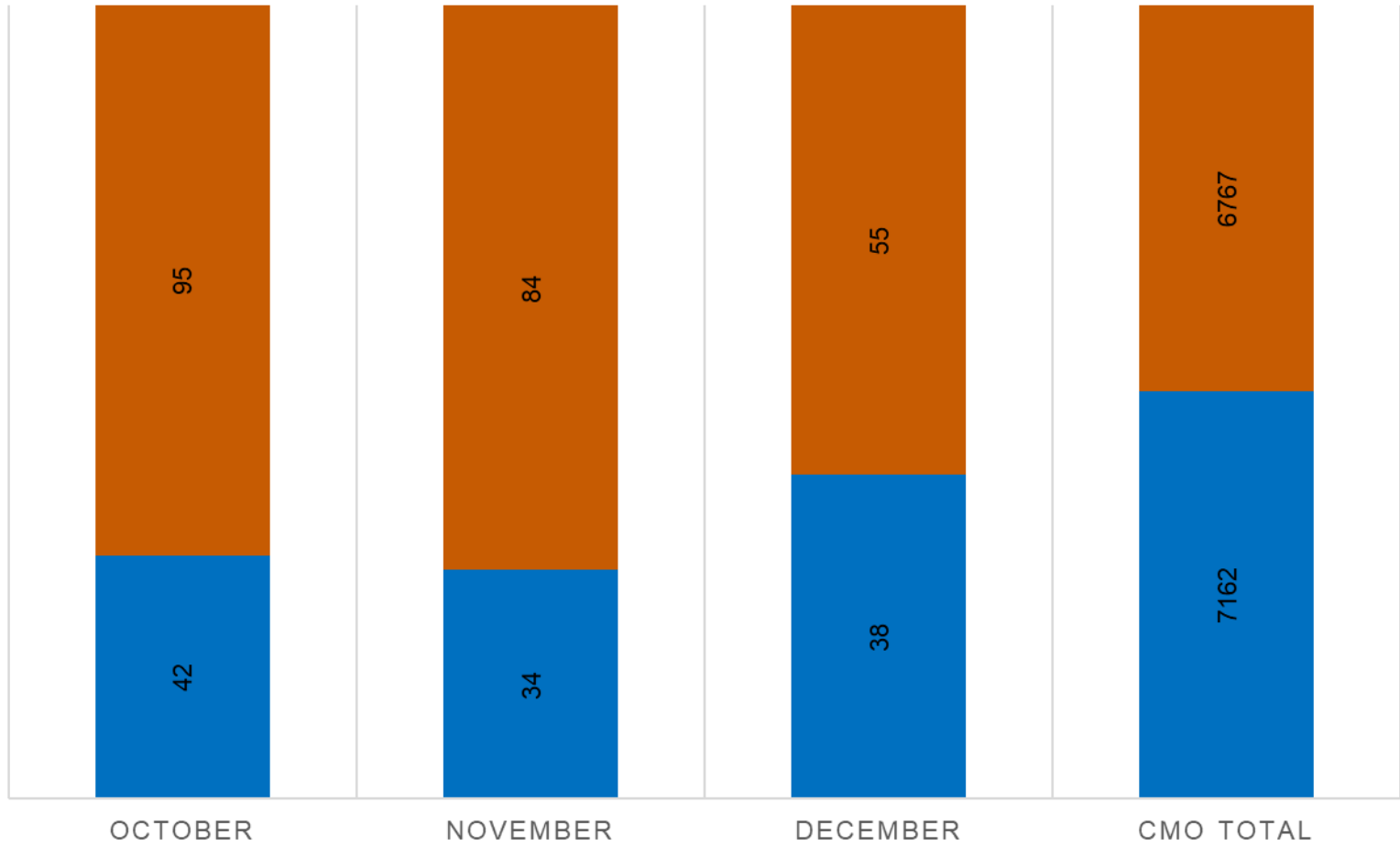
Finance and Logistics

- 🕒 Nicole Sendejaz, the CCS Logistics Coordinator continues to step up in the absence of Logistics Planning and been assisting several departments including Engagement and Compliance. Currently Nicole is working with the Community Providers department matching invoices for the Amazon account helping to ensure scholars are receiving their orders as quickly as possible.
- 🕒 Melissa Alcaraz, the CCS Finance Coordinators primary focus is the processing of invoices, reconciliations, GL reviews. Melissa is responsible for tracking and reporting the WIG progress for the Finance and Accountability departments. Melissa continues to grow in her role though her continued training in fiscal areas. Melissa has just started her CBO certification program in January.



Invoices Processed

■ 2019-20 ■ 2020-21





Operations



Danielle Gamez
Director of
Operations



Nora Barnhart
Attendance
Coordinator



Oscar De Jesus
Accountability
Coordinator



Vanessa Plascencia
Compliance
Coordinator



Karla Gonzalez
Registrar





Registration



Karla Gonzalez
Registrar



Arianne Machgan
Records Specialist



Corey Figueroa
Enrollment Specialist



Eli Berdugo
Enrollment Specialist



Silvia Neri
Records Specialist



Dario Eminente
Enrollment Specialist





Operations Department Update

Danielle Gamez, Director of Operations has really made a huge impact in a short time! Danielle continues her own training while also mentoring her own team. She has been working across departments on several projects including the SPSA, LCP, and the School Pathways Contact Manager Guide. This guide is a tool all staff can use to track comments/contacts with scholars and their families. Contact lists are automatically created for teachers that have an association with the scholars through homeroom or as independent study supervising teachers. Quickly allows staff to note the time, focus, and outcomes of any meeting with any scholar. In addition, there is an option to send notifications to specific individuals, regarding the specific contacts.

Compliance – Vanessa Plascencia, the CCS Compliance Coordinator has been begun preparation for the CALPADS Fall Certification which is due December 18th, working as the CCS McKinney Vento Liaison she is seeing an increase in MV scholars due to COVID 19 and in collaboration with Danielle Gamez is developing a plan so that CCS can best serve these scholars.

Attendance – Nora Barnhart, the CCS Attendance Coordinator is continuing to provide Attendance Tracking training and support to the Scholar Support Technicians and Supervising Teachers providing everyone with the tools and knowledge to ensure accurate reporting.



Accountability Updates

- **Accrediting Commission for School's Western Association of Schools and Colleges (WASC)**
 - Preparing for CCS of LA Mid-Cycle Review (2021-22)
 - Researching and updating templates
 - Building out timeline, committees, and Project Board

- **CCS Annual Reports**
 - Successfully submitted and pending board approval
 - Planning out report design and production calendar for the 2021-22 Annual Report

- **Comprehensive Support and Improvement (CSI Prompts)**
 - Successfully submitted prompts for CCS of LA and CCS of San Diego
 - Both prompts were accepted by LACOE and SDCOE

- **Learning Continuity and Attendance Plan (LCP)**
 - Successfully submitted the LCP for all three charter schools and approved by the board
 - Successfully tracked all CR Funds expenditure to ensure deadline of 12.30.2020 was met
 - Assisting the Finance Coordinator in tracking all LCFF S&C Expenditures listed within the LCP
 - Working on the third Quarterly Updates template, timelines and lead assignments

- **Local Control and Accountability Plan (LCAP)**
 - Attending webinars to get up to speed with all the new changes
 - Reviewing the draft 2019-21 Annual Report Template and beginning to pull data to fill out form
 - Building out project board and timelines for the 2021-24 LCAP

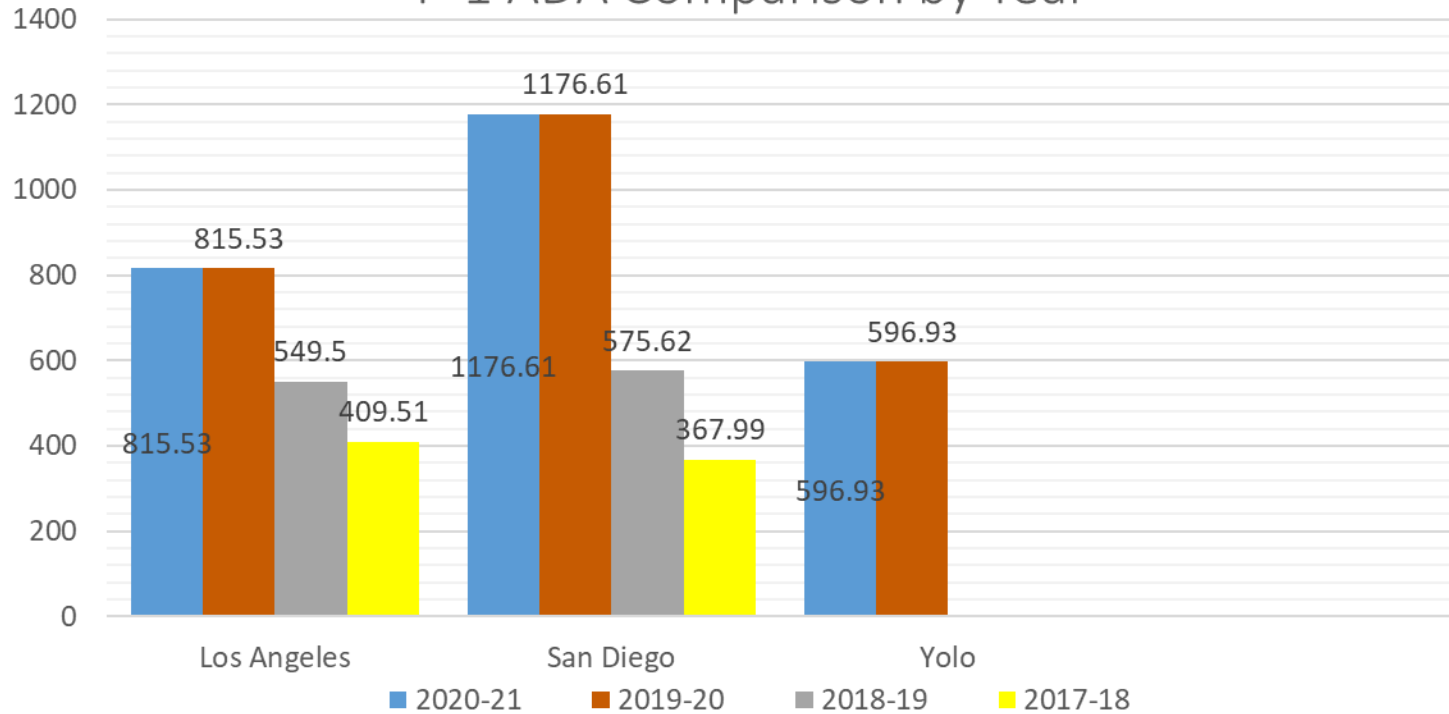


Accountability Updates

- **School Plan for Student Achievement (SPSA)**
 - Successfully completed the template for all three charter schools
 - Pending approval from board
- **School Accountability Report Card**
 - Successfully submitted and pending board approval



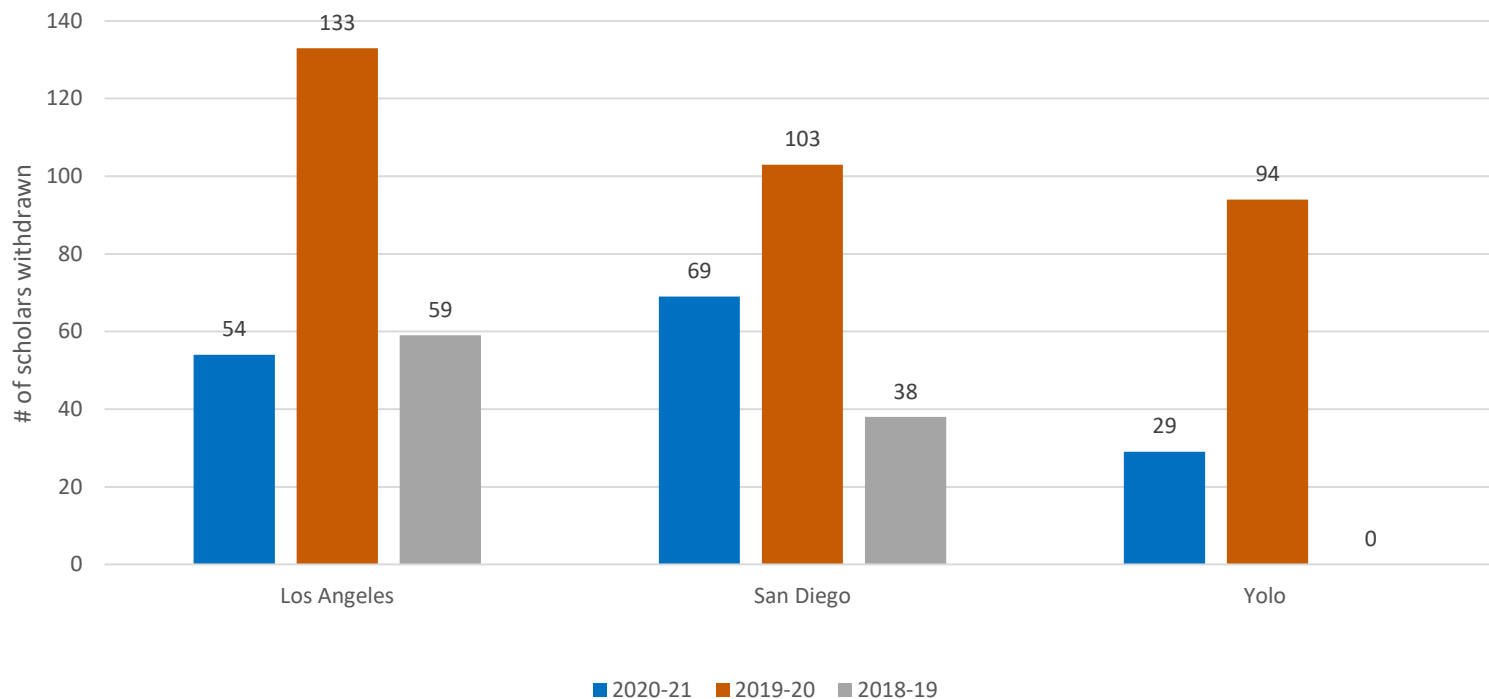
P-1 ADA Comparison by Year



Note: Due to SB98 the ADA for 2020-21 is the same as 2019-20



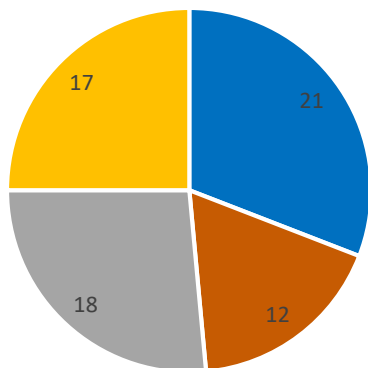
Withdrawals by Charter as of December 31 annually





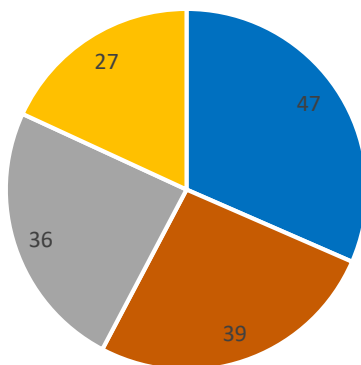
Withdrawal Trends

2020-21



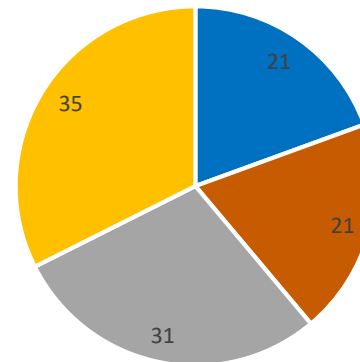
- truancy
- family/personal circumstances
- moved out of state
- online schooling is not a fit

2019-20



- truancy
- family/personal circumstances
- moved out of state
- online schooling is not a fit

2018-19



- truancy
- family/personal circumstances
- moved out of state
- online schooling is not a fit



Questions?



Contact:

Lisa Fishman | Chief Financial Officer

(818) 732-4692

lfishman@compasscharters.org

[@CCSCFO](#)



Cover Sheet

Review and Approval of the December 2020 Financial Statements

Section: XI. Financial Services
Item: B. Review and Approval of the December 2020 Financial Statements

Purpose: Vote

Submitted by: Lisa Fishman

Related Material:

A FY21 Finance Update Presentation - January 2021 Update.pdf

B Charter Vision Board Report.pdf

C CCS - BS - Dec 20.pdf

D CCS - PL - Dec 20.pdf

RECOMMENDATION:

A motion to approve the December 2020 Financial Statements.



COMPASS
CHARTER SCHOOLS



2020-21 Finance Update

January 2021 Update

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Agenda

- Enrollment Update
- Fiscal Impacts
- Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

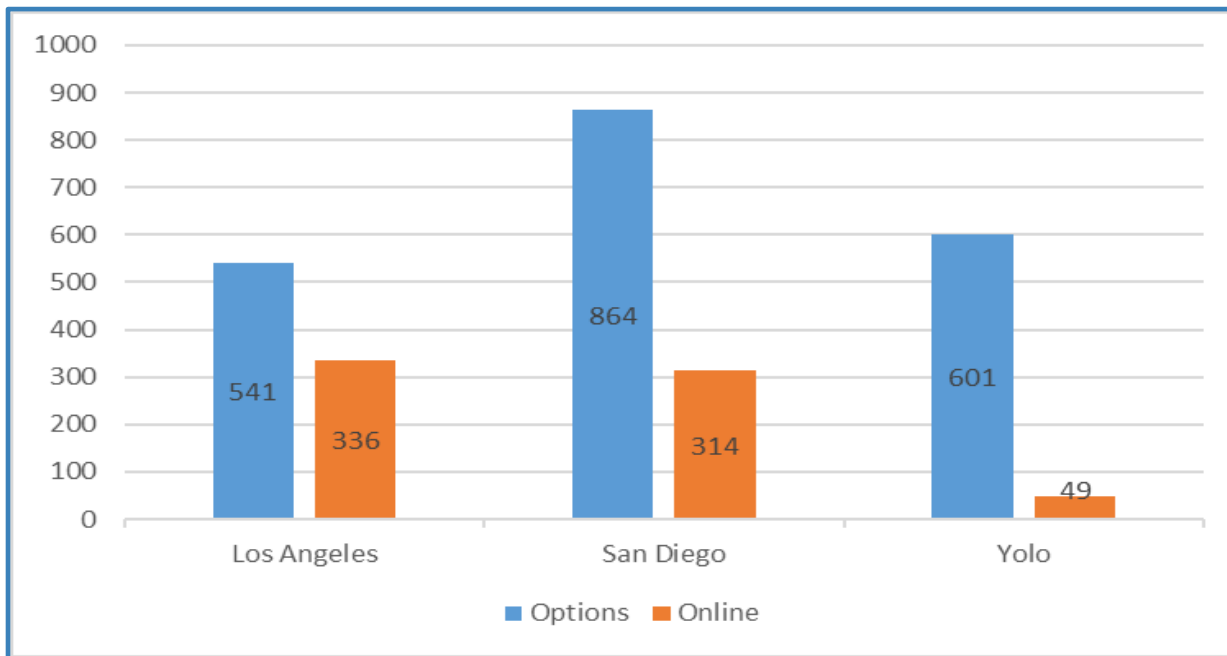
VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Enrollment Caps

| Los Angeles | San Diego | Yolo | Total |
|-------------|-----------|------|--------------|
| 877 | 1,178 | 650 | 2,705 |





Fiscal Impacts

| Grade Span | LCFF Base Grant |
|------------|-----------------|
| TK-3 | \$7,878 |
| 4-6 | \$7,997 |
| 7-8 | \$8,234 |
| 9-12 | \$9,543 |

| Grade Span | Grade Span Adjustment |
|------------|-----------------------|
| TK-3 | \$819 |
| 9-12 | \$248 |



FY21 Revenue Projections

| Los Angeles | San Diego | YOLO | Home Office | Total |
|-------------|--------------|-------------|-------------|--------------|
| \$9,407,191 | \$13,042,668 | \$6,216,287 | \$0 | \$28,666,144 |

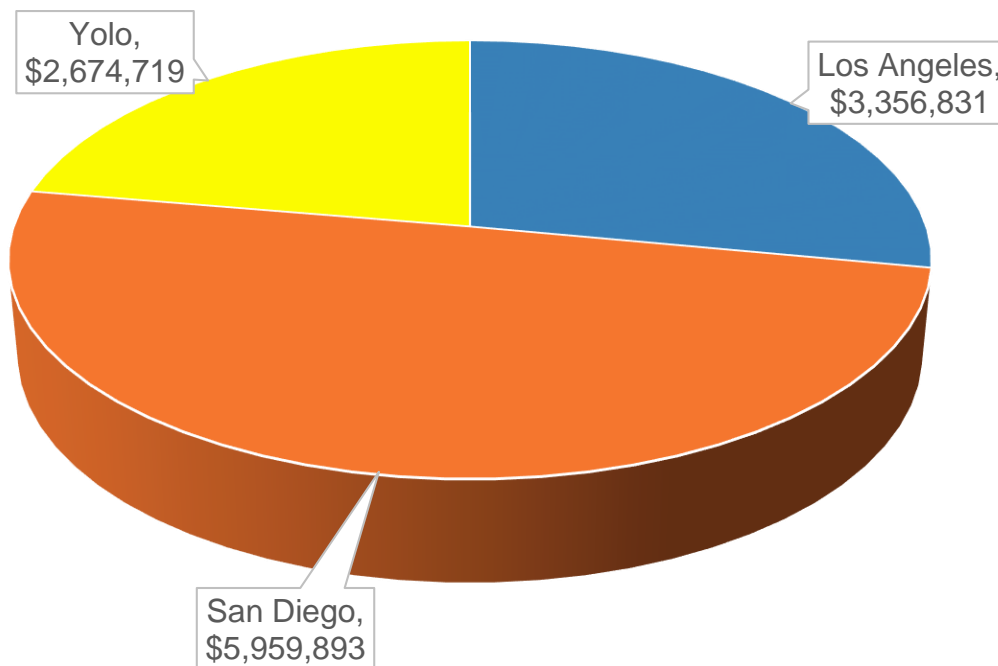
FY21 Expense Projections

| Los Angeles | San Diego | YOLO | Home Office | Total |
|-------------|--------------|-------------|-------------|--------------|
| \$8,844,831 | \$12,290,743 | \$5,485,090 | \$495,000 | \$27,115,664 |

Based on 2019-20 P2 ADA per SB 98

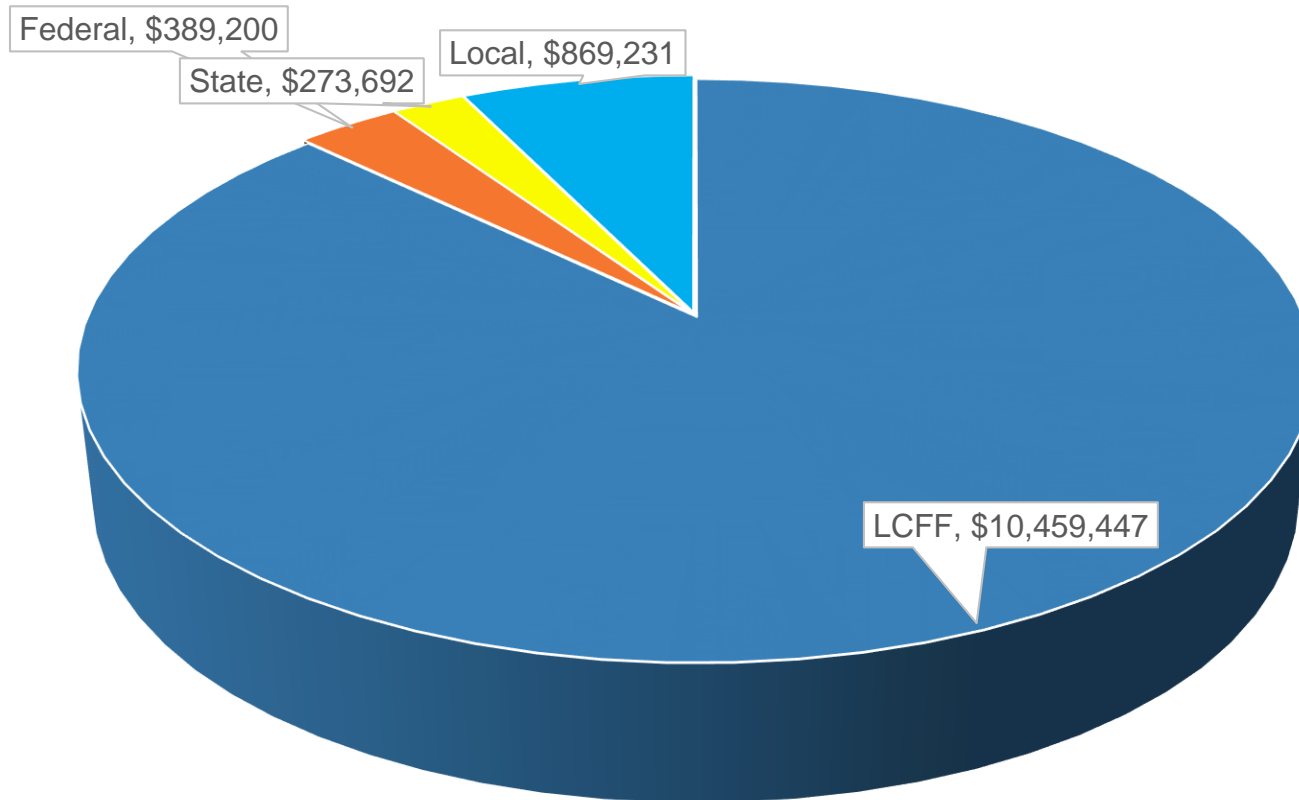


FY21 Revenue Stream by Charter – actual through December 2020



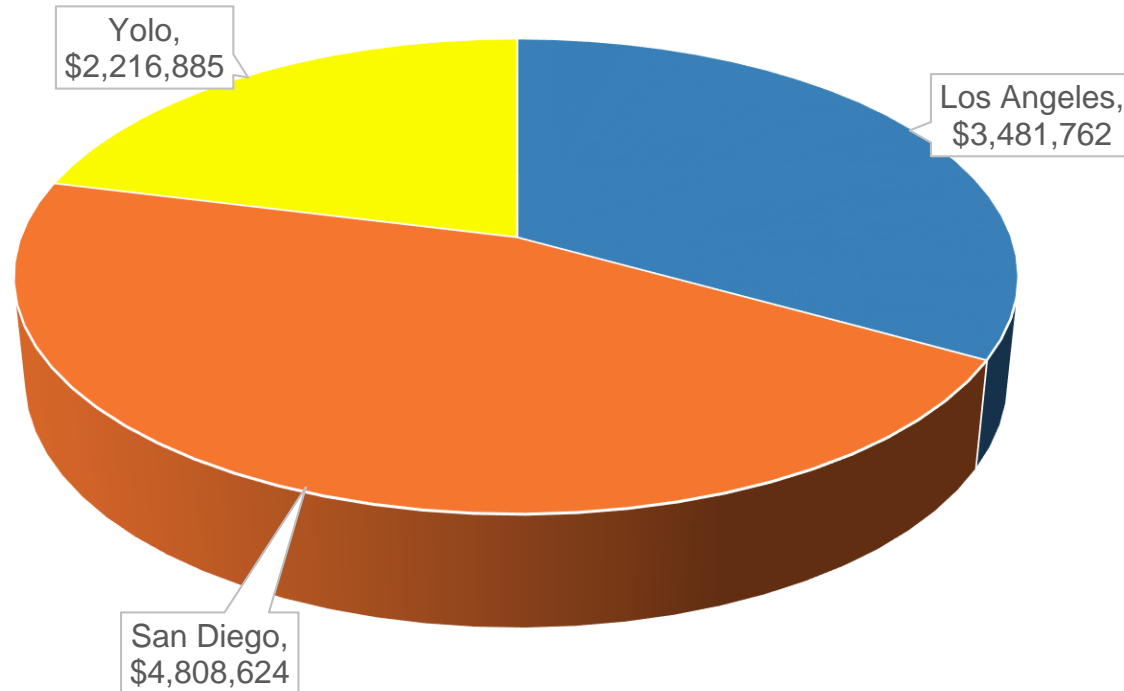


FY21 Revenue Stream by Category – actual through December 2020



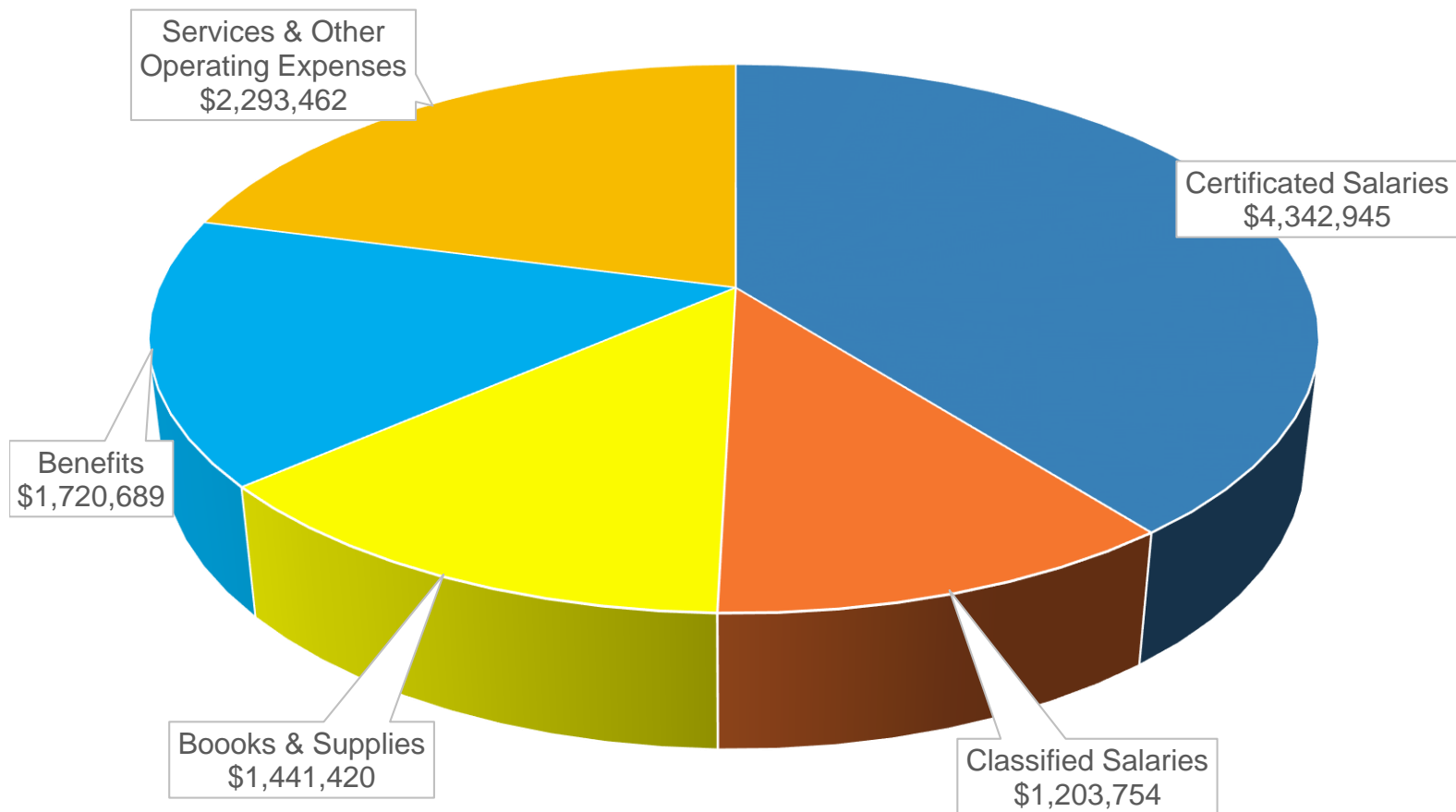


FY21 Expenses by Charter – actual through December 2020



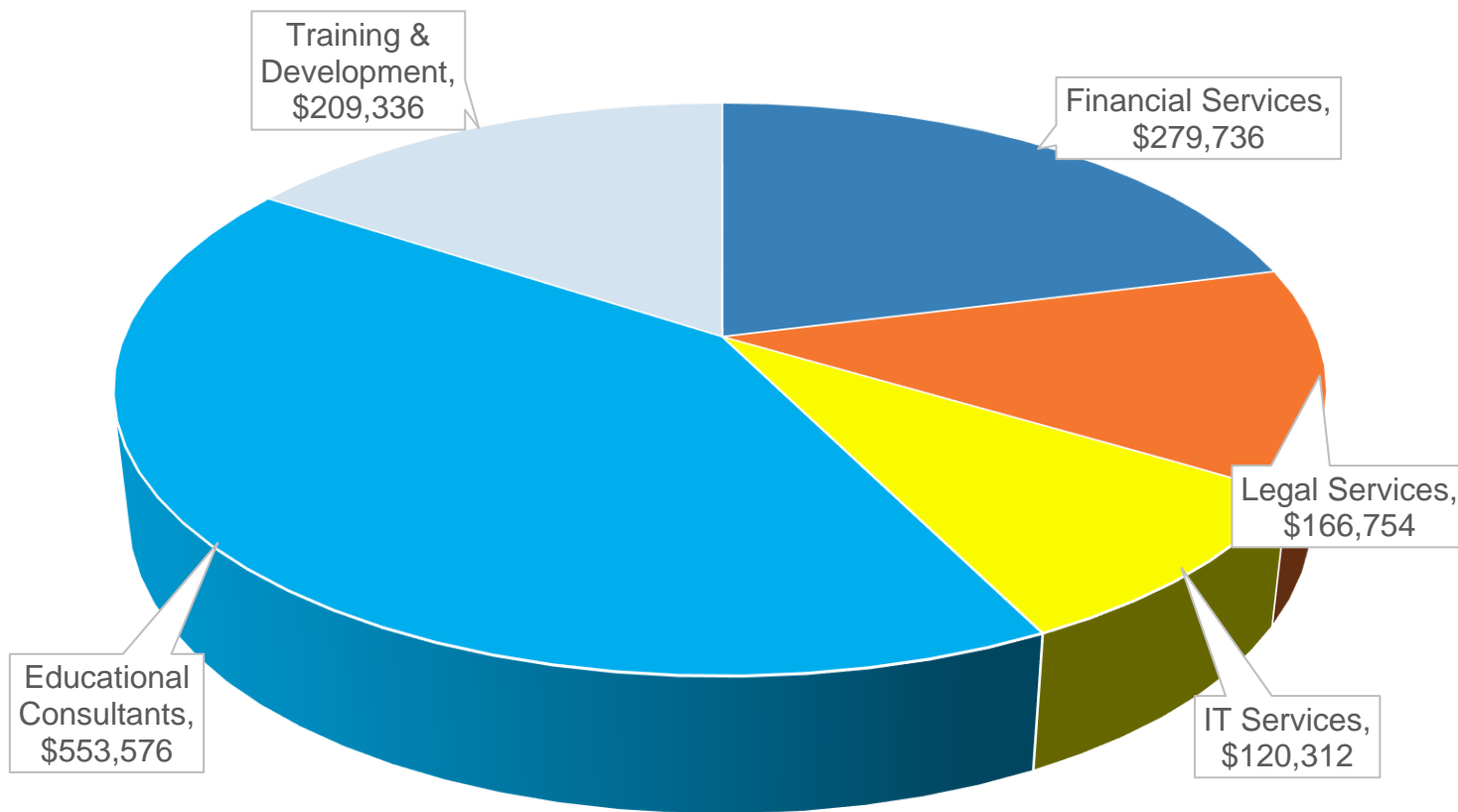


Top 5 Expense Categories



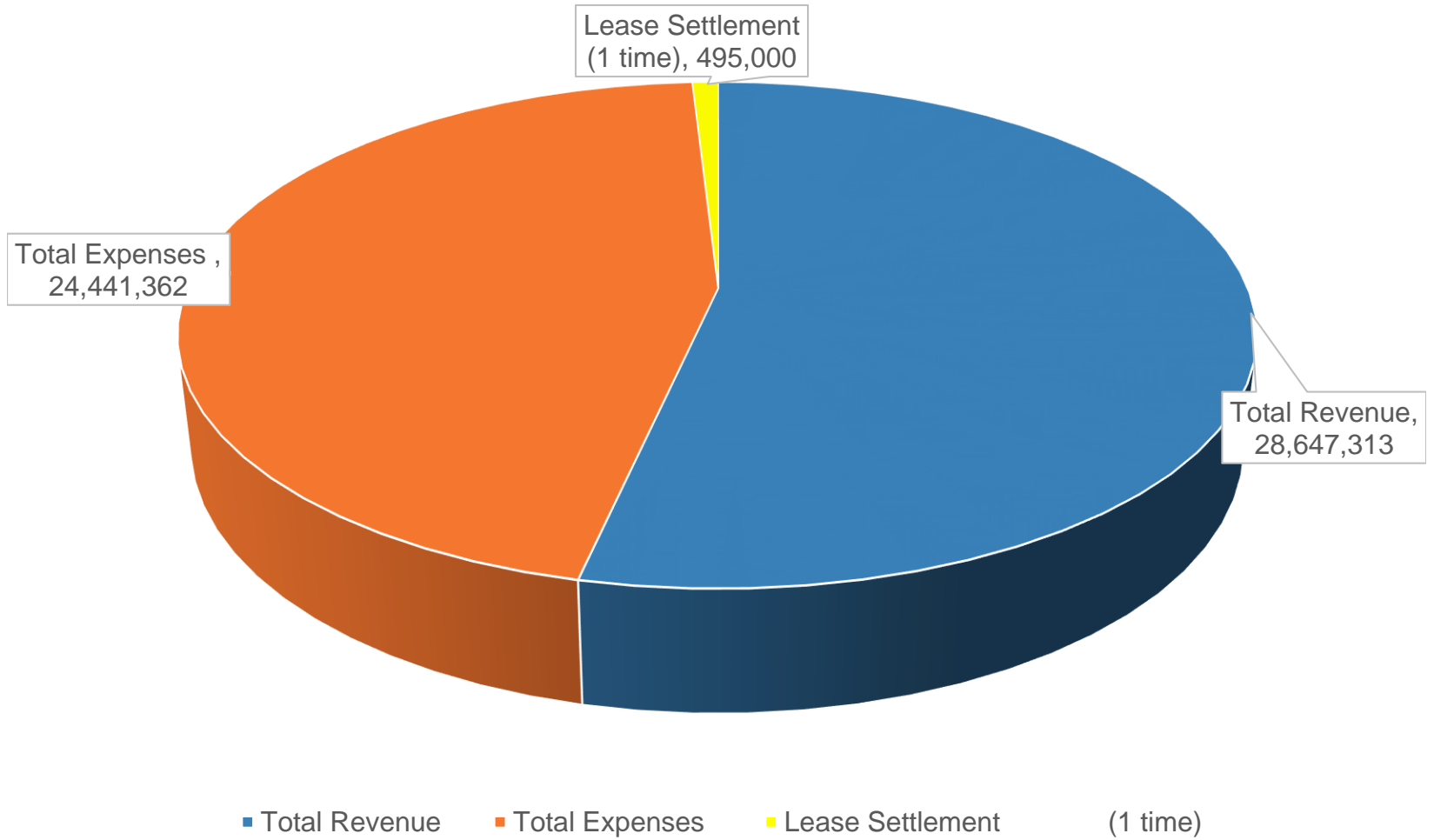


Top 5 Category 5000 Expenses





FY 21 CMO





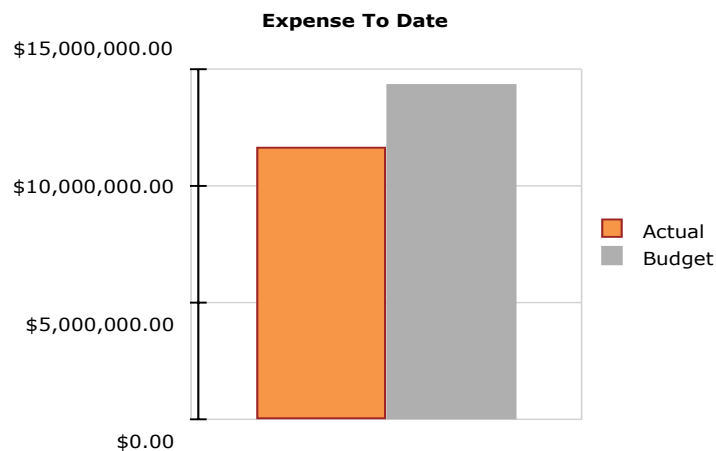
Financial Snapshot as of December 2020

Book Balance: \$10,130,687



Revenue Summary

| | |
|------------------|--------------|
| Actual | \$12,890,071 |
| Budget | \$15,023,025 |
| Actual to Budget | 86 % |



Expense Summary

| | |
|------------------|--------------|
| Actual | \$11,673,780 |
| Budget | \$14,361,338 |
| Actual to Budget | 81 % |



Questions?



Contact:

Lisa Fishman | Chief Financial Officer

(818) 732-4692

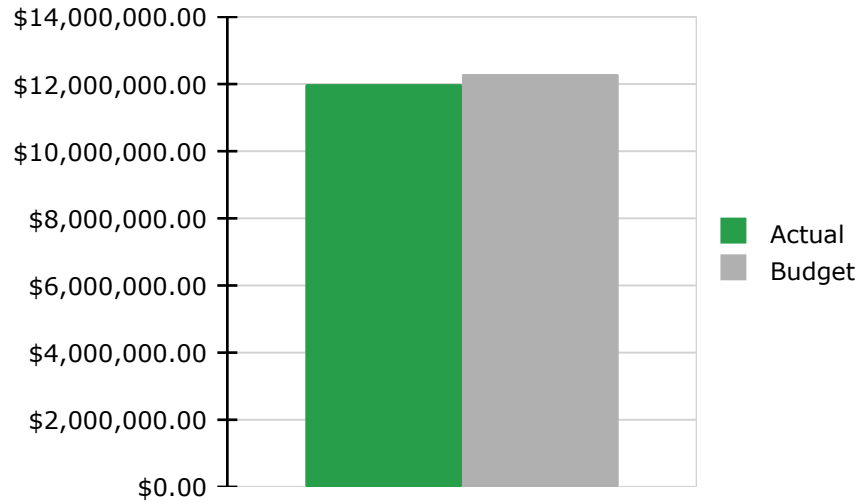
lfishman@compasscharters.org

[@CCSCFO](#)

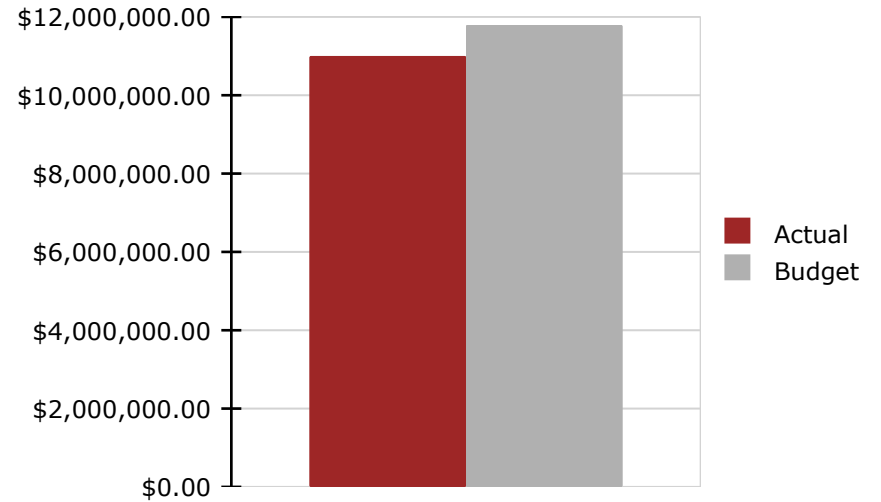


Book Balance: \$10,619,537

Revenue To Date



Expense To Date



Revenue Summary

| | |
|------------------|--------------|
| Actual | \$11,991,570 |
| Budget | \$12,295,495 |
| Actual to Budget | 98 % |

Expense Summary

| | |
|------------------|--------------|
| Actual | \$11,002,271 |
| Budget | \$11,792,964 |
| Actual to Budget | 93 % |

Compass Charter Schools

July 2020 - December 2020

YTD Actual to Budget Summary

| Segment Name | Filter Applied |
|--------------|----------------|
| Object | All |
| Restriction | All |
| Location | All |
| Lcp | All |

| Account Description | July - December | | | | 2020 - 2021 | |
|--|-----------------|--------------|-------------|------------|--------------|------------------|
| | Actual | Budget | Variance \$ | Variance % | Total Budget | Remaining Budget |
| LCFF | \$10,459,447 | \$10,699,869 | (\$240,422) | -2.2 % | \$24,610,591 | \$14,151,144 |
| Federal Revenue | \$389,200 | \$235,432 | \$153,768 | 65.3 % | \$1,344,046 | \$954,846 |
| Other State Revenue | \$273,692 | \$490,613 | (\$216,921) | -44.2 % | \$802,717 | \$529,025 |
| Local Revenue | \$869,231 | \$869,582 | (\$351) | 0.0 % | \$1,944,953 | \$1,075,722 |
| Total Revenue | \$11,991,570 | \$12,295,495 | (\$303,925) | -2.5 % | \$28,702,307 | \$16,710,737 |
| Certificated Salaries | \$4,342,945 | \$4,426,879 | \$83,934 | 1.9 % | \$9,650,612 | \$5,307,667 |
| Classified Salaries | \$1,203,754 | \$1,175,867 | (\$27,888) | -2.4 % | \$2,332,416 | \$1,128,662 |
| Employee Benefits | \$1,720,689 | \$1,729,743 | \$9,053 | 0.5 % | \$3,916,503 | \$2,195,813 |
| Total Personnel Expenses | \$7,267,388 | \$7,332,488 | \$65,100 | 0.9 % | \$15,899,531 | \$8,632,142 |
| Books and Supplies | \$1,441,420 | \$2,243,427 | \$802,007 | 35.7 % | \$7,299,602 | \$5,858,182 |
| Services & Other Operating Expenses | \$2,293,462 | \$2,217,048 | (\$76,414) | -3.4 % | \$4,058,709 | \$1,765,247 |
| Capital Outlay | - | - | - | 0.0 % | - | - |
| Other Outgo | - | - | - | 0.0 % | - | - |
| Total Operational Expenses | \$3,734,882 | \$4,460,475 | \$725,593 | 16.3 % | \$11,358,311 | \$7,623,429 |
| Total Expenses | \$11,002,271 | \$11,792,964 | \$790,693 | 6.7 % | \$27,257,842 | \$16,255,571 |
| Net Income | \$989,299 | \$502,532 | \$486,768 | 96.9 % | \$1,444,465 | \$455,166 |

| Segment Name | Filter Applied |
|--------------|----------------|
| Object | All |
| Restriction | All |
| Location | All |
| Lcp | All |

| | |
|-----------------|------|
| Liquidity Ratio | 10.4 |
|-----------------|------|

| Assets | |
|-----------------------------|---------------------|
| Current Assets | |
| Cash | \$10,619,537 |
| Accounts Receivables | \$375,321 |
| Prepaid Expenses | \$110 |
| Other Current Assets | \$4,156 |
| <i>Total Current Assets</i> | <i>\$10,999,123</i> |
| Fixed Assets | |
| <i>Total Fixed Assets</i> | <i>\$0</i> |
| Other Assets | |
| Security Deposits | \$5,000 |
| <i>Total Other Assets</i> | <i>\$5,000</i> |
| Total Assets | \$11,004,123 |

| |
|-----------------------------------|
| Liabilities and Net Assets |
|-----------------------------------|

Compass Charter Schools

July 2020 - December 2020

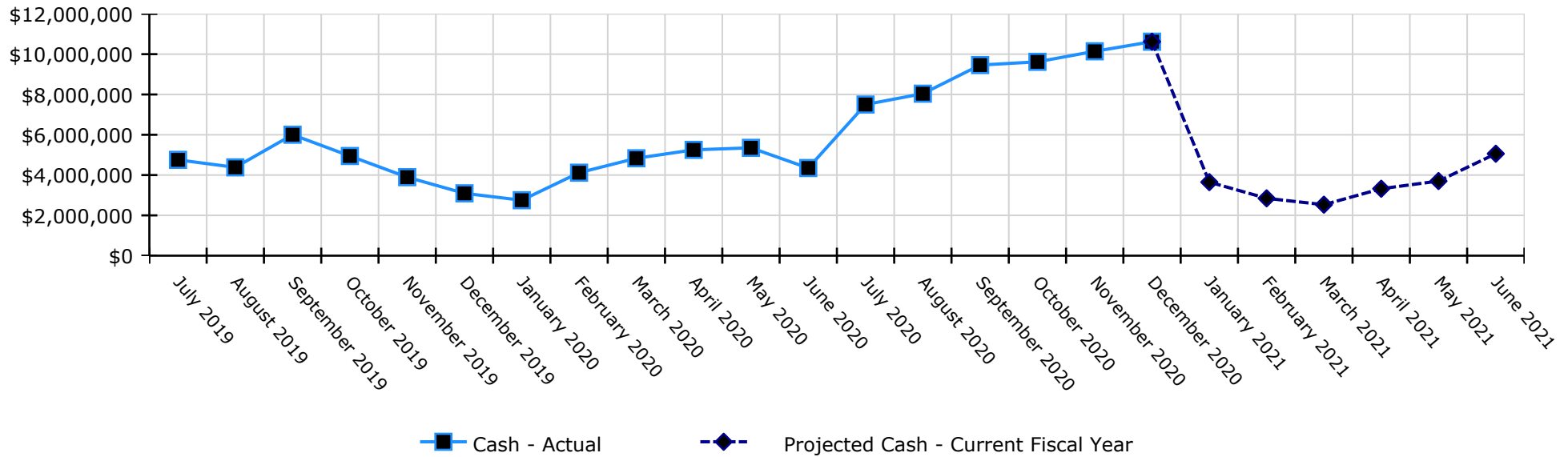
| Current Liabilities | |
|--|---------------------|
| Accounts Payable | \$403,894 |
| Accrued Salaries, Payroll Taxes, Postemployment Benefits | \$482,946 |
| Deposits held on behalf of other employees | \$172,612 |
| Total Current Liabilities | \$1,059,452 |
| Long Term Liabilities | |
| Loans Payable | \$15,000 |
| Total Long Term Liabilities | \$15,000 |
| Total Liabilities | |
| | \$1,074,452 |
| Net Assets | |
| Unrestricted Net Assets | \$8,940,372 |
| Profit/Loss YTD | \$989,299 |
| Total Net Assets | \$9,929,671 |
| Total Liabilities and Net Assets | |
| | \$11,004,123 |

Compass Charter Schools

July 2020 - December 2020



Monthly Book Balance Over Time



| | Cash Amount | Actual or Projected |
|----------------|----------------|---------------------|
| July 2019 | \$4,755,764.26 | Actual |
| August 2019 | \$4,382,678.76 | Actual |
| September 2019 | \$6,003,252.77 | Actual |
| October 2019 | \$4,946,502.67 | Actual |
| November 2019 | \$3,895,871.25 | Actual |
| December 2019 | \$3,094,271.33 | Actual |
| January 2020 | \$2,752,244.37 | Actual |
| February 2020 | \$4,118,214.49 | Actual |
| March 2020 | \$4,834,257.31 | Actual |
| April 2020 | \$5,251,841.77 | Actual |
| May 2020 | \$5,351,772.41 | Actual |
| June 2020 | \$4,350,230.15 | Actual |

| | Cash Amount | Actual or Projected |
|----------------|-----------------|---------------------|
| July 2020 | \$7,501,632.16 | Actual |
| August 2020 | \$8,039,344.06 | Actual |
| September 2020 | \$9,459,703.09 | Actual |
| October 2020 | \$9,620,238.76 | Actual |
| November 2020 | \$10,141,784.16 | Actual |
| December 2020 | \$10,619,537.08 | Actual |
| January 2021 | \$3,649,978.00 | Projected |
| February 2021 | \$2,846,199.00 | Projected |
| March 2021 | \$2,530,864.00 | Projected |
| April 2021 | \$3,322,507.00 | Projected |
| May 2021 | \$3,703,091.00 | Projected |
| June 2021 | \$5,059,488.00 | Projected |

| Financial Ratio | Formula | Current | Target |
|---------------------------|--|-----------------|------------|
| Current Ratio (Liquidity) | $(\text{Current Assets}) / (\text{Current Liabilities})$ | 10.38 | > 1.00 |
| Cash Ratio | $(\text{Cash}) / (\text{Current Liabilities})$ | 1,002.36 % | > 100.00% |
| Defensive Interval | $(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses past 12 months})$ | 4.55 | > 4 months |
| Debt Ratio | $(\text{Total Liabilities}) / (\text{Total Assets})$ | 9.76 % | < 30.00% |
| Asset Ratio | $(\text{Current Assets}) / (\text{Total Assets})$ | 99.95 % | > 80.00% |
| Cash on Hand | (Cash) | \$10,619,537.08 | >= \$0.00 |
| Days Cash on Hand | $(\text{Cash}) / ((\text{Average Expenses past 12 months}) / (30.4))$ | 133.59 | > 45 |
| Cash Reserve Ratio | $(\text{Cash}) / (\text{Budgeted Annual Expenses})$ | 38.96 % | > 10.00% |
| Savings Indicator | $((\text{Last Closed Revenue}) - (\text{Last Closed Expenses})) / (\text{Last Closed Expenses})$ | 0.25 | > 1.00 |
| YTD Savings Indicator | $((\text{YTD Closed Revenue}) - (\text{YTD Closed Expenses})) / (\text{YTD Closed Expenses})$ | 0.09 | > 1.00 |

| Financial Ratio | Description |
|---------------------------|--|
| Current Ratio (Liquidity) | Ability to pay short-term obligations |
| Cash Ratio | Ability to meet short-term obligations with cash |
| Defensive Interval | Possible months of continued operations if no additional funds received |
| Debt Ratio | Proportion of debt relative to total assets |
| Asset Ratio | Proportion of liquid assets relative to total assets |
| Cash on Hand | Assets immediately convertible to cash for purchase of goods and services |
| Days Cash on Hand | Possible days of continued operations using current cash |
| Cash Reserve Ratio | Ratio of cash to annual expenses expressed as a percentage |
| Savings Indicator | Last closed period's increase or decrease in the organization's net assets as a percentage of expenses |
| YTD Savings Indicator | Year to date closed increase or decrease in the organization's net assets as a percentage of expenses |

Input Values as of 12/31/2020

Compass Charter Schools

July 2020 - December 2020

| | |
|----------------------------------|-----------------|
| Cash | \$10,619,537.08 |
| Securities | - |
| AR | \$375,320.55 |
| Current Assets | \$10,999,123.12 |
| Total Assets | \$11,004,123.12 |
| Current Liabilities | \$1,059,451.92 |
| Total Liabilities | \$1,074,451.92 |
| Last Closed Revenue | \$2,775,320.80 |
| Last Closed Expenses | \$2,224,506.18 |
| Budgeted Annual Expenses | \$27,257,841.74 |
| Average Expenses past 12 months | \$2,416,677.40 |
| Average monthly payroll expenses | \$1,211,231.39 |
| YTD Closed Revenue | \$11,991,569.90 |
| YTD Closed Expenses | \$11,002,270.55 |

Compass Charter Schools

December 2020

| Group Description | Account | Account Description | |
|--|-------------|--|---------------------|
| Liquidity Ratio | | | 10.4 |
| Assets | | | |
| Current Assets | | | |
| Cash | 9120-010 | Cash in Bank(s) - Chase Account | \$1,634,468 |
| Cash | 9121-010 | California Credit Union - Checking | \$205,056 |
| Cash | 9122-010 | CCU - Donation Acct | \$1,979 |
| Cash | 9125-020 | Cash in County Treasury Account | \$7,758,515 |
| Cash | 9150-010 | Investments - J.P Morgan | \$767,148 |
| Cash | 9151-010 | California Credit Union - Money Market | \$252,371 |
| Accounts Receivables | 9200-010 | Accounts Receivables | \$1,090 |
| Accounts Receivables | 9290-020 | Due from Grantor Governments | \$141,349 |
| Accounts Receivables | 9290-040 | Due from Grantor Governments | \$97,072 |
| Accounts Receivables | 9290-070 | Due from Grantor Governments | \$135,810 |
| Prepaid Expenses | 9330-010 | Prepaid Expenses | \$110 |
| Other Current Assets | 9335-010 | Employee Advances | \$4,156 |
| Total Current Assets | | | \$10,999,123 |
| | | | |
| Fixed Assets | | | |
| Total Fixed Assets | | | - |
| | | | |
| Other Assets | | | |
| Security Deposits | 9350-010 | Security Deposits | \$5,000 |
| Total Other Assets | | | \$5,000 |
| | | | |
| Total Assets | | | \$11,004,123 |
| | | | |
| Liabilities And Net Assets | | | |
| Current Liabilities | | | |
| Accounts Payable | 9500-010 | Accounts Payable-System | \$275,755 |
| Accounts Payable | 9590-010 | Due to Grantor Governments | \$128,139 |
| Accrued Salaries, Payroll Taxes, Postemployment Benefits | 9501-010 | Accrued Salaries | \$482,946 |
| Deposits held on behalf of other employees | 9661-010 | Summer Holdback | \$172,612 |
| Total Current Liabilities | | | \$1,059,452 |
| | | | |
| Long Term Liabilities | | | |
| Loans Payable | 9620-010 | Security Deposit Payable - ILead | \$15,000 |
| Total Long Term Liabilities | | | \$15,000 |
| | | | |
| Total Liabilities | | | \$1,074,452 |
| | | | |
| Net Assets | | | |
| Unrestricted Net Assets | 9780-020-75 | Temporarily Restricted Net Assets | \$6,947 |
| Unrestricted Net Assets | 9780-040-75 | Temporarily Restricted Net Assets | \$33,043 |
| Unrestricted Net Assets | 9790-010 | Undesignated Fund Balance | \$7,694,572 |
| Unrestricted Net Assets | 9790-020 | Undesignated Fund Balance | \$561,067 |
| Unrestricted Net Assets | 9790-040 | Undesignated Fund Balance | \$368,012 |

| Unrestricted Net Assets | 19/20-0/0 | Undesignated Fund Balance | \$276,731 |
|---|-----------|---------------------------|---------------------|
| Profit/Loss YTD | | | \$989,299 |
| Total Net Assets | | | \$9,929,671 |
| | | | |
| Total Liabilities And Net Assets | | | \$11,004,123 |

Compass Charter Schools

December 2020 - December 2020

| | | December | | July - December Summary | | | | 2020-2021 | |
|------------------------------|--|-------------|-------------|-------------------------|--------------|-------------|------------|--------------|------------------|
| Account Code | Description | Actual | Budget | Actual | Budget | Variance \$ | Variance % | Total Budget | Remaining Budget |
| 8011 | LCFF Revenue | \$1,639,879 | \$1,639,879 | \$7,704,023 | \$7,704,023 | - | 0.0% | \$17,974,242 | \$10,270,219 |
| 8012 | Education Protection Account Revenue | \$646,558 | \$677,471 | \$1,366,427 | \$1,397,340 | (\$30,913) | -2.2% | \$2,865,709 | \$1,499,282 |
| 8096 | Charter Schools Funding In-Lieu of Property Taxes | \$200,423 | \$421,748 | \$1,388,997 | \$1,598,506 | (\$209,509) | -13.1% | \$3,770,640 | \$2,381,643 |
| LCFF | | \$2,486,860 | \$2,739,098 | \$10,459,447 | \$10,699,869 | (\$240,422) | -2.2% | \$24,610,591 | \$14,151,144 |
| 8181 | Special Education - Entitlement | | | - | - | - | 0.0% | \$322,787 | \$322,787 |
| 8290 | All Other Federal Revenue | \$73,710 | - | \$355,004 | \$207,584 | \$147,420 | 71.0% | \$624,006 | \$269,002 |
| 8291 | Title I Federal Revenue | \$34,185 | - | \$34,185 | \$19,512 | \$14,673 | 75.2% | \$286,650 | \$252,465 |
| 8292 | Title II | | | - | \$3,336 | (\$3,336) | -100.0% | \$48,228 | \$48,228 |
| 8293 | Title III Federal Revenue | | | - | - | - | 0.0% | \$32,375 | \$32,375 |
| 8294 | Title IV | | | - | \$5,000 | (\$5,000) | -100.0% | \$30,000 | \$30,000 |
| 8299 | Prior Year Federal Income | \$11 | - | \$11 | - | \$11 | 0.0% | - | (\$11) |
| Federal Revenue | | \$107,906 | - | \$389,200 | \$235,432 | \$153,768 | 65.3% | \$1,344,046 | \$954,846 |
| 8550 | Mandated Block Grant | \$33,679 | \$15,740 | \$63,704 | \$15,740 | \$47,964 | 304.7% | \$62,959 | (\$745) |
| 8560 | State Lottery Revenue | - | \$264,885 | - | \$264,885 | (\$264,885) | -100.0% | \$529,770 | \$529,770 |
| 8590 | All Other State Revenues | | | \$212,189 | \$212,189 | - | 0.0% | \$212,189 | - |
| 8599 | Prior Year State Income | | | (\$2,201) | (\$2,201) | - | 0.0% | (\$2,201) | - |
| Other State Revenue | | \$33,679 | \$280,625 | \$273,692 | \$490,613 | (\$216,921) | -44.2% | \$802,717 | \$529,025 |
| 8660 | Interest Income | \$9 | \$4,592 | \$21,633 | \$26,402 | (\$4,769) | -18.1% | \$52,804 | \$31,171 |
| 8662 | Net Increase/Decrease in Investment | | | \$128 | - | \$128 | 0.0% | - | (\$128) |
| 8682 | Foundation Grants/Donations | \$100 | \$100 | \$2,084 | \$600 | \$1,484 | 247.2% | \$1,400 | (\$684) |
| 8699 | All Other Local Revenue | \$983 | \$2,645 | \$25,762 | \$22,955 | \$2,807 | 12.2% | \$38,823 | \$13,062 |
| 8792 | SPED State/Other Transfers of Apportionments from County | \$145,785 | \$145,785 | \$819,625 | \$819,625 | - | 0.0% | \$1,836,924 | \$1,017,299 |
| 8980 | Student Lunch Revenue | | | - | - | - | 0.0% | \$15,001 | \$15,001 |
| Local Revenue | | \$146,876 | \$153,122 | \$869,231 | \$869,582 | (\$351) | 0.0% | \$1,944,953 | \$1,075,722 |
| Total Revenue | | \$2,775,321 | \$3,172,844 | \$11,991,570 | \$12,295,495 | (\$303,925) | -2.5% | \$28,702,307 | \$16,710,737 |
| 1100 | Teachers' Salaries | \$689,070 | \$721,836 | \$3,573,542 | \$3,638,175 | \$64,633 | 1.8% | \$7,969,190 | \$4,395,647 |
| 1200 | Certificated Pupil Support Salaries | \$83,648 | \$81,931 | \$430,785 | \$430,024 | (\$760) | -0.2% | \$921,612 | \$490,827 |
| 1300 | Certificated Pupil Support Salaries | \$56,824 | \$66,855 | \$338,618 | \$358,679 | \$20,062 | 5.6% | \$759,810 | \$421,192 |
| Certificated Salaries | | \$829,542 | \$870,622 | \$4,342,945 | \$4,426,879 | \$83,934 | 1.9% | \$9,650,612 | \$5,307,667 |
| 2100 | Instructional Aide Salaries | \$22,254 | \$19,422 | \$110,000 | \$104,617 | (\$5,383) | -5.1% | \$221,148 | \$111,148 |
| 2200 | Classified Support Salaries (Maintenance, Food) | \$88,331 | \$82,356 | \$530,769 | \$521,499 | (\$9,271) | -1.8% | \$1,015,634 | \$484,865 |
| 2300 | Classified Supervisor and Administrator Salaries | \$51,340 | \$50,359 | \$270,781 | \$270,574 | (\$207) | -0.1% | \$572,729 | \$301,948 |
| 2400 | Clerical, Technical, and Office Staff Salaries | \$48,059 | \$40,891 | \$287,873 | \$277,561 | (\$10,313) | -3.7% | \$522,905 | \$235,031 |

| | | | | | | | | | |
|---------------------------------|---|-------------|-------------|-------------|-------------|-------------|---------|--------------|-------------|
| 2900 | Other Classified Salaries (Noon and Part Sup, etc.) | \$906 | (\$270) | \$4,331 | \$1,617 | (\$2,714) | -167.8% | \$0 | (\$4,331) |
| Classified Salaries | | \$210,890 | \$192,758 | \$1,203,754 | \$1,175,867 | (\$27,888) | -2.4% | \$2,332,416 | \$1,128,662 |
| 3101 | State Teachers' Retirement System, certificated positions | \$129,427 | \$144,108 | \$669,532 | \$693,925 | \$24,393 | 3.5% | \$1,558,574 | \$889,042 |
| 3313 | OASDI | \$12,244 | \$12,188 | \$70,796 | \$71,483 | \$687 | 1.0% | \$144,610 | \$73,814 |
| 3323 | Medicare | \$14,831 | \$16,232 | \$78,587 | \$76,361 | (\$2,226) | -2.9% | \$173,754 | \$95,167 |
| 3333 | FFCRA Credit | (\$5,987) | - | (\$18,164) | - | \$18,164 | 0.0% | - | \$18,164 |
| 3403 | Health & Welfare Benefits | \$159,486 | \$169,029 | \$724,278 | \$791,033 | \$66,755 | 8.4% | \$1,805,209 | \$1,080,931 |
| 3503 | State Unemployment Insurance | \$31,403 | \$11,967 | \$37,842 | \$29,469 | (\$8,373) | -28.4% | \$101,273 | \$63,431 |
| 3603 | Worker Compensation Insurance | \$8,064 | \$8,049 | \$44,284 | \$39,902 | (\$4,382) | -11.0% | \$88,195 | \$43,912 |
| 3903 | Other Employee Benefits | \$41,241 | \$2,887 | \$113,534 | \$27,569 | (\$85,965) | -311.8% | \$44,889 | (\$68,646) |
| Employee Benefits | | \$390,709 | \$364,460 | \$1,720,689 | \$1,729,743 | \$9,053 | 0.5% | \$3,916,503 | \$2,195,813 |
| Total Personnel Expenses | | \$1,431,141 | \$1,427,840 | \$7,267,388 | \$7,332,488 | \$65,100 | 0.9% | \$15,899,531 | \$8,632,142 |
| 4100 | Approved Textbooks and Core Curricula Materials | \$375,034 | \$762,526 | \$1,019,338 | \$1,754,845 | \$735,507 | 41.9% | \$6,330,000 | \$5,310,662 |
| 4101 | Curriculum Assessment and Software | - | (\$2,062) | \$87,883 | \$83,559 | (\$4,324) | -5.2% | \$71,189 | (\$16,694) |
| 4102 | Supplemental Curriculum | \$107 | \$6,329 | \$52,609 | \$62,026 | \$9,417 | 15.2% | \$100,000 | \$47,391 |
| 4200 | Books and Other Reference Materials | - | \$3,175 | - | \$6,350 | \$6,350 | 100.0% | \$25,400 | \$25,400 |
| 4215 | CSI Materials | - | \$39,030 | - | \$78,060 | \$78,060 | 100.0% | \$312,240 | \$312,240 |
| 4300 | Materials and Supplies | \$15,903 | \$2,013 | \$17,414 | \$5,421 | (\$11,992) | -221.2% | \$17,500 | \$86 |
| 4315 | Classroom Materials and Supplies | - | \$125 | - | \$250 | \$250 | 100.0% | \$1,000 | \$1,000 |
| 4400 | Noncapitalized Equipment | \$36,354 | \$17,998 | \$48,857 | \$37,013 | (\$11,844) | -32.0% | \$145,000 | \$96,143 |
| 4410 | Software and Software Licensing | \$6 | \$12,264 | \$188,301 | \$193,187 | \$4,886 | 2.5% | \$266,773 | \$78,473 |
| 4430 | Noncapitalized Student Equipment | - | \$1,235 | \$27,019 | \$22,591 | (\$4,428) | -19.6% | \$30,000 | \$2,981 |
| 4700 | Food and Food Supplies | - | \$63 | - | \$125 | \$125 | 100.0% | \$500 | \$500 |
| Books and Supplies | | \$427,403 | \$842,696 | \$1,441,420 | \$2,243,427 | \$802,007 | 35.7% | \$7,299,602 | \$5,858,182 |
| 5200 | Travel and Conferences | \$950 | \$11,669 | \$7,533 | \$29,986 | \$22,452 | 74.9% | \$100,000 | \$92,467 |
| 5210 | Training and Development Expense | - | \$6,810 | \$209,336 | \$209,142 | (\$194) | -0.1% | \$250,000 | \$40,664 |
| 5300 | Dues and Memberships | \$31,669 | \$3,452 | \$59,621 | \$34,290 | (\$25,332) | -73.9% | \$55,000 | (\$4,621) |
| 5400 | Insurance | \$4,753 | \$4,832 | \$35,600 | \$31,005 | (\$4,595) | -14.8% | \$60,000 | \$24,400 |
| 5500 | Operation and Housekeeping Services | \$375 | \$500 | \$2,750 | \$3,000 | \$250 | 8.3% | \$6,000 | \$3,250 |
| 5501 | Utilities | \$166 | \$328 | \$1,256 | \$1,532 | \$276 | 18.0% | \$3,500 | \$2,244 |
| 5600 | Space Rental/Leases Expense | \$9,246 | \$12,239 | \$78,222 | \$80,833 | \$2,611 | 3.2% | \$154,268 | \$76,046 |
| 5602 | Assessment Space Rental | - | \$6,250 | - | \$12,500 | \$12,500 | 100.0% | \$50,000 | \$50,000 |
| 5605 | Equipment Rental/Lease Expense | - | \$937 | - | \$1,875 | \$1,875 | 100.0% | \$7,500 | \$7,500 |
| 5710 | Other LLMF/CRF Expenses | - | - | - | - | - | 0.0% | - | - |
| 5800 | Professional/Consulting Services and Operating Expenditures | \$365 | \$3,217 | \$114,394 | \$55,697 | (\$58,696) | -105.4% | \$75,000 | (\$39,394) |
| 5803 | Banking and Payroll Service Fees | \$877 | \$955 | \$3,760 | \$4,271 | \$511 | 12.0% | \$10,000 | \$6,240 |
| 5805 | Legal Services | \$7,533 | (\$214) | \$126,682 | \$101,283 | (\$25,399) | -25.1% | \$100,000 | (\$26,682) |
| 5806 | Audit Services | - | \$2,028 | - | \$4,055 | \$4,055 | 100.0% | \$16,220 | \$16,220 |
| 5807 | Legal Settlements | \$69 | \$2,091 | \$498,427 | \$502,454 | \$4,026 | 0.8% | \$515,000 | \$16,573 |
| 5809 | Employee Tuition Reimbursement | - | \$9,130 | \$1,961 | \$20,221 | \$18,260 | 90.3% | \$75,000 | \$73,039 |
| 5810 | Educational Consultants | \$142,566 | \$66,677 | \$553,576 | \$449,936 | (\$103,640) | -23.0% | \$850,000 | \$296,424 |

| | | | | | | | | | |
|--|--|-------------|-------------|--------------|--------------|------------|--------|--------------|--------------|
| 5813 | Residential Placement | \$12,415 | \$23,326 | \$53,441 | \$74,226 | \$20,785 | 28.0% | \$214,180 | \$160,739 |
| 5815 | Advertising/Recruiting | \$1,560 | \$17,186 | \$15,111 | \$46,884 | \$31,773 | 67.8% | \$150,000 | \$134,889 |
| 5830 | Field Trip Expenses | \$4,638 | \$11,146 | \$37,613 | \$48,122 | \$10,509 | 21.8% | \$115,000 | \$77,387 |
| 5873 | Financial Services | \$127,035 | \$53,880 | \$279,736 | \$230,460 | (\$49,276) | -21.4% | \$553,738 | \$274,002 |
| 5874 | Personnel Services | - | \$401 | \$352 | \$1,091 | \$739 | 67.7% | \$3,500 | \$3,148 |
| 5875 | District Oversight Fee | \$11,455 | \$40,811 | \$45,592 | \$104,304 | \$58,712 | 56.3% | \$403,803 | \$358,211 |
| 5877 | IT Services | \$640 | \$13,066 | \$120,313 | \$131,607 | \$11,294 | 8.6% | \$210,000 | \$89,687 |
| 5890 | Interest Expense/Fees | - | \$34 | \$229 | \$297 | \$68 | 22.9% | \$500 | \$271 |
| 5900 | Communications (Tele., Internet, Copies, Postage, Messenger) | \$9,592 | \$7,029 | \$47,718 | \$37,824 | (\$9,893) | -26.2% | \$80,000 | \$32,282 |
| 5901 | Scholar Internet Reimbursement | \$60 | \$58 | \$240 | \$155 | (\$85) | -54.8% | \$500 | \$260 |
| Services & Other Operating Expenses | | \$365,962 | \$297,838 | \$2,293,462 | \$2,217,048 | (\$76,414) | -3.4% | \$4,058,709 | \$1,765,247 |
| Total Operational Expenses | | \$793,365 | \$1,140,534 | \$3,734,882 | \$4,460,475 | \$725,593 | 16.3% | \$11,358,311 | \$7,623,429 |
| Total Expenses | | \$2,224,506 | \$2,568,374 | \$11,002,271 | \$11,792,964 | \$790,693 | 6.7% | \$27,257,842 | \$16,255,571 |
| Net Income | | \$550,815 | \$604,470 | \$989,299 | \$502,532 | \$486,768 | 96.9% | \$1,444,465 | \$455,166 |

Cover Sheet

Review and Approval of the Comprehensive School Safety Plan

Section: XI. Financial Services
Item: C. Review and Approval of the Comprehensive School Safety Plan
Purpose: Vote
Submitted by: Lisa Fishman
Related Material: CCS Safety Plan 2021.pdf

RECOMMENDATION:

A motion to approve the Comprehensive School Safety Plan.

California Comprehensive School Safety Plan (CSSP) Implementation Plan

Compass Charter Schools



Table of Contents

| | |
|--|-----------|
| PART 1: California Charter School Comprehensive School Safety Plan Program Overview | 3 |
| PART 2: What charter schools are required to include in their school safety plan | 5 |
| PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237) | 6 |
| PART 4: Charter School Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)] | 8 |
| PART 5: Charter School Safety Procedures—Routine and Emergency Disaster Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)] | 9 |
| PROCEDURE FOR DOCUMENTING AND REPORTING INJURIES | 15 |
| PART 6: Charter School Safety Procedures—Suspension/Expulsion Policies and Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(C)] | 15 |
| PART 7: Charter School Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)] | 33 |
| PART 8: Charter School Safety Procedures—Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)] | 35 |
| PART 9: Charter School Safety Procedures—Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)] | 37 |
| PART 10: Charter School Safety Procedures—Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site [EC 47605(6)(F)(ii); EC 32282.(2)(G)] | 38 |
| PART 11: Charter School Safety Procedures—A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282. (2)(H)] | 39 |
| PART 12: Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)] | 40 |
| SHOOTING/STABBINGS | 40 |
| IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING | 40 |
| WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE FOUNDATION OFFICE | 40 |
| SCENE OF INCIDENT | 41 |
| Appendix I: Background Information | 42 |

PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180AB1747

According to the staff analysis:

Need for the Bill:

According to the author, "The California Constitution guarantees California children the right to attend public schools which are safe, secure and peaceful. The educational institutions of California, such as the CDE, public school districts, county offices of education, and the schools themselves are responsible for creating safe and secure learning environments.

According to a 2017 audit report conducted by the California State Auditor (CSA), schools face challenges in preparing and responding to incidents of school violence, including active shootings. Results from a statewide survey of districts and county offices conducted as part of the audit suggested that the frequency of active shooter threats and incidents in and around California schools is increasing.

"Comprehensive school safety plans are a collection of procedures for schools to utilize in the event of an emergency, and a policy guideline that promotes a safe learning space. Although the Department of Homeland Security and federal and state agencies recommend having procedures for responding to active shooter incidents, state law does not require that California schools include these procedures in their safety plans. Consequently, the CSA's audit revealed that many districts and county offices do not independently require their schools to include these safety procedures, which results in schools being inadequately prepared to respond to violent incidents."

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure scholar and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

State law does not currently require charter schools to have safety plans, but charter petitions must include procedures the school will follow to ensure the safety of pupils and staff. This bill requires charter schools to develop a school safety plan, including procedures for conducting tactical responses to criminal incidents; requires comprehensive school safety plans to include procedures for conducting tactical responses to criminal incidents; increases the California Department of Education's (CDE's) responsibilities relating to school safety plans; and requires school site councils to also consult with the fire department and other first responder entities in the writing and development of the comprehensive school safety plan.

Specifically, this bill:

- 1) Adds classified employees to the language stating that is the intent of the Legislature that comprehensive school safety plans be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence.
- 2) States that it is the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.
- 3) Requires the school site council to also consult with a representative from a fire department and other first responder entities in the writing and development of the comprehensive school safety plan.

- 4) Requires the comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- 5) Requires the comprehensive school safety plan to include procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
- 6) Requires the procedures to prepare for active shooters or other armed assailants to be based on the specific needs and context of each school and community.
- 7) Requires the CDE to:
 - a) Provide general direction to school districts, county offices of education, and charter schools on what to include in the school building disaster plan.
 - b) Maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.
 - c) Develop and post on its Internet Web site best practices for reviewing and approving school safety plans.
- 8) Requires charter schools to develop a school safety plan, based on many of the components of a comprehensive school safety plan, and procedures for conducting tactical responses to criminal incidents.

PART 2: What charter schools are required to include in their school safety plan

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

Specifically, the following sections of charter school law were amended as follows:

SEC. 5. (Establishment of a charter school within a school district)

Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school *shall* not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall *require all of the following*:

(i) That the charter school will obtain a criminal record summary as described in Section 44237 for every employee of the charter school.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall *require all of the following*:

(i) That the charter school will obtain a criminal record summary as described in Section 44237 for every employee of the charter school.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(I) The manner in which annual, *independent* financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the *employment* of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued *enrollment*.

(k) If a county board of education denies a petition, the petitioner *shall* not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282. In addition, the plan must include procedures for conducting tactical responses to criminal incidents.

PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)

Compass Charter Schools recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to scholars, coworkers or others. Compass Charter Schools will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with Compass Charter Schools. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to Compass Charter Schools prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law.

Background checks may also be required of employees whose job duties involve care of scholars, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Compass Charter Schools may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

Compass Charter Schools shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Compass Charter Schools may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, scholars or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, Compass Charter Schools will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to

cooperate with Compass Charter School's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Compass Charter Schools.

PART 4: Charter School Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one- thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

PART 5: Charter School Safety Procedures—Routine and Emergency Disaster Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).

The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(i) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

Safety Rules

Each employee is expected to follow all safety rules, safe operating procedures, and practices designed to promote a safe and healthful workplace.

- Employees shall not engage in horseplay, running, fighting, or any activity that may result in injury.
- No employee shall report to work while under the influence of drugs or intoxicating substances.
- All unsafe conditions must be reported to a supervisor immediately.
- Never operate any office machine with which you are unfamiliar or have not been trained.
- Never block or obstruct exits or hallways.
- Always observe proper lifting techniques and ask for help if required.
- Do not perform any task you feel is unsafe. Inform a supervisor and request help.
- Always observe proper posture and ergonomic guidelines when typing.
- Immediately report any work-related injuries to your supervisor

First Aid Kit & Fire Extinguishers

First Aid kits are available at the administrative office and at each site where scholars and staff are required to gather, i.e. testing sites. The first aid kit contains medical supplies needed in case of minor accidents. Please report to your supervisor if the kit needs more supplies.

Fire extinguishers are accessible at the administrative office. Please report to your supervisor or Office Support Coordinator if you need a new fire extinguisher or need to charge your existing one. Fire extinguishers are inspected annually by an outside company that provides this service.

Remember to notify your supervisor immediately if you have any work-related accident or injury.

Driving a Vehicle as Part of One's Job

Some positions require that an employee drives to or between various sites, including scholars' homes during working hours. All drivers must, at all times, have a valid California drivers' license and possess at least the minimum of automobile insurance as required by Compass Charter School. If at any time, an employee's license or insurance is terminated, revoked, canceled or suspended, s/he must notify the school immediately and refrain from driving a motor vehicle until his or her license and/or insurance is reinstated.

Unless approval has been granted by the Superintendent, no employee shall transport a scholar or scholar's parent during working hours.

All drivers are expected to follow California's laws while driving on school business, including obeying speed limits and observing rules of the road. Moving violations, parking tickets, and accidents are an employee's responsibility and the Charter School will not reimburse for fines, tickets, or traffic school that are imposed as consequences of driving behaviors.

Employee Safety Training

All new employees will attend safety training. In addition, all current employees will attend safety training if transferred to a new position or when changes are made to the workplace. Refresher training will be provided as necessary. Safety training is mandatory.

EARTHQUAKES AND FIRE SAFETY

Earthquake Procedure

In a major quake, you may experience gentle shaking at first and then more violent shaking within a few seconds. You may find it difficult to maintain your balance or it may even knock you off your feet. Or, you may be shaken by a sudden and violent jolt. It may be difficult or impossible to move from one room to the next. Within seconds, you'll feel the shaking stop.

Don't Panic:

- Remain calm and reassure scholars or staff.
- Act decisively; your action will set the tone for others around you.

If you are indoors when shaking starts:

- "DROP, COVER AND HOLD ON." If you are not near a strong table or desk, drop to the floor against an interior wall and cover your head and neck with your arms or stand in a doorway and direct scholars to do the same.

- Stay away from windows, bookcases, cabinets, outside walls and other heavy objects until the shaking stops.
- Do not try to run out of the structure during strong shaking.
- Stay away from buildings. Glass from tall buildings does not always fall straight down; it can catch a wind current and travel great distances.
- Do not use elevators.
- If you use a wheelchair, lock the wheels and cover your head.
- Protect your head and eyes from falling debris.
- Stay in the building.
- Don't be surprised if the electricity goes out or the fire alarms sound.

If you are outdoors when shaking starts:

- Move to a clear area if you can safely walk. Avoid power lines, buildings and trees.

The Shaking Has Stopped. Now What?

Immediately after the quake, the greatest danger is from falling objects, followed by fire.

- Make sure you are safe and not injured.
- Remain calm.
- Check those around you, looking for those trapped or injured; administer first aid. Do not move seriously injured persons unless they are in immediate danger.
- Check around you for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage.
- If you have fire extinguishers and are trained to use them, put out small fires immediately.
- If you suspect danger, evacuate.
- Don't use the elevator. Use the stairs.
- If at a testing site, calmly walk scholars to the evacuation meeting site, bringing scholar list.
- Take attendance to verify ALL scholars who were with you in the room are accounted for in the line.
- Note any scholars who are missing on the Missing scholar Form. Someone will be around to collect this information.
- Wait for instructions.
- Turn on battery powered radios or a car radio.
- Check the building for damage.
- Assemble emergency supplies, water, food, and first aid supplies.
- Telephone for emergencies only.
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes.
- Cooperate with public safety officials.
- If faculty and scholars are released back to the building, return and verify attendance once more (if scholars are present).

If you are trapped in debris:

- Move as little as possible so that you don't kick up dust. Cover your nose and mouth with a handkerchief or clothing.
- Tap on a pipe or wall so that rescuers can hear where you are. Use a whistle if one is available. Shout only as a last resort.

Prepare Now Before the Shaking Starts

- Become familiar with evacuation routes.
- Discuss plans and know what to do.
- Check areas for earthquake hazards and recommend measures to correct them.
- Brace or anchor high shelves, cabinets, or other things that could fall.
- Be trained in CPR and first aid.
- Plan alternate routes of evacuation.
- Plan for disabled employees.
- You may not be able to leave the premises for 72 hours, so keep a battery-powered radio, extra batteries, flashlights, sturdy shoes, and first aid supplies on hand.

Fire Emergency Procedure

In case of fire, the individual who discovers the fire shall assume these responsibilities:

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- If there isn't an alarm, be sure to tell everyone in the office.
- Clear employees from the immediate area.
- Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it.
- Close, but do not lock all doors leading to the fire areas to contain the fire.
- Have employees exit the building; check restrooms, test cells, etc.
- Assist disabled or injured employees while exiting.

Employees shall follow these safety guidelines:

- Do not panic; listen for instructions.
- Exit quietly and quickly.
- Touch doors before opening. Do not open hot doors. Do not break windows. If you cannot exit an area, stuff a jacket or coat under the door and cover air vents to prevent the entry of smoke. **STAY LOW TO THE FLOOR.**
- Do not assist fire-fighting personnel unless asked to do so.
- Do not attempt to salvage items or retrieve purses, coats, or other personal belongings.

Evacuation plans shall be posted in conspicuous locations throughout each building.

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

Establish a buddy system. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.

If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.

Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.

Be familiar with alarm signals.

Leave school materials in the room to avoid wasting time.

- Wait for rescue and remain calm.
- DO NOT re-enter a building until permitted by emergency personnel.

If you suspect a fire is behind a door; cover your hand to provide protection, first and then test the door by touching it. If it is hot then do NOT use the door as an exit. Try to find an alternate route for an exit. A cautionary note on elevators: Do NOT use elevators unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

Evacuation Policy for People with Disabilities

School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Attempt a rescue evacuation ONLY if you have had rescue training.
- Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- If the situation is life threatening, call 9-1-1.
- Do NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

POWER OUTAGES

If an outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, the Office Support Coordinator will notify the building owner. Power cuts can occur due to rolling blackouts, extreme weather conditions, or can accompany other disasters such as earthquakes. If there is no power in the Charter School, turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

LOCKDOWN/SHELTER IN PLACE

Active Shooter

In the event of an Active Shooter or Gunman on or near Charter School premises, move to our safe room, (the File Room). Lockdown and barricade inside until Police informs you it is now safe to exit this location.

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation.

If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself. Situational Awareness is key; if the shooter is in your area, get away from it. Use any means necessary to get out or away from the incident. If you are not hearing gun fire or seeing an assailant, lockdown and shelter in place immediately.

- Lockdown/Shelter in Place – Move quickly to the identified safe room or a room that is easily lockable. Stay in that location until the Police inform you that it is safe to exit your location.
- Lock all entrances to your location.
- Barricade all entrances with furniture, desks, or anything available.
- Close blinds and turn off the lights.
- Silence cell phones.
- Stay low to the ground and hide until the situation has ended.
- Work in groups and develop a plan in case the shooter is able to make it into your area.

One of the instructions you may be given in an emergency is to shelter-in-place. This means you should stay indoors until authorities tell you it is safe or you are told to evacuate.

Shelter in Place

In case of a biological event:

Select a small, interior room, with no or few windows.

Close and lock all windows and exterior doors.

Turn off all fans, heating and air conditioning systems.

Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door and any vents into the room.

Listen to your radio or television for further instructions or updates.

If you are in your car, close windows and turn off vents and air conditioning.

TERRORIST ATTACKS

Terrorism may involve devastating acts using weapons of mass destruction. These weapons range from chemical agents, biological hazards, a radiological or nuclear device, and other explosives. The primary objective of a terrorist is to create widespread fear.

If there is a terrorist Attack:

- Stay calm.
- Be vigilant. Look out for secondary hazards such as falling debris or additional attacks.
- Follow the instructions of emergency service personnel.

If you receive a Bomb Threat:

- Ask the caller the following questions:
 1. When is the bomb going to explode?
 2. Where is the bomb right now?
 3. What kind of bomb is it?
 4. What does the bomb look like?
 5. Why did you place the bomb?
 6. Where are you calling from?
- Record the exact time and length of the call.
- Write down the exact words of the caller.
- Listen carefully to the caller's voice and background noise.
- After you hang up, call 9-1-1 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

TSUNAMI PROCEDURES

A local earthquake may generate tsunami waves that can reach shore in minutes. immediately evacuate by walking to higher ground if:

- Officials issue a tsunami warning and order evacuations.
- You hear the Outdoor Warning System.
- The earth shakes so much that you can't stand.
- Shaking lasts longer than 20 seconds; and/or
- You notice water receding from the shoreline.

Storm & Flooding Procedures

Winter rains can cause floods, landslides, uprooted trees, and downed or broken utility lines in almost any neighborhood.

During the Storm:

- If water has entered the premises, do not walk through it – it may contain hazardous materials.
- If you are asked to leave your property, disconnect all electrical appliances.
- Avoid downed power lines and broken gas lines.

PROCEDURE FOR DOCUMENTING AND REPORTING INJURIES

In the event of an accident or injury, the employee will fill out the Charter School Accident/Injury Report Form and turn it into the school office or direct supervisor. This form is available at the school office and is included in this Comprehensive School Safety Plan document.

This Comprehensive Safety Plan has been developed in accordance with the intent of AB 1747 (Rodriguez), passed by the California State Legislature and signed into law in 2017-18, and in full compliance with the corresponding language required in AB 1747 as referenced in California Education Code Sections 47605.(b) (5) (F), 44237, and 32282.

PART 6: Charter School Safety Procedures—Suspension/Expulsion Policies and Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2

Suspension and Expulsion Policy

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all scholars at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The

language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a scholar from CCS. This policy shall serve as CCS' policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available in the Scholar Handbook.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the California Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period,

whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the

following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

- unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or

student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parents and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed

five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in

- person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
 7. The opportunity to confront and question all witnesses who testify at the hearing
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened

harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

J. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Scholars who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CCS for admission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the CCS' capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

CCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student

conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the student was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the student had a disability if the

parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Special Procedures for the Consideration of Suspension and Expulsion of scholars with Disabilities

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3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as

necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

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The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of scholar conduct.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

7. Procedures for scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

PART 7: Charter School Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

At CCS, Administrators will email a confidential notification daily to staff. This bulletin includes the current scholar suspensions and the educational codes used to identify the scholar's behavioral issue. In certain cases, a teacher may be notified personally by an administrator if deemed necessary and isn't in violation of the scholar's rights.

PART 8: Charter School Safety Procedures—Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

CCS does not discriminate against any scholar or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CCS adheres to all provisions of federal law related to scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Title VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

J.J. Lewis | Superintendent
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. CCS' full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at its Central Office or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The Superintendent or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to Follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's learning coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the Superintendent.

If the abusive communication is from someone within the administration, inform the victim's learning coach of the situation who can then inform the appropriate personnel.

PART 9: Charter School Safety Procedures—Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibit pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

CCS does not have a schoolwide dress code for its scholars.

PART 10: Charter School Safety Procedures—Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site [EC 47605(6)(F)(ii); EC 32282.(2)(G)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

CCS will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies to ensure that the school's immediate community is safe.

Through the joint efforts of the District office, site administrators, faculty, PAC, and other organizations, including consultants, CCS has developed a plan to ensure the safe arrival and departure of scholars, staff, and visitors. CCS encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

PART 11: Charter School Safety Procedures—A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282. (2)(H)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(H) A safe and orderly environment conducive to learning at the school.

It is a priority of the administration and staff at CCS that every scholar who attends our school will be provided with an environment in which the scholars not only feel physically safe but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all scholars can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach scholars the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among scholars from diverse backgrounds.

scholars shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive scholar conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training that implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

CCS remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

PART 12: Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)]

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place, and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE FOUNDATION OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911.** Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. **DO NOT** allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.

- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Superintendent & CEO. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is the suspect still on site and do you know the current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.

Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished

Appendix I: Background Information

Education Code (EC § 32282) Relevant Sections Summary

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

Appendix II: COVID Reopening Guide



Orange County Learning Center (OCLC)

Spring 2021 Reopening Plan *as of January 31, 2021*

Welcome Back, Compass Families!

We are so excited to have our scholars return to In Person instruction at our OCLC, once we are able through county and state guidelines.

Please read this guide to carefully ensure a smooth transition for all of us. Hopefully, it will answer all of your questions! If you have any questions on this guide, please reach out to our OCLC Co-Coordinators, Heather Hardy (hhardy@compasscharters.org) and Linda Larson (llarson@compasscharters.org).

In this guide, we talk about:

- Reopening Plan at a Glance
- Hybrid Model Schedule
- Health check before you leave home
- Drop off and Dismissal times and procedures
- Visitors on Campus
- What your child needs to bring from home
- Parking lot procedure

- Procedures for the classroom, lunch & recess, and bathroom
- Cleaning and Disinfecting Procedure
- COVID-19 Decision Tree
- Consideration for Reopening and Partial or Total Closure

HYBRID MODEL:

Families will be placed into either a Tuesday or a Thursday Cohort

Blue Group -Tuesday Scholars attend in-person on campus on Tuesdays, and work on provided asynchronous History/Science lessons on Thursday. Scholars will continue to work independently on assignments at home on Mondays, Wednesdays and Fridays.

Orange Group -Thursday Scholars attend in-person on campus on Thursday, and work on provided asynchronous History/Science lessons on Tuesday. Scholars will continue to work independently on assignments at home on Monday, Wednesday and Friday.

Purple Group- Virtual T/TH- Scholars work asynchronous on both History and Science both Tuesday and Thursday will have a live virtual session with their teacher.

Tuesday- History 3:00-3:30 pm

Thursday, Science 3:00-3:30 pm

| Time | TK-2 | 3-5 | 6-8 |
|-------------|---|---|---------------------------------------|
| 8:45 - 9:00 | Drop off | Drop off | Drop off |
| 9:00 | School Starts | School Starts | School Starts |
| 9:00-10:30 | History in-person instruction | History/Science in-person instruction | History/Science in-person instruction |
| 10:30-10:45 | Snack in classrooms | Recess on playground scholars stay in cohorts | |
| 10:45-11am | Recess on playground scholars stay in cohorts | Snack in classrooms | Snack in classrooms |
| 11:00-11:45 | Science in-person instruction | History/Science in-person instruction | History/Science in-person instruction |
| 12:00-12:25 | Recess on playground scholars stay in cohorts | | |

| | | | |
|-------------|---------------------------------------|---|---|
| 12:25-12:45 | Lunch in classroom | Lunch in classroom | Recess on playground scholars stay in cohorts |
| 12:45-1:15 | Story time | Recess on playground scholars stay in cohorts | Lunch in classroom |
| 1:15-2:30 | Enrichment | Enrichment | Enrichment |
| 2:30-2:45 | Dismissal | Dismissal | Dismissal |
| 3-3:30 | Tk-2 History virtual review (Tues) | History Virtual Review (Tues) | History Virtual Review(Tues) |
| | Tk-2nd Science Virtual review (Thurs) | Science Virtual Review (Thurs) | Science Virtual Review (Thurs) |

Before You Leave Your Home:

Please check your child for symptoms and complete the COVID-19 Health Screening Form within ParentSquare by 8:30am each school day. Mrs. Larson will be checking that these forms are completed before your scholar(s) may enter the campus.

- Fever > 100, runny nose, cough, and headache.
- If your child exhibits any symptoms, please keep your scholar at home.

Dismissal Times:

In order to ensure that our scholars are socially distanced at drop-off and pick-up, we have created new guidelines and schedules.

Drop-off

- Drop-off will start at 8:45am. All scholars must wear face masks once they exit the car. (Please see parking lot procedures below.)
- Parents will not be allowed to walk their child to the classroom unless there is a special circumstance. Please contact Linda Larson (805) 405-0945 if a special circumstance is warranted.
- Scholars will walk directly to their classroom.
- School starts at 9:00am.

Dismissal

- Dismissal will begin at 2:30pm. Each scholar will be assigned a location

on the field, grouped by family and carpool.

- Parents will pull into the parking lot area and each carpool group will be escorted to your car.

Visitors on Campus

Until further notice, there are no visitors or volunteers permitted on campus without proper screening. Prohibiting adults, other than school or district employees, on campus during the pandemic ensures that we limit peripheral contact and cross contamination, which helps to protect the health and well-being of our scholars and staff.

Parking Lot Procedure

Our priority is safety. This plan is designed to keep all of our scholars safe during the drop-off and pick-up time.

DROP-OFF:

- Please pull all the way forward to the STOP sign.
- Follow the directions of the staff on duty. They are looking out for everyone's safety .
- Make sure your child has his or her backpack and other belongings ready to go so the car can be exited quickly .

PICK-UP:

- Please pull forward to the STOP sign
- Follow the directions of the staff on duty. They are looking out for everyone's safety.
- Display your child's name in the window so staff members can see it.
- Staff will help get your child/carpool to your car - please don't leave your car.
- If you wait in the line to pick-up your scholar, you must remain in your vehicle.

What to bring each day

- Backpack
- Water bottle labeled with your scholar's name
- Lunch
- At least one extra face covering.

- Any other supplies, books, or work that your teacher requests.

Scholar Entrance to Classrooms

- Scholars will sanitize their hands before entering the classroom.
- If a scholar has a temperature or any symptoms of COVID, they will be sent to the office, and you will be called to pick up your child.

Lunch and Recess

- Scholars will be eating in their class with their classmates within their cohort.
- Scholars will have regularly scheduled recess breaks and lunch.
- Each class (cohort) will be kept together and have an assigned area on the field, blacktop, or playground to play. scholars will be spread out to the greatest extent possible. Classes will rotate to different areas on a weekly basis. Each class will have their own set of sanitized playground equipment, such as jump ropes, hula hoops, and balls and will be sanitized after each use.
- Scholar supervisors will be trained in a variety of games that maintain social distancing.
- Scholars will be able to remove facial coverings to eat and when outside and social distancing measures are in place.

Bathrooms

All scholars are assigned to the bathroom closest to their classrooms. Three (3) scholars are allowed in the bathroom at once. Additional scholars wanting to use the bathroom will wait in line marked by the mark on the ground.

Classrooms

- Scholars and scholar desks are spread out to the greatest extent possible. Scholars will be required to wear a facial covering in the classroom. Scholars will wash and/or sanitize their hands throughout the day.
- Materials will not be shared.
- High point touch areas will be sanitized daily and classrooms will be cleaned in-between each cohort.

Face Covering Requirements

Face masks continue to generate many questions. Wearing a mask is mandatory for all scholars, If a child arrives at school without an appropriate face mask, the school will provide one for them.

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is

exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Promoting Healthy Hygiene Habits

The teachers and staff at the OCLC teach and reinforce washing hands, avoiding contact with one's eyes, nose and mouth, and covering coughs and sneezes among scholars and staff. Specifically, the following procedures will be followed:

- Teach scholars and remind staff to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Scholars and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; and after using the restroom.
- Scholars and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application.
- Scholars and staff should use hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry.
- Hand sanitizer stations have been installed inside all classrooms.

Intensified Cleaning and Disinfection Procedures

We have suspended the use of drinking fountains and are encouraging scholars to bring water bottles to school. Water will be provided to scholars who do not bring water bottles. When we are able to resume use of water systems we will ensure they are safe to use after prolonged shutdown to minimize any risks. Sharing of supplies, objects and equipment will be limited. Play equipment will be distributed by class/cohort and will be sanitized after each use.

Trained custodial staff have intensified their cleaning and sanitizing procedures in accordance with CDC recommendations. Frequently touched surfaces will also be cleaned and disinfected daily using products approved for use against COVID-19.

Plan for When a Staff Member, Scholar, or Visitor Becomes Sick

Compass Charter Schools will have a Rest and Recovery Area at the OCLC where staff and scholars who are exhibiting symptoms can be isolated until they are able to return home or a healthcare facility if needed.

Compass Charter Schools will advise sick staff members and scholars not to return until they have met CDC criteria to discontinue home isolation, including at least three days with no fever, symptoms have improved and at least 10 days since symptoms first

appeared. Compass Charter Schools will ensure that scholars, including scholars with disabilities, have access to instruction when out of class, as required by federal and state law.

Compass Charter School will notify local health officials immediately of any positive case of COVID-19, and any exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws.

Considerations for Reopening and Partial or Total Closures

Compass Charter School staff will check state and local orders and health department notices about transmission in the area or closures and adjust operations accordingly.

When a Scholar, teacher, or staff member tests positive for COVID-19 and had exposed others at the school, Compass Charter Schools will refer to the CDPH Framework for K-12 Schools, and implement the following steps:

- In consultation with the local public health department, the Superintendent will decide whether center closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection.
- Additional areas of the center visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Implement communication plans for exposure at school and potential school closures to include outreach to scholars, parents, teachers, staff, and the community.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department

Appendix: A

Student Symptom Decision Tree

Screen all students for potential COVID-19 symptoms or exposure

Low-risk: general symptoms

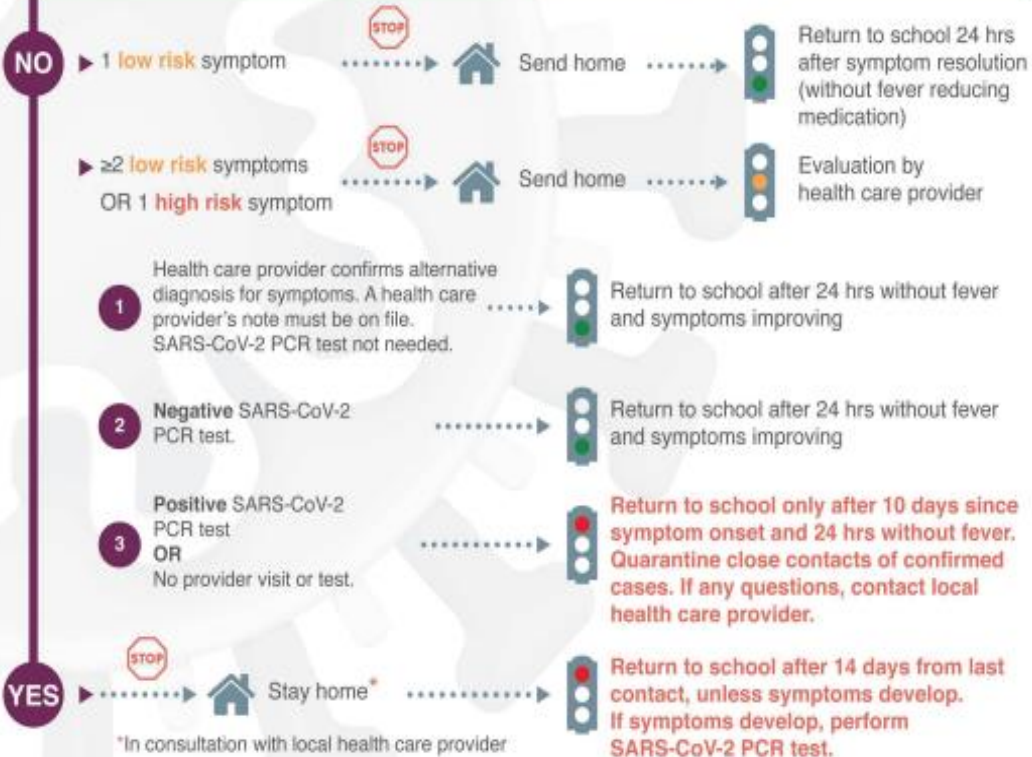
-  Fever ($\geq 100.4^{\circ}\text{F}$)
-  Sore throat
-  Congestion/runny nose
-  Headache
-  Nausea/vomiting/diarrhea
-  Fatigue/muscle or body aches

High-risk: red flag symptoms

-  **Cough**
-  **Difficulty breathing**
-  **Loss of taste/smell**

Exposure to COVID-19 positive person?

Close contact: less than 6 feet, 15 minutes or longer



This care pathway was designed to assist school personnel and is not intended to replace the clinician's judgment or establish a protocol for all patients with a particular condition. Diagnosis and treatment should be under the close supervision of a qualified health care provider. Guidance might change 09-12-20

Cover Sheet

Review and Approval of the 2020-21 School Plans for Scholar Achievement

Section: XII. Executive
Item: A. Review and Approval of the 2020-21 School Plans for
Scholar Achievement

Purpose: Vote

Submitted by: J.J. Lewis

Related Material:

A School Plan for Scholar Achievement (SPSA) Board Presentation.pdf

B 2020-21 SPSA CCS Los Angeles.pdf

C 2020-21 SPSA CCS San Diego.pdf

D 2020-21 SPSA CCS Yolo.pdf

RECOMMENDATION:

A motion to approve the 2020-21 School Plans for Scholar Achievement for Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo.



COMPASS
CHARTER SCHOOLS



School Plan for Scholar Achievement (SPSA) Board of Directors Presentation

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Agenda

- Stakeholder Engagement

- CCS of Los Angeles
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies

- CCS of San Diego
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies

- CCS of Yolo
 - Federal Funds
 - Resource Inequities
 - Goals, Resources, and Strategies



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



CCS Stakeholder Engagement Process

- Scholar Leadership Council (SLC)
 - **9.28.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Parent Advisory Council (PAC)
 - **9.18.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Leadership Team
 - **9.10.2020** - Review and Feedback (LCP)
 - **1.15.2021** - Review and Feedback (SPSA)

- Board of Directors
 - **9.27.2020** - Final Approval (LCP)
 - **1.31.2021** - Final Approval (SPSA)



CCS of Los Angeles Federal Funds

| Funding Source | Amount |
|----------------|--------------|
| Title I | \$130,078.00 |
| Title II | \$22,240.00 |
| CSI Funds | \$170,123.00 |



CCS of Los Angeles - Resource Inequities

➤ **Graduation Rate Indicator (GRI)**

- School-wide performance in **RED**
- Socioeconomically Disadvantaged (SED) scholar group underperforms the school wide performance.

➤ **College/Career Indicator (CCRI)**

- 15.7% of scholars classified as “Prepared” for College/Career
- Hispanic and SED Scholar groups need additional focus and support

➤ **Academic Indicators**

- need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA and Mathematics



CCS of Los Angeles - SPSA Goal

- **Goal 1: Improve Scholar Achievement in English Language Arts & Math**
 - Set ambitious goals under the “expected outcomes” section
 - Focused on school wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners



| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Spring Internal Math Assessment (% "At/Above Grade-Level") | 42% At/Above Grade-Level | 50% At/Above Grade-Level |
| SBAC Mathematics (% "Meets/Exceeds" Standard) | 16% Schoolwide 8% Hispanic/Latino 9% Socioecon. Disadvantaged 0% English Learners | 25% Schoolwide 20% Hispanic/Latino 20% Socioecon. Disadvantaged 15% English Learners |
| Spring Internal English Language Arts Assessment (% "At/Above Grade-Level") | 40.6% At/Above Grade-Level | 50% At/Above Grade-Level |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | 41% Schoolwide 29% Hispanic/Latino 34% Socioecon. Disadvantaged 0% English Learners | 50% Schoolwide 40% Hispanic/Latino 45% Socioecon. Disadvantaged 15% English Learners |
| Graduation Rate Indicator – CA School Dashboard | 52.5% Schoolwide 55.6% Hispanic/Latino 44.2% Socioecon. Disadvantaged 47.1% White | 65% Schoolwide 60% Hispanic/Latino 50% Socioecon. Disadvantaged 55% White |
| Career/College Indicator – CA School Dashboard | 15.7% Schoolwide 13.5% Socioecon. Disadvantaged 9.1% Hispanic/Latino 20% White | 20% Schoolwide 18% Socioecon. Disadvantaged 15% Hispanic/Latino 25% White |



- **Strategy 1:** Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

- **Strategy 2:** Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

- **Strategy 3:** Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.



- **Strategy 4:** Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

- **Strategy 5:** Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.

- **Strategy 6:** Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.



CCS of San Diego Federal Funds

| Funding Source | Amount |
|----------------|--------------|
| Title I | \$103,423.00 |
| Title II | \$21,098.00 |
| Title III | \$32,375.00 |
| CSI Funds | \$170,123.00 |



CCS of San Diego - Resource Inequities

➤ Graduation Rate Indicator (GRI)

- School-wide performance in **RED**
- Socioeconomically Disadvantaged (SED) scholar group underperforms the school wide performance with 40% graduating in 2019

➤ College/Career Indicator (CCRI)

- 7% of scholars classified as “Prepared” for College/Career
- Hispanic and SED Scholar groups need additional focus and support

➤ Academic Indicators

- need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA and Mathematics
- School wide indicator for ELA in **ORANGE**
- School wide indicator for Mathematics in **RED**

➤ English Learner Progress Indicator

- Annual Growth at 33.3% - **VERY LOW**



CCS of San Diego - SPSA Goals

- **Improve Scholar Achievement in English Language Arts & Math**
 - Set ambitious goals under the “expected outcomes” section
 - Focused on school wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners
 - Consulting with Altitude Learning to conduct program review, develop and implement a strategic plan focusing on improving our graduation rates

- **Increase Achievement in Scholars Classified as English Learners**
 - Set ambitious goals under the “expected outcomes” section
 - English Learner Coordinator to support English Learners by providing designated ELD using a research-based ELD Curriculum
 - Professional Development will be provided to core teachers to ensure effective integration of ELD instruction



| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Spring Internal Math Assessment (% "At/Above Grade-Level") | 71 % At/Above Grade-Level K-5 43% At/Above Grade-Level 6-8 3% At/Above Grade-Level 9-12 | 81 % At/Above Grade-Level K-5 53% At/Above Grade-Level 6-8 13% At/Above Grade-Level 9-12 |
| SBAC Mathematics (% "Meets/Exceeds" Standard) | 24 % Schoolwide 116.7 below standard Hispanic/Latino 104.7 below standard Socioecon. Disadvantaged 156.6 below standard English Learners | 34% Schoolwide 106 points below - 10% improvement Hispanic/Latino 95 points below - 10% improvement Socioecon. Disadvantaged 142 points below 10% improvement English Learners |



| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Spring Internal English Language Arts Assessment (% "At/Above Grade-Level") | 49% At/Above Grade-Level | 59% At/Above Grade-Level |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | 28.2 % Schoolwide 136.7 below standard Hispanic/Latino 50.2 below standard Socioecon. Disadvantaged 136.7 below standard English Learners | 38 % Schoolwide 124 points below standard - 10% improvement Hispanic/Latino 45 points below standard -10% improvement Socioecon. Disadvantaged 124 points below standard - 10% improvement English Learners |



| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Concurrent Enrollment | 3.8% 2019-20 | 7% 2020-21 |
| A-G Course Completion (Graduating Seniors) | 20.5% 2019-20 | 25% 2020-21 |
| Graduation Rate Indicator – CA School Dashboard | 46.7% Schoolwide 41.7% Hispanic/Latino 40%% Socioecon. Disadvantaged 50%% White | 56% Schoolwide 51% Hispanic/Latino 50% Socioecon. Disadvantaged 60% White |
| Career/College Indicator – CA School Dashboard | 7% Schoolwide 6.9% Socioecon. Disadvantaged 8.7% Hispanic/Latino 8.3% White | 17 % Schoolwide 16.9 % Socioecon. Disadvantaged 18.7 % Hispanic/Latino 18.7 % White |



- **Strategy 1:** Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

- **Strategy 2:** Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

- **Strategy 3:** Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.



- **Strategy 4:** Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.
- **Strategy 5:** Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.
- **Strategy 6:** Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.



| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Reclassification Rate | 22.2% | 28% |
| ELPI Annual Progress | 33.3% "Very Low" | 40% |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | 136.7 points below standard English Learners | 124 points below standard - 10% improvement English Learners |

- **Strategy:** Our English Learner Support Coordinator will support English learners by providing Designated ELD using a research-based ELD curriculum and provide professional development to core teachers to ensure effective Integrated ELD instruction. In addition, the EL Support Coordinator will provide direct support for all EL scholars through support sessions. The combination of these strategies will increase the annual growth and reclassification rates of EL scholars.



CCS of Yolo Federal Funds

| Funding Source | Amount |
|----------------|-------------|
| Title I | \$53,149.00 |
| Title II | \$4,889.00 |



CCS of Yolo - Resource Inequities

- CCS of Yolo began its operation in July 2019 so there is no statewide data available to measure as state assessments were suspended due to the global COVID-19 pandemic
- Based on our biannual internal assessment testing results in reading and math we have determined our internal inequities
 - Math - **36%** of our scholars in grades 6-12 are at or above level
 - Reading - **56%** of our scholars in grades 6-12 are at or above grade level



CCS of Yolo - SPSA Goals

➤ **Improve Scholar Achievement in English Language Arts & Math**

- Set ambitious goals under the “expected outcomes” section
- Focused on school wide, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners
- Consulting with Altitude Learning to conduct program review, develop and implement a strategic plan focusing on improving our graduation rates



CCS of Yolo - SPSA Goals

| Metric Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Fall Internal Math Assessment (% "At/Above Grade-Level") | TK-5 79% At/Above Grade-Level 6-12 35% At/Above Grade-Level | 80% of all scholars At/Above Grade-Level |
| SBAC Mathematics (% "Meets/Exceeds" Standard) | N/A | Establish School Wide Baseline |
| Fall Internal Reading Assessment (% "At/Above Grade-Level") | TK-5 79% At/Above Grade-Level 6-12 56% At/Above Grade-Level | 80% of all scholar At/Above Grade-Level |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | N/A | Establish School Wide Baseline |
| Graduation Rate Indicator – CA School Dashboard | N/A | Establish School Wide Baseline |
| Career/College Indicator – CA School Dashboard | N/A | Establish School Wide Baseline |



- **Strategy 1:** Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.
- **Strategy 2:** Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.
- **Strategy 3:** Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.



- **Strategy 4:** Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.
- **Strategy 5:** Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.
- **Strategy 6:** Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.



Questions?



Contact:

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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--|-----------------------------------|--|---------------------------|
| Compass Charter Schools of Los Angeles | 19-7530901-35145 | January 15, 2021 | January 31, 2021 |

Purpose and Description

Compass Charter Schools (CCS) of Los Angeles is a free, nonclassroom-based public charter school authorized by the Acton-Agua Dulce Unified School District. As a TK-12 personalized learning public charter school, CCS operates a school-wide Title I program to meet the needs of its scholars. CCS was identified by the California Department of Education for Comprehensive Support & Improvement for the performance on the California School Dashboard's Graduation Rate Indicator.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Compass Charter Schools (CCS) of Los Angeles uses its federal funding to supplement the base instructional program for its scholars (students). The 2020-21 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) as the result of the global health pandemic. Furthermore, this plan aligns to the provisions of the LCAP Federal Addendum which was approved by the California Department of Education in the 2019-20 academic year.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of CCS' mission and vision and the goals for all scholars are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually prior to submission to the Board of Directors for final adoption.

Each learning coach (parent) will receive updated progress information about the academic growth of his/her child every eight weeks. The Assistant Superintendent & Chief Academic Officer will present the scholar achievement data quarterly for all scholar groups and significant scholar groups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Supervising teachers (STs) and staff will meet monthly to review the progress of the scholars in their class. Scholars are provided with interventions, and STs review individual scholar progress in the core curriculum as well as in intervention. If adequate progress is being made, the STs will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the STs may determine if the scholar should discontinue the intervention

program for the next two months. If a scholar is not making adequate progress, the STs may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team (SST), or if there is another intervention which would improve the scholar's skills.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds.

As the stakeholders meet to determine the schoolwide goals, the review of scholar achievement data determines the types of activities that should be provided to increase achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars.

CCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the learning coaches to propose suggestions and questions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement (SPSA) was developed in concert with our Local Control and Accountability Plan (LCAP) and Learning Continuation and Attendance Plan (LCP). This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research, and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/LCP/SPSA development, so the analytical work of the LCAP/LCP/SPSA drives the development of the budget. Below you will find the timeline for stakeholder engagement and approval process for our SPSA:

Scholar Leadership Council Meeting (September 8, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Parent Advisory Council Meeting (September 18, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Leadership Team Meeting (January 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

Parent Advisory Council Meeting Approval (January 15, 2021) Reviewed the SPSA and provided final feedback.

Board of Directors Meeting (January 31, 2021): Final SPSA approved.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

While Compass Charter Schools (CCS) of Los Angeles allocates its resources effectively, the school's data demonstrates that the level of achievement for our scholars has been inconsistent between scholar groups. The 2019 California School Dashboard demonstrates the following priority areas of need for CCS:

- **Graduation Rate Indicator (GRI):** Schoolwide performance was identified as “Red” which demands immediate attention to improve the graduation rate as a school. Additionally, the Socioeconomically Disadvantaged (SED) scholar group underperforms the schoolwide performance.
- **College/Career Indicator (CCRI):** The schoolwide performance in 2019 was 15.7% of CCS of Los Angeles scholars being classified as “Prepared” for college/career. Deeper analysis shows that the scholar groups such as Hispanic and SED need additional focus to improve this data.
- **Academic Indicators** (English Language Arts and Mathematics): As expected, based on GRI and CCI, the root analysis of the data points to the need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA and mathematics.

Goals, Strategies & Expenditures

Goal 1

Improve scholar achievement in English/Language Arts and mathematics to increase the percentage of scholars meeting the “prepared” level of performance for the Career/College Indicator (CCI), and thereby improving the Graduation Rate Indicator (GRI).

Identified Need

The data previously discussed in the “Resource Inequities” section provides the basis for this goal. While resources from the base program have been used effectively, the data demonstrates the need to strategically address varied needs of scholar groups to meet our targets for improvement in GRI and CCI. With English and mathematics skills being barriers to scholar achievement, the Compass Charter School (CCS) of Los Angeles community believes addressing these skills will lead to gains in graduation and college/career preparedness.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------|--------------------------|
| Spring Internal Math Assessment (% “At/Above Grade-Level”) | 42% At/Above Grade-Level | 50% At/Above Grade-Level |

| | | |
|--|--|---|
| SBAC Mathematics (% “Meets/Exceeds” Standard) | 16% Schoolwide 8% Hispanic/Latino 9% Socioecon. Disadvantaged 0% English Learners | 25% Schoolwide 20% Hispanic/Latino 20% Socioecon. Disadvantaged 15% English Learners |
| Spring Internal English Language Arts Assessment (% “At/Above Grade-Level”) | 40.6% At/Above Grade-Level | 50% At/Above Grade-Level |
| SBAC English Language Arts (% “Meets/Exceeds” Standard) | 41% Schoolwide 29% Hispanic/Latino 34% Socioecon. Disadvantaged 0% English Learners | 50% Schoolwide 40% Hispanic/Latino 45% Socioecon. Disadvantaged 15% English Learners |
| Graduation Rate Indicator – CA School Dashboard | 52.5% Schoolwide 55.6% Hispanic/Latino 44.2% Socioecon. Disadvantaged 47.1% White | 65% Schoolwide 60% Hispanic/Latino 50% Socioecon. Disadvantaged 55% White |
| Career/College Indicator – CA School Dashboard | 15.7% Schoolwide 13.5% Socioecon. Disadvantaged 9.1% Hispanic/Latino 20% White | 20% Schoolwide 18% Socioecon. Disadvantaged 15% Hispanic/Latino 25% White |

Strategy/Activity 1: Consultant (Graduation, College/Career)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Students with Disabilities

Strategy/Activity

Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 30,000 Consultant – Altitude Learning | CSI |

Strategy/Activity 2: Schoolwide AVID Implementation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Students with Disabilities

Strategy/Activity

Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 61,773 AVID XP (Professional Development) | CSI |
| \$ 17,500 Altitude Learning | CSI |

Strategy/Activity 3: Targeted Interventions (Tutoring)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Students with Disabilities

Strategy/Activity

Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 26,684 Certificated Salary (Partial): Scholar Success Coordinator | Title I |
| \$ 50,537 Classified Salaries: Tutors (4) | Title I |

| | |
|--|---------|
| \$ 26,685 Certificated Salary (Partial): Dir. Curriculum/Instruction | Title I |
|--|---------|

Strategy/Activity 4: Summer School

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Students with Disabilities

Strategy/Activity

Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 23,040 Salary: 9 Certificated Teachers, Summer School | LCFF |
| \$ 6,170 Salary (Partial): Summer School Administrator | Title I |
| \$ 3,340 Salary (Partial): Dir. Curriculum/Instruction | Title I |

Strategy/Activity 5: Summer Slide Mitigation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--------------------------------|-----------|
| \$ 7,784 Adventure to Learning | CSI |

Strategy/Activity 6: Accelerated Course Option Program (ACOP)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-------------------------------|-----------|
| \$24,645 Accelerate Education | CSI |
| \$52,466 Accelerate Education | LCFF |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ 130,078 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ 170,123 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ 300,201 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|-----------------------------|------------------------|
| [List federal program here] | [\$[Enter amount here] |

| | |
|-----------------------------|------------------------|
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|------------------------------------|------------------------|
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------------------|-----------------------------------|--|---------------------------|
| Compass Charter Schools of San Diego | 37-68313-0127084 | January 15, 2021 | January 31, 2021 |

Purpose and Description

Compass Charter Schools (CCS) of San Diego is a free, nonclassroom-based public charter school authorized by the Mountain Empire. Unified School District. As a TK-12 personalized learning public charter school, CCS operates a school-wide Title I program to meet the needs of its scholars. CCS was identified by the California Department of Education for Comprehensive Support & Improvement for the performance on the California School Dashboard's Graduation Rate Indicator.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Compass Charter Schools (CCS) of San Diego uses its federal funding to supplement the base instructional program for its scholars (students). The 2020-21 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) as the result of the global health pandemic. Furthermore, this plan aligns to the provisions of the LCAP Federal Addendum which was approved by the California Department of Education in the 2019-20 academic year.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of CCS' mission and vision and the goals for all scholars are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually prior to submission to the Board of Directors for final adoption.

Each learning coach (parent) will receive updated progress information about the academic growth of his/her child every eight weeks. The Assistant Superintendent & Chief Academic Officer will present the scholar achievement data quarterly for all scholar groups and significant scholar groups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Supervising teachers (STs) and staff will meet monthly to review the progress of the scholars in their class. Scholars are provided with interventions, and STs review individual scholar progress in the core curriculum as well as in intervention. If adequate progress is being made, the STs will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the STs may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the STs may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team (SST), or if there is another intervention which would improve the scholar's skills.

As the stakeholders meet to determine the schoolwide goals, the review of scholar achievement data determines the types of activities that should be provided to increase achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars.

CCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the learning coaches to propose suggestions and questions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement (SPSA) was developed in concert with our Local Control and Accountability Plan (LCAP) and Learning Continuation and Attendance Plan (LCP). This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research, and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/LCP/SPSA development, so the analytical work of the LCAP/LCP/SPSA drives the development of the budget. Below you will find the timeline for stakeholder engagement and approval process for our SPSA:

Scholar Leadership Council Meeting (September 8, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Parent Advisory Council Meeting (September 18, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Leadership Team Meeting (January 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

Parent Advisory Council Meeting Approval (January 15, 2021) Reviewed the SPSA and provided final feedback.

Board of Directors Meeting (January 31, 2021): Final SPSA approved.

School Plan for Student Achievement| Page 2 of 4

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The 2019 California School Dashboard demonstrates the following priority areas of need for Compass Charter Schools (CCS) of San Diego:

- **Graduation Rate Indicator (GRI):** Schoolwide performance was identified as “Red” which demands immediate attention to improve the 46.7% graduation rate as a school. Additionally, the Socioeconomically Disadvantaged (SED) scholar group underperforms the schoolwide performance with 40% graduating in 2019.
- **College/Career Indicator (CCRI):** The schoolwide performance in 2019 was 7% of CCS of San Diego scholars being classified as “Prepared” for college/career.
- **Academic Indicators (English Language Arts and Mathematics):** As expected, based on GRI and CCI, the root analysis of the data points to the need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA (schoolwide: “Orange”) and mathematics (schoolwide: “Red”).
- **English Learner Progress Indicator (ELPI):** CSS of San Diego’s English Learner scholars annual growth of 33.3% equates to the state performance level of “Very Low”.

Goals, Strategies & Expenditures

Goal 1: College/Career Preparation

Improve scholar achievement in English/Language Arts and mathematics to increase the percentage of scholars meeting the “prepared” level of performance for the Career/College Indicator (CCI), and thereby improving the Graduation Rate Indicator (GRI).

Identified Need

The data previously discussed in the “Resource Inequities” section provides the basis for this goal. While resources from the base program have been used effectively, the data demonstrates the need to strategically address varied needs of scholar groups to meet our targets for improvement in GRI and CCI. With English and mathematics skills being barriers to scholar achievement, the CCS of San Diego’s community believes addressing these skills will lead to gains in graduation and college/career preparedness.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

| | | |
|---|---|--|
| Spring Internal Math Assessment (% "At/Above Grade-Level") | 71 % At/Above Grade-Level K-5 43% At/Above Grade-Level 6-8 3% At/Above Grade-Level 9-12 | 81 % At/Above Grade-Level K-5 53% At/Above Grade-Level 6-8 13% At/Above Grade-Level 9-12 |
| SBAC Mathematics (% "Meets/Exceeds" Standard) | 24 % Schoolwide 116.7 below standard Hispanic/Latino 104.7 below standard Socioecon. Disadvantaged 156.6 below standard English Learners | 34% Schoolwide 106 points below - 10% improvement Hispanic/Latino 95 points below - 10% improvement Socioecon. Disadvantaged 142 points below 10% improvement English Learners |
| Spring Internal English Language Arts Assessment (% "At/Above Grade-Level") | 49% At/Above Grade-Level | 59% At/Above Grade-Level |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | 28.2 % Schoolwide 136.7 below standard Hispanic/Latino 50.2 below standard Socioecon. Disadvantaged 136.7 below standard English Learners | 38 % Schoolwide 124 points below standard - 10% improvement Hispanic/Latino 45 points below standard -10% improvement Socioecon. Disadvantaged 124 points below standard - 10% improvement English Learners |
| Concurrent Enrollment | 3.8% 2019-20 | 7% 2020-21 |
| A-G Course Completion (Graduating Seniors) | 20.5% 2019-20 | 25% 2020-21 |
| Graduation Rate Indicator – CA School Dashboard | 46.7% Schoolwide 41.7% Hispanic/Latino 40%% Socioecon. Disadvantaged 50%% White | 56% Schoolwide 51% Hispanic/Latino 50% Socioecon. Disadvantaged 60% White |
| Career/College Indicator – CA School Dashboard | 7% Schoolwide 6.9% Socioecon. Disadvantaged 8.7% Hispanic/Latino 8.3% White | 17 % Schoolwide 16.9 % Socioecon. Disadvantaged 18.7 % Hispanic/Latino 18.7 % White |

Strategy/Activity 1: Consultant (Graduation, College/Career)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 30,000 Consultant – Altitude Learning | CSI |

Strategy/Activity 2: Schoolwide AVID Implementation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------------------------|-----------|
| \$ 61,773 AVID XP Online | CSI |
| \$ 17,500 Altitude Learning | CSI |

Strategy/Activity 3: Targeted Interventions (Tutoring)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 37,061 Certificated Salary (Partial): Scholar Success Coordinator | Title I |
| \$ 70,187 Classified Salaries: Tutors (4) | Title I |
| \$ 4,638 Certificated Salary (Partial): Dir. Curriculum/Instruction | Title I |

Strategy/Activity 4: Summer School

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 23,040 Salary: 9 Certificated Teachers, Summer School | LCFF |
| \$ 6,170 Salary (Partial): Summer School Administrator | Title I |

Strategy/Activity 5: Summer Slide Mitigation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide access to online academic resources in English and mathematics for at-risk Scholars to mitigate “summer slide” in these two content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|----------------------------------|-----------|
| \$ 7,784 Adventure to Learning | CSI |
| \$ 9,750 Edgenuity (Grades 6-12) | CSI |
| \$ 11,750 Istation (Grades K-5) | CSI |

Strategy/Activity 6: Accelerated Course Option Program (ACOP)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--------------------------------|-----------|
| \$ 46,980 Accelerate Education | LCFF |
| \$30,131 Accelerate Education | CSI |

Strategy/Activity 7: A-G Course Offerings

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide expanded offerings for high school scholars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

| | |
|----------|--------------|
| \$ 1,435 | Leading Edge |
|----------|--------------|

| |
|-----|
| CSI |
|-----|

Goal 2: English Learner Progress

Increase achievement of scholars classified as English Learners.

Identified Need

Compass Charter Schools (CCS) of San Diego’s English Learner Performance Indicator (ELPI) performance in 2019 identifies the growth of EL mastery of English is 33.3%. This requires more focused attention to ensure EL scholars not only demonstrate annual growth but reclassify as “RFEP” in order to prepare them for graduation and college/career.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Reclassification Rate | 22.2% | 28% |
| ELPI Annual Progress | 33.3% “Very Low” | 40% |
| SBAC English Language Arts (% “Meets/Exceeds” Standard) | 136.7 points below standard English Learners | 124 points below standard - 10% improvement English Learners |

Strategy/Activity 1 – English Learner Coordinator & ELD Instruction

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Our English Learner Coordinator will support English learners by providing Designated ELD using a research-based ELD curriculum and provide professional development to core teachers to ensure effective Integrated ELD instruction. In addition, the EL Coordinator will provide direct support for all EL scholars through support sessions. The combination of these strategies will increase the annual growth and reclassification rates of EL scholars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 9,697 Certificated Salary (Partial): English Learner Coordinator | Title I |
| \$ 32,275 Certificated Salary (Partial): English Learner Coordinator | Title III |
| | |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ 130,152 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ 170,123 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ 283,546 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title III | \$32,275 |

| | |
|-----------------------------|------------------------|
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |
| [List federal program here] | [\$[Enter amount here] |

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|------------------------------------|------------------------|
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |
| [List state or local program here] | [\$[Enter amount here] |

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|-----------------------------------|--|---------------------------|
| Compass Charter Schools of Yolo | 57-72702-0139436 | January 15, 2021 | January 31, 2021 |

Purpose and Description

Compass Charter Schools (CCS) of Yolo is a free, nonclassroom-based public charter school authorized by the Winters Joint Unified School District. As a TK-12 personalized learning public charter school, CCS operates a school-wide Title I program to meet the needs of its scholars. . CCS of Yolo began operation in July 2019, so there is no statewide data available to measure as state assessments were suspended due to the global pandemic.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Compass Charter Schools (CCS) of Yolo uses its federal funding to supplement the base instructional program for its scholars (students). The 2020-21 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) as the result of the global health pandemic. Furthermore, this plan aligns to the provisions of the LCAP Federal Addendum which was approved by the California Department of Education in the 2019-20 academic year.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of CCS' mission and vision and the goals for all scholars (students) are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually prior to submission to the Board of Directors for final adoption.

Each learning coach (parent) will receive updated progress information about the academic growth of his/her child every eight weeks. The Assistant Superintendent & Chief Academic Officer will present the scholar achievement data quarterly for all scholar groups and significant scholar groups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Supervising teachers (STs) and staff will meet monthly to review the progress of the scholars in their class. Scholars are provided with interventions, and STs review individual scholar progress in the core curriculum as well as in intervention. If adequate progress is being made, the STs will determine

if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the STs may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the STs may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team (SST), or if there is another intervention which would improve the scholar's skills.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the scholars who generate these funds.

As the stakeholders meet to determine the schoolwide goals, the review of scholar achievement data determines the types of activities that should be provided to increase achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars.

CCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement (SPSA) was developed in concert with our Local Control and Accountability Plan (LCAP) and Learning Continuation and Attendance Plan (LCP). This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research, and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/LCP/SPSA development, so the analytical work of the LCAP/LCP/SPSA drives the development of the budget. Below you will find the timeline for stakeholder engagement and approval process for our SPSA:

Scholar Leadership Council Meeting (September 8, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Parent Advisory Council Meeting (September 18, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Leadership Team Meeting (January 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

Parent Advisory Council Meeting Approval (January 15, 2021) Reviewed the SPSA and provided final feedback.

Board of Directors Meeting (January 31, 2021): Final SPSA approved.

Resource Inequities

Compass Charter Schools (CCS) of Yolo began operation in July 2019, so there is no statewide data available to measure as state assessments were suspended due to the global pandemic.

Goals, Strategies & Expenditures

Goal 1

Improve scholar achievement in English/Language Arts and mathematics to ensure growth in the percentage of scholars meeting the “prepared” level of performance for the Career/College Indicator (CCI), and thereby improving the Graduation Rate Indicator (GRI).

Identified Need

CCS of Yolo began operation in Fall 2019, so there is no state testing data available. While resources and academic supports within our academic programs have been used effectively, CCS of Yolo will strategically address varied needs of scholar groups to meet our targets provided in the Annual Measurable Outcomes section. One such need has been identified in our population of 6-12 grade scholars in the areas of English and Math.

Although CCS of Yolo does not currently have California School Dashboard data to identify a need to target graduation rates, our scholars participate in biannual internal diagnostic testing in reading and math. The data from these diagnostics exams indicate 79% of our TK-5 scholars are at or above grade level in math. However that percentage drops off significantly for our 6-12 scholars whom 35% are at grade level in math. This need is reflected in our reading scores where again 79% of our TK-5 scholars are at or above grade level whereas only 56% of our 6-12 population of scholars are at or above grade level.

Consequently CCS of Yolo will focus on addressing this disparity for our 6-12 scholars to ensure they are eligible to graduate according to their graduation plan. By addressing these skills the CCS of Yolo’s community believes the results will lead to an increase in graduation and college/career preparedness.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Fall Internal Math Assessment (% “At/Above Grade-Level”) | TK-5 79% At/Above Grade-Level 6-12 35% At/Above Grade-Level | 80% of all scholars At/Above Grade-Level |
| SBAC Mathematics (% “Meets/Exceeds” Standard) | N/A | Establish School Wide Baseline |
| Fall Internal Reading Assessment | TK-5 79% At/Above Grade-Level 6-12 56% At/Above Grade-Level | 80% of all scholar At/Above Grade-Level |

| | | |
|---|-----|--------------------------------|
| (% "At/Above Grade-Level") | | |
| SBAC English Language Arts (% "Meets/Exceeds" Standard) | N/A | Establish School Wide Baseline |
| Graduation Rate Indicator – CA School Dashboard | N/A | Establish School Wide Baseline |
| Career/College Indicator – CA School Dashboard | N/A | Establish School Wide Baseline |

Strategy/Activity 1: Consultant (Graduation, College/Career)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| | |

Strategy/Activity 2: Schoolwide AVID Implementation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| | |
| | |

Strategy/Activity 3: Targeted Interventions (Tutoring)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 17,635 Certificated Salary (Partial): Scholar Success Coordinator, EI Coordinator \$4,614 | Title I |
| \$ 2,039 Administrative Salary: \$33,398 Tutors (4) | Title I |
| \$ 2,207 Certificated Salary (Partial): Dir. Curriculum/Instruction | Title I |

Strategy/Activity 4: Summer School

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|--|-----------|
| \$ 9,986.00 Salary: 9 Certificated Teachers, Summer School | Title I |
| \$ 2,039 Salary (Partial): Summer School Administrator | Title I |
| \$ 0 Salary (Partial): Dir. Curriculum/Instruction | Title I |

Strategy/Activity 5: Summer Slide Mitigation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide access to online academic resources in English and mathematics for at-risk scholars to mitigate “summer slide” in these two content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| \$ | |

Strategy/Activity 6: Accelerated Course Option Program (ACOP)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

| | |
|--|--|
| | |
|--|--|

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$61,932

Total Federal Funds Provided to the School from the LEA for CSI

\$0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 61,932

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|-----------------------------|-------------------------|
| [List federal program here] | [\$[Enter amount here]] |
| [List federal program here] | [\$[Enter amount here]] |
| [List federal program here] | [\$[Enter amount here]] |
| [List federal program here] | [\$[Enter amount here]] |

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|------------------------------------|-------------------------|
| [List state or local program here] | [\$[Enter amount here]] |
| [List state or local program here] | [\$[Enter amount here]] |
| [List state or local program here] | [\$[Enter amount here]] |

| | |
|------------------------------------|-------------------------|
| [List state or local program here] | [\$[Enter amount here]] |
| [List state or local program here] | [\$[Enter amount here]] |

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Cover Sheet

Review and Approval of Resolution 2020-02: Enrollment Capacity for the 2021-22 School Year

Section: XII. Executive
Item: B. Review and Approval of Resolution 2020-02: Enrollment
Capacity for the 2021-22 School Year
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: 2021-22 Enrollment Capacity Resolution 2020-02.pdf

RECOMMENDATION:

A motion to approve Resolution 2020-02.



**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2020-02

Enrollment Capacity and Procedures for the 2021-22 School Year

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the “Charter Schools”); and

WHEREAS, the Charter Schools comply with all applicable legal requirements pertaining to the admission and enrollment of scholars;

WHEREAS, the Charter Schools admit all scholars who wish to attend, subject only to capacity; and

WHEREAS, upon consideration of the number of supervising teachers interested in and eligible for hire in the 2021-22 school year and the Charter Schools’ ability to maintain an average daily attendance (“ADA”) to full time equivalent (“FTE”) teacher ratio of 25:1, the Board herein establishes an enrollment capacity for each of the Charter Schools for the 2021-22 school year.

NOW, THEREFORE, BE IT RESOLVED, that the enrollment capacity for the 2021-22 school year for the Charter Schools shall be as follows:

| | Compass Charter Schools of Los Angeles | | Compass Charter Schools of San Diego | | Compass Charter Schools of Yolo | |
|----------|--|-----------------|--------------------------------------|-----------------|---------------------------------|-----------------|
| | Online Program | Options Program | Online Program | Options Program | Online Program | Options Program |
| Capacity | 386 | 641 | 339 | 964 | 99 | 701 |

BE IT FURTHER RESOLVED, that the open enrollment period for the 2021-22 school year shall begin on March 1, 2021 and end on April 23, 2021, with a lottery(ies) to be held on April 27, 2021, if needed.

BE IT FURTHER RESOLVED, that the Superintendent & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 31st day of January, 2021.

By: _____
J.J. Lewis, Superintendent & CEO