



Compass Charter Schools

Virtual Board Meeting

Date and Time

Monday September 24, 2018 at 6:00 PM PDT

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
702 East Blue Ridge Road, Fresno, CA 93720
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551
206 Park Blvd., #212, San Diego, CA 92101

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

<https://compasscharters.adobeconnect.com/bod/>

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		John Vargas	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
II. Consent Items			6:02 PM
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 September 24, 2018 Meeting Agenda
- Approval of the June 25 Annual Meeting Minutes
- Approval of the July 23 Special Meeting Minutes
- Approval of the August 27 Special Meeting Minutes
- Approval of the Check Registry for June, July & August 2018
- Approval of Donations to CCS

- Approval of Resolution 2018-01: Special Education Re-Allocation of Funds
- Approval of Resolution 2018-02 on EPA Funds

B. Approval of the June 25, 2018 Annual Meeting Minutes Approve J.J. Lewis
Minutes

Approve minutes for Annual Meeting on June 25, 2018

C. Approval of the July 23, 2018 Special Meeting Minutes Approve J.J. Lewis
Minutes

Approve minutes for Special Meeting on July 23, 2018

D. Approval of the August 27, 2018 Special Meeting Minutes Approve J.J. Lewis
Minutes

Approve minutes for Special Meeting on August 27, 2018

III. Closed Session **6:07 PM**

A. Public Employee Performance Evaluation Discuss John Vargas 10 m

Title: Superintendent & CEO

IV. Reconvene from Closed Session **6:17 PM**

A. Closed Session Report FYI John Vargas 5 m

V. Communications **6:22 PM**

A. Board Member Communication FYI John Vargas 10 m

- Matthew Brown
- Bill Dennett
- Lisa Robotham
- Martin Suarez
- John Vargas

VI. Reports **6:32 PM**

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

- 5-Year Anniversary Presentations

B. Finance Report FYI J.J. Lewis 10 m

VII. Public Comment **6:47 PM**

A. Public Comment FYI John Vargas 5 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 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 **three (3) minutes each** 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 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.

VIII. Unfinished Business 6:52 PM

A. Election of the Treasurer	Vote	John Vargas	5 m
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IX. New Business 6:57 PM

A. Review and Approval of the 2017-18 Unaudited Actuals	Vote	J.J. Lewis	10 m
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- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

B. Review and Approval of the Charter Renewal Petitions	Vote	J.J. Lewis	10 m
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- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles

C. Review and Approval of the New Charter Petitions	Vote	J.J. Lewis	10 m
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- Compass Charter Schools of Santa Clara
- Compass Charter Schools of Siskiyou
- Compass Charter Schools of Tuolumne
- Compass Charter Schools of Yolo

D. Discuss Board and Committee Structure	Discuss	J.J. Lewis	10 m
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X. Closing Items 7:37 PM

A. Upcoming Meetings	FYI	J.J. Lewis	1 m
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Board of Directors
Monday, November 26 at 5 pm (if Closed Session is needed); 6 pm for Open Session

B. Adjourn Meeting	FYI	John Vargas	1 m
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Cover Sheet

Consent Items

Section: II. Consent Items

Item: A. Consent Items

Purpose: Vote

Submitted by: J.J. Lewis

Related Material:

A Compass - CR - August 18.pdf

B Donations to CCS.pdf

C Special Education Re-Allocation of Funds Resultion 2018-01.pdf

D EPA Allocation Resolution 2018-02.pdf

RECOMMENDATION:

A motion to approve the consent items.

Compass Charter Schools

Check Register 7/1/2018 through 8/31/2018

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
1000006	7/2/2018	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	July 2018 Rent	\$8,682.82
1000003	7/2/2018	Canon Financial Services, Inc.	Cleared	\$680.98	5605-010-84	Equipment Rental/Lease Expense	June 2018 Service	\$680.98
1000001	7/2/2018	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-84	Space Rental/Leases Expense	July 2018 Rent	\$8,000.00
1000005	7/2/2018	Trinity Cristo Rey Church	Cleared	\$5,000.00	5600-010-93	Space Rental/Leases Expense	July 2018 Rent	\$5,000.00
1000004	7/2/2018	Friar Equity Partners LLC	Cleared	\$47,214.07	5600-010-84	Space Rental/Leases Expense	July 2018 Rent	\$47,214.07
1000002	7/2/2018	CharterSAFE	Cleared	\$23,049.00	3603-010-84	Worker Compensation Insurance	Aug 2018 W.C Premium	\$5,762.00
					3603-010-84	Worker Compensation Insurance	25% Deposit FY 18.19 W.C	\$17,287.00
52912	7/3/2018	Traditional Equitation School	Cleared	\$462.00	4200-010-83	Books and Other Reference Materials	April Riding Lessons (Western)	\$231.00
					4200-010-83	Books and Other Reference Materials	March Riding Lessons (Western)	\$231.00
52909	7/3/2018	QUILL CORPORATION	Cleared	\$1,174.38	4200-010-83	Books and Other Reference Materials	Training Scissors, Crayola Colored Chalk	\$72.99
					4200-010-83	Books and Other Reference Materials	Sharpie Markers/Highlighters, Pilot Pens	\$138.69
					4200-010-83	Books and Other Reference Materials	Watercolor Paper, Cover Stock Paper	\$46.76
					4200-010-83	Books and Other Reference Materials	Plastic Ruler, Glue Sticks, Pencil Box	\$103.78
					4200-010-83	Books and Other Reference Materials	Pacon Fingerpaint Paper	\$59.21
					4200-010-83	Books and Other Reference Materials	Training Scissors, Plastic Ruler	\$82.03
					4200-010-83	Books and Other Reference Materials	Sharpie Markers, Sharpie Highlighters	\$126.68
					4200-010-83	Books and Other Reference Materials	Croquet Set, Champion Sports Basketball	\$199.89
					4200-010-83	Books and Other Reference Materials	Calculator, Mechanical Pencils	\$45.43
					4200-010-83	Books and Other Reference Materials	Reusable Dry Erase Packets	\$51.81
					4200-010-83	Books and Other Reference Materials	Playground Ball, Exercise Ball	\$79.49

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Check Register 7/1/2018 through 8/31/2018

					4200-010-83	Books and Other Reference Materials	5 Minute Sand Timer, Starter Brush Set	\$167.62
52907	7/3/2018	Nasco Modesto	Cleared	\$228.94	4200-010-83	Books and Other Reference Materials	The Algebra Game - Set of 5	\$228.94
52906	7/3/2018	Mathnasium of Cypress	Cleared	\$279.00	4200-010-83	Books and Other Reference Materials	May Tutoring	\$279.00
52891	7/3/2018	Barnes & Noble, Inc.	Cleared	\$59.56	4200-010-83	Books and Other Reference Materials	Third Grade Mermaid	\$59.56
52897	7/3/2018	Explorer Field Trips	Cleared	\$690.00	4200-010-83	Books and Other Reference Materials	Blue Whale Teacher Kit, Island Packers Santa Cruz Teach.Kit	\$220.00
					4200-010-83	Books and Other Reference Materials	San Diego Zoo Two Teacher Kit	\$210.00
					4200-010-83	Books and Other Reference Materials	Santa Barbara Zoo Teacher Kit, Island Packers Santa Cruz	\$140.00
					4200-010-83	Books and Other Reference Materials	Blue Whale Student Kit, Island Packers Santa Cruz Student	\$120.00
52898	7/3/2018	Toija Fitzgerald	Outstanding	\$510.00	4200-010-93	Books and Other Reference Materials	March Yearbook Instruction	\$340.00
					4200-010-93	Books and Other Reference Materials	April Yearbook Instruction	\$170.00
52889	7/3/2018	Kathy Granger	Cleared	\$233.45	5200-020-00	Travel and Conferences	REIMB: MILEAGE TO BOARD MEETING	\$233.45
52888	7/3/2018	Law Office of Jennifer McQuarrie	Cleared	\$45.00	5805-010-84	Legal Services	6/8 - FINALIZED & SEND RESPONSE TO OPPOSING COUNCIL	\$45.00
52900	7/3/2018	Home Science Tools	Cleared	\$429.89	4200-010-83	Books and Other Reference Materials	Thames & Kosmos Air & Water Power	\$51.85
					4200-010-83	Books and Other Reference Materials	3 Books Focus On Elementary Chemistry Set	\$70.90
					4200-010-83	Books and Other Reference Materials	Forensic Chemistry of Hair Analysis/Chemistry	\$36.90
					4200-010-83	Books and Other Reference Materials	Robotic Arm Edge, Electricity & Magnetism Kit	\$124.85
					4200-010-83	Books and Other Reference Materials	Crime Science Kit, Cheesemaking Kit, Grow a Frog Kit	\$145.39
52899	7/3/2018	Gardener's Supply Company	Cleared	\$140.85	4200-010-83	Books and Other Reference Materials	Big Bag Bed Raised Garden Bed, Organic Compost	\$49.92
					4200-010-83	Books and Other Reference Materials	Window Nest Box, Sunflower Garden In a Bag	\$38.92
					4200-010-83	Books and Other Reference Materials	Organic Sunflower Seeds, Giant Purple Zinnia Organic Seeds	\$19.05

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					4200-010-83	Books and Other Reference Materials	Butterfly Feeder	\$32.96
52896	7/3/2018	Claremont Community School of Music	Cleared	\$216.00	4200-010-83	Books and Other Reference Materials	May,June Trumpet Lessons	\$216.00
52892	7/3/2018	Beautiful Feet Books	Cleared	\$140.11	4200-010-83	Books and Other Reference Materials	The Fourth of July Story, The Cabin Faced West	\$61.59
					4200-010-83	Books and Other Reference Materials	The Hundred Dresses, Brighty of the Grand Canyon	\$46.75
					4200-010-83	Books and Other Reference Materials	Around the World with Picture Books Part 1	\$31.77
52904	7/3/2018	Demme Learning	Cleared	\$105.82	4200-010-83	Books and Other Reference Materials	Gammagamma Level Up Set	\$105.82
52910	7/3/2018	Rainbow Resource Center	Cleared	\$6,063.28	4200-010-83	Books and Other Reference Materials	Roller Coaster Challenge Game, Key To Fractions Wkbk	\$40.88
					4200-010-83	Books and Other Reference Materials	Black Light Science, SmartPhone Science Lab	\$119.13
					4200-010-83	Books and Other Reference Materials	Wonder, Number The Stars, Can Do Print Workbook	\$101.08
					4200-010-83	Books and Other Reference Materials	Balance Benders Book 2, Minder Benders Bk.-Logic Puzzles	\$114.33
					4200-010-83	Books and Other Reference Materials	Outdoor Book, Crime Catchers Spy Science Kit	\$157.45
					4200-010-83	Books and Other Reference Materials	Let's Learn to Cut, Brain Games - Kids, Cut & Paste Sight	\$35.54
					4200-010-83	Books and Other Reference Materials	Dixon Extra Hard Pencil #4, Solar System-Mini Solar Kit	\$221.39
					4200-010-83	Books and Other Reference Materials	Dr. Fry's, Keyboarding Skills, Spectrum LA 2015	\$41.75
					4200-010-83	Books and Other Reference Materials	Dog Ate My Mad Libs, Big Spelling 1-3 Workbook	\$67.58
					4200-010-83	Books and Other Reference Materials	Math Speed Tests, Timed Math Drills, Saxon Math 3 Home Study	\$128.37
					4200-010-83	Books and Other Reference Materials	Watercolor Pad, Ladybug Land, Bug Farm, Pencil Sharpener	\$216.01
					4200-010-83	Books and Other Reference Materials	Student Clocks, Brain Games Kids Kindergarten	\$189.42
					4200-010-83	Books and Other Reference Materials	California Early History, Drawing With Children, Airplane	\$222.96
					4200-010-83	Books and Other Reference Materials	Grammar & Writing 4 Complete H/S Kit	\$85.06

Compass Charter Schools

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4200-010-83	Books and Other Reference Materials	Core Skills: Reading/Spelling Comprehension 2014	\$30.19
4200-010-83	Books and Other Reference Materials	Printing Power Plus Workbook, Chisel Point Expo Low Oder	\$42.21
4200-010-83	Books and Other Reference Materials	Summer Brain Quest, Hello Nature, Circuit Games Maker Lab	\$185.30
4200-010-83	Books and Other Reference Materials	Timed Math Drills-Division, CD-Roms	\$161.10
4200-010-83	Books and Other Reference Materials	Writing 2014, Core Skills Spelling/Reading	\$26.10
4200-010-83	Books and Other Reference Materials	Tree In The Trail Book, Blaze Find The Trail, Little Britche	\$228.31
4200-010-83	Books and Other Reference Materials	Aeneid, Odessey of Homer, Twelve Caesars,Three Theban Plays	\$219.78
4200-010-83	Books and Other Reference Materials	Math-U-See Algebra 1 Universal Set, Landmark Herodotus	\$218.70
4200-010-83	Books and Other Reference Materials	My First Crayola Fingerprint Kit, Tangle Jr. Textured	\$33.64
4200-010-83	Books and Other Reference Materials	Draw 3-D, Animals, Learn To Draw, Gel Pens, Post-It	\$198.62
4200-010-83	Books and Other Reference Materials	Math Detective A1, Daily Reading Comprehension Grade 6	\$153.77
4200-010-83	Books and Other Reference Materials	English & Grammar Grade 5 Workbook, Mind Benders Book	\$18.69
4200-010-83	Books and Other Reference Materials	Grammar & Writing 8 & 7 Complete Kit	\$167.09
4200-010-83	Books and Other Reference Materials	Paint This Book, Great Book Of States, Here Comes Silent E	\$200.04
4200-010-83	Books and Other Reference Materials	Anno's China, Grass Sandals, My First Keyboard, Paper Planes	\$218.67
4200-010-83	Books and Other Reference Materials	Reading and Math Practice, Nature Explorer's Scrapbook	\$72.97
4200-010-83	Books and Other Reference Materials	Stallion 3D Notebook 4" x 6"	\$8.50
4200-010-83	Books and Other Reference Materials	Art For Kids Drawing, Draw 50 Cats, Fashion Design Studio	\$31.28
4200-010-83	Books and Other Reference Materials	Sassafras Guide to Botany/Anatomy/Science Adv. Grades 1-6	\$118.55
4200-010-83	Books and Other Reference Materials	Paint This Book!, Writing Strands 4, Arrowcopter 2 Pack	\$220.21

Compass Charter Schools

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					4200-010-83	Books and Other Reference Materials	Wonder, My Journal, Can Do Cursive Student Workbook	\$66.53
					4200-010-83	Books and Other Reference Materials	Family Tree/Pirates Mad Libs, Appletters Game	\$224.13
					4200-010-83	Books and Other Reference Materials	Wipe Off Hundreds Charts, Folding Meter Yard Stick	\$54.45
					4200-010-83	Books and Other Reference Materials	Roller Coaster Challenge Game, Spelling You See Level D	\$102.97
					4200-010-83	Books and Other Reference Materials	Complete Writer-Writing With Skills Level One Instructor/Stu	\$47.04
					4200-010-83	Books and Other Reference Materials	Music Notebook, First Start French, Sign Language DVD	\$158.40
					4200-010-83	Books and Other Reference Materials	With Lee in Virginia, Hitch, Journey To America	\$191.02
					4200-010-83	Books and Other Reference Materials	Timed Math Drills-Division, CD-Roms	\$161.10
					4200-010-83	Books and Other Reference Materials	Math Speed Tests Grades 3-6, Timed Math Drills-Subtraction	\$107.46
					4200-010-83	Books and Other Reference Materials	5 Minute Language Skill-Builders, Kumon Summer Review & Prep	\$22.20
					4200-010-83	Books and Other Reference Materials	Zaner Blosler Handwriting, Daybrook on Critical Reading & Wri	\$80.05
					4200-010-83	Books and Other Reference Materials	Zaner Blosler Handwriting, Kumon Reading Workbook	\$97.32
					4200-010-83	Books and Other Reference Materials	Ticket To Ride, Draw The USA, Placemats	\$231.76
					4200-010-83	Books and Other Reference Materials	Key to Decimals Book 2,3,4-Spencerian Practice Set	\$107.58
					4200-010-83	Books and Other Reference Materials	Beast Academy Grade 4 Curriculum	\$116.60
52908	7/3/2018	Performing Arts Empire	Cleared	\$216.00	4200-010-83	Books and Other Reference Materials	March, April: Voice Lessons With Tiffanie Levin	\$216.00
52911	7/3/2018	Teachers Synergy, LLC	Cleared	\$38.67	4200-010-83	Books and Other Reference Materials	Out of the Dust Part 1 Quiz, A Complete Novel Investigation	\$38.67
52905	7/3/2018	MCC Rolling Hills Estates Learning LLC	Cleared	\$300.00	4200-010-83	Books and Other Reference Materials	May Mathnasium Rolling Hills Estates	\$300.00
52901	7/3/2018	Homeschool Buyers Co-op	Cleared	\$453.73	4200-010-83	Books and Other Reference Materials	Home Art Studio 3 Pack, Kindergaren, 1st, 2nd	\$64.02

Compass Charter Schools

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					4200-010-83	Books and Other Reference Materials	Touch, Type, Read and Spell (1st-Adults)	\$84.95
					4200-010-83	Books and Other Reference Materials	Music Academy For Grades K-12 6 Month Subscription	\$82.80
					4200-010-83	Books and Other Reference Materials	Math In Focus: Homeschool Package, 1st/2nd Semester Grade 8	\$169.56
					4200-010-83	Books and Other Reference Materials	Brave Writer The Writers Jungle Digital Download	\$52.40
52902	7/3/2018	KiwiCo, Inc	Cleared	\$420.53	4200-010-83	Books and Other Reference Materials	Pinball Machine, Kaleidoscope, Secret Agent	\$62.25
					4200-010-83	Books and Other Reference Materials	Color and Light, Secret Agent, Pinball Machine	\$81.21
					4200-010-83	Books and Other Reference Materials	3 Month Subscription Kiwi Crate	\$64.65
					4200-010-83	Books and Other Reference Materials	Tinker Crate, 3 Month Subscription	\$65.70
					4200-010-83	Books and Other Reference Materials	Science & Art Package	\$82.07
					4200-010-83	Books and Other Reference Materials	Kiwi Crate 3 Month Subscription for Ages 5-8	\$64.65
52895	7/3/2018	Cultured Owl LLC	Cleared	\$459.75	4200-010-83	Books and Other Reference Materials	World Tour Package, The Explorer: Australia, Russia, Madagas	\$80.00
					4200-010-83	Books and Other Reference Materials	Country Kit - Brazil The Tourist	\$29.95
					4200-010-83	Books and Other Reference Materials	Emiliano Brazet The Tourist - Country: Japan/Spain	\$59.90
					4200-010-83	Books and Other Reference Materials	The Explorer	\$80.00
					4200-010-83	Books and Other Reference Materials	The Jetsetter Australia, France, Brazil, Spain, Italy	\$150.00
					4200-010-83	Books and Other Reference Materials	China/Japan The Tourist	\$59.90
52903	7/3/2018	Learn Beyond The Book	Cleared	\$4,895.32	4200-010-83	Books and Other Reference Materials	Feb.-May Van Nuys - HS Geometry	\$295.00
					4200-010-83	Books and Other Reference Materials	Feb.-May Van Nuys - Textile Exploration & 3D Crafting	\$295.00
					4200-010-83	Books and Other Reference Materials	Feb. Van Nuys - Geography	\$37.00
					4200-010-83	Books and Other Reference Materials	March-May Van Nuys-Math Exploration & Discoveries Monday	\$1,216.92

Compass Charter Schools

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					4200-010-83	Books and Other Reference Materials	Feb.-May Van Nuys - Fast n Fit PE Class,Video Game Design	\$1,180.00
					4200-010-83	Books and Other Reference Materials	Feb.-May Van Nuys - Artistic Pursuits,Play To Your Health	\$1,735.00
					4200-010-83	Books and Other Reference Materials	Feb.-May Santa Clarita Parkour	\$136.40
52890	7/3/2018	BLICK Art Materials	Cleared	\$130.92	4200-010-83	Books and Other Reference Materials	Use Current Web Promo-Ink Refills	\$25.69
					4200-010-83	Books and Other Reference Materials	Color Wheel Chart/Workbook	\$86.75
					4200-010-83	Books and Other Reference Materials	Mixed Media Pad	\$18.48
52894	7/3/2018	Conejo Recreation & Park District	Cleared	\$255.00	4200-010-83	Books and Other Reference Materials	April 11-May 30 Basketball Teen Center	\$70.00
					4200-010-83	Books and Other Reference Materials	Nov. & Dec. Beginning Gymnastics	\$45.00
					4200-010-83	Books and Other Reference Materials	April-May Comic Book Creators/Lights,Camera,Action!	\$140.00
52893	7/3/2018	Candi Chavez	Cleared	\$50.00	4200-010-83	Books and Other Reference Materials	June Piano Lessons	\$25.00
					4200-010-83	Books and Other Reference Materials	June Piano Lessons	\$25.00
52919	7/5/2018	Play Well TEKologies	Cleared	\$110.00	4200-010-83	Books and Other Reference Materials	February Play Well @ Classical Conversations	\$60.00
					4200-010-83	Books and Other Reference Materials	February Play-Well @ Classical Conversations	\$50.00
52916	7/5/2018	Freshi Films, LLC	Cleared	\$72.00	4200-010-83	Books and Other Reference Materials	Burbak - Sept & Oct Beginning Video Game Coding & Design	\$72.00
52914	7/5/2018	Cricket Media	Cleared	\$33.95	4200-010-83	Books and Other Reference Materials	DIG Magazine, History Mag.-Print	\$33.95
52913	7/5/2018	BookShark LLC	Cleared	\$517.41	4200-010-83	Books and Other Reference Materials	Saxon Math 8/7 Homeschool Kit-4th Edition	\$121.90
					4200-010-83	Books and Other Reference Materials	Reading with History, Language Arts,Wordly Wise, The Grammar	\$395.51
52918	7/5/2018	Grow and Make LLC	Cleared	\$123.84	4200-010-83	Books and Other Reference Materials	PO-CCS2017-3076 Kids DIY Garden, Soap Making,Lip Balm	\$91.88
					4200-010-83	Books and Other Reference Materials	PO-CCS2017-3098 Complete DIY Chocolate & Candy Making	\$31.96
52915	7/5/2018	Allison Saleh	Cleared	\$60.00	4200-010-83	Books and Other Reference Materials	January - Guitar Lessons	\$60.00

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52921	7/5/2018	Traditional Equitation School	Cleared	\$110.00	4200-010-83	Books and Other Reference Materials	November Week 1&2 Care for horse, Beg. Riding	\$110.00
52920	7/5/2018	STEM Reads, LLC	Outstanding	\$33.32	4200-010-83	Books and Other Reference Materials	3-Month Subscription Stem Reads	\$33.32
52917	7/5/2018	Fat Brain Holding, LLC	Cleared	\$86.80	4200-010-83	Books and Other Reference Materials	Kinetic Revolution, Disgusting Science, Jokes & Riddles Bk.	\$86.80
52922	7/10/2018	K12 Management, Inc.	Cleared	\$22,554.00	4100-020-92	Approved Textbooks and Core Curricula Materials	KVSP OLS 5/1-5/31/18	\$7,314.00
					4100-030-92	Approved Textbooks and Core Curricula Materials	KVSP OLS 5/1-5/31/18	\$3,266.00
					4100-040-92	Approved Textbooks and Core Curricula Materials	KVSP OLS 5/1-5/31/18	\$11,974.00
52972	7/11/2018	Kids In Motion Pediatric Therapy	Cleared	\$1,215.00	5810-010-65	Educational Consultants	ST Services 50 5/2018	\$1,215.00
52977	7/11/2018	Language Bird	Cleared	\$720.00	4200-010-83	Books and Other Reference Materials	Conversational Lessons: 12 Spanish Lessons	\$720.00
52979	7/11/2018	Jeff Macias	Cleared	\$1,200.00	4200-010-83	Books and Other Reference Materials	June: General Tutoring.Study Skills (2 Weeks)	\$240.00
					4200-010-83	Books and Other Reference Materials	June Study Skills	\$120.00
					4200-010-83	Books and Other Reference Materials	June Study Skills	\$120.00
					4200-010-83	Books and Other Reference Materials	June Multi-Subject Tutoring	\$120.00
					4200-010-83	Books and Other Reference Materials	June: General Tutoring.Study Skills (2 Weeks)	\$240.00
					4200-010-83	Books and Other Reference Materials	June Multi-Subject Tutoring	\$120.00
					4200-010-83	Books and Other Reference Materials	June Multi-Subject Tutoring	\$120.00
					4200-010-83	Books and Other Reference Materials	June Study Skills	\$120.00
52942	7/11/2018	CNA Insurance	Cleared	\$55.00	3603-010-84	Worker Compensation Insurance	Acct: 3032202607 - Coverage/Workers Comp.	\$55.00
52944	7/11/2018	Drive Happy	Cleared	\$760.00	4200-010-83	Books and Other Reference Materials	Driver's Ed and 6 Hrs. Behind the Wheel Training	\$380.00
					4200-010-83	Books and Other Reference Materials	Driver's Ed and 6 Hrs. Behind the Wheel Training 4/10-5/31	\$380.00

Compass Charter Schools

Check Register 7/1/2018 through 8/31/2018

52952	7/11/2018	For The Love Of Words	Cleared	\$574.00	4200-010-83	Books and Other Reference Materials	April,May - Creative Writing Class	\$60.00
					4200-010-83	Books and Other Reference Materials	April,May - Creative Writing Class Irvine	\$60.00
					4200-010-83	Books and Other Reference Materials	Feb-May Creative Writing Class, Grades 6-8 Private Residence	\$120.00
					4200-010-83	Books and Other Reference Materials	Apr.,May Creative Writing Class: In Home	\$60.00
					4200-010-83	Books and Other Reference Materials	Feb-May Creative Writing Class 8th Grade Irvine	\$150.00
					4200-010-83	Books and Other Reference Materials	April,May - For The Love of Words	\$60.00
					4200-010-83	Books and Other Reference Materials	April,May 8th Grade Creative Writing	\$64.00
52982	7/11/2018	Outschool, Inc.	Cleared	\$210.00	4200-010-83	Books and Other Reference Materials	Mine Craft & Architecture History, So You Want to be a Youtu	\$95.00
					4200-010-83	Books and Other Reference Materials	Online Class Forensics Course	\$115.00
52983	7/11/2018	Play Well TEKnologies	Cleared	\$152.00	4200-010-83	Books and Other Reference Materials	April, May Murdock Elementary TEM Fun damentals W/Lego	\$152.00
52935	7/11/2018	Blue Buoy Swim School	Cleared	\$236.00	4200-010-83	Books and Other Reference Materials	June-Tustin-Semi Private Swim Lessons	\$65.00
					4200-010-83	Books and Other Reference Materials	June-Tustin-Semi Private Swim Lessons	\$117.00
					4200-010-83	Books and Other Reference Materials	June-Tustin-Strokes Class Swim Lessons	\$54.00
52936	7/11/2018	Jessica Becker	Cleared	\$425.00	4200-010-93	Books and Other Reference Materials	April Yoga Instruction	\$85.00
					4200-010-93	Books and Other Reference Materials	May Yoga Instruction	\$340.00
52955	7/11/2018	Freedom in Motion Gym, LLC	Cleared	\$255.00	4200-010-83	Books and Other Reference Materials	April-June/ Bronze Pkge., 4 Classes, Parkour	\$255.00
52957	7/11/2018	Gigi V. Frack	Cleared	\$49.50	4200-010-83	Books and Other Reference Materials	June Child Yoga	\$49.50
52954	7/11/2018	Toija Fitzgerald	Outstanding	\$255.00	4200-010-93	Books and Other Reference Materials	May Yearbook Instruction	\$255.00
52959	7/11/2018	Guido's Martial Arts Academy	Cleared	\$790.00	4200-010-83	Books and Other Reference Materials	Dec.,Apr.,May,June Kids Karate	\$395.00
					4200-010-83	Books and Other Reference Materials	Dec.,Apr.,May,June Kids Karate	\$395.00

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52937	7/11/2018	Craig Bergman	Cleared	\$250.00	4200-010-83	Books and Other Reference Materials	Method Writing - Online	\$250.00
52924	7/11/2018	Anaheim Ballet School	Cleared	\$58.00	4200-010-83	Books and Other Reference Materials	May Ballet Class, Ballet II	\$58.00
52962	7/11/2018	Gryphon Fitness Studio	Cleared	\$682.00	4200-010-83	Books and Other Reference Materials	April,May Placentia-Beginning Fencing	\$240.00
					4200-010-83	Books and Other Reference Materials	March-June - Group Fencing Lessons at the Studio	\$352.00
					4200-010-83	Books and Other Reference Materials	Fencing Placentia	\$90.00
52963	7/11/2018	Gary Garrigues, Esq.	Cleared	\$3,937.50	5805-010-80	Legal Services	For Services Rendered May-June 2018	\$3,937.50
52939	7/11/2018	Allison Saleh	Cleared	\$105.00	4200-010-83	Books and Other Reference Materials	May: Guitar lessons	\$105.00
52941	7/11/2018	Coastal Music Studios	Cleared	\$240.00	4200-010-83	Books and Other Reference Materials	June Guitar Lesson-Oceanside	\$120.00
					4200-010-83	Books and Other Reference Materials	June Piano Lesson - Oceanside	\$120.00
52923	7/11/2018	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	9330-010	Prepaid Expenses	Services Rendered to Jul 1st	\$500.00
52940	7/11/2018	Cogito International Inc.	Outstanding	\$300.00	4200-010-93	Books and Other Reference Materials	May Speech Instruction	\$300.00
52964	7/11/2018	Huckleberry Center For Creative Learning	Cleared	\$3,643.17	4200-010-83	Books and Other Reference Materials	Jan-March Simi Valley-Art Projects of the World	\$770.00
					4200-010-83	Books and Other Reference Materials	Jan-March Simi Valley-Art Projects of the World	\$795.00
					4200-010-83	Books and Other Reference Materials	Jan-March Simi Valley Science Adventures/Matters/Art Proj	\$800.00
					4200-010-83	Books and Other Reference Materials	May: Valencia Science Exploration	\$81.00
					4200-010-83	Books and Other Reference Materials	May Story of the World,Art Projects for Little Ones	\$339.33
					4200-010-83	Books and Other Reference Materials	May Beginning Tumbling,Art Projects for Little Ones	\$276.00
					4200-010-83	Books and Other Reference Materials	May Art Projects for Little Ones/Story of the World-Spring	\$153.34
					4200-010-83	Books and Other Reference Materials	May Art History Valencia Spring 2018	\$76.00

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					4200-010-83	Books and Other Reference Materials	May Story of the World,Art Projects for Little Ones	\$352.50
52928	7/11/2018	The Aerial Studio	Cleared	\$116.00	4200-010-83	Books and Other Reference Materials	June-Beginner Acro and Tumbling	\$34.00
					4200-010-83	Books and Other Reference Materials	June Acro Lessons	\$82.00
52961	7/11/2018	Global Teletherapy	Cleared	\$1,043.00	5810-010-65	Educational Consultants	OT/ST Services Provided	\$1,043.00
52938	7/11/2018	1 Creative Spot	Cleared	\$1,840.00	4200-010-83	Books and Other Reference Materials	March, April Home School Hands On Art Class - Tuesday	\$140.00
					4200-010-93	Books and Other Reference Materials	April Art Instruction	\$300.00
					4200-010-93	Books and Other Reference Materials	March Art Instruction T/TH	\$700.00
					4200-010-93	Books and Other Reference Materials	May Art Instruction	\$700.00
52960	7/11/2018	Green Acres Ranch Inc.	Cleared	\$1,620.00	4200-010-83	Books and Other Reference Materials	April, May - Riding Lessons	\$360.00
					4200-010-83	Books and Other Reference Materials	March, May - Riding Lessons	\$585.00
					4200-010-83	Books and Other Reference Materials	March - Additional Riding Lessons	\$135.00
					4200-010-83	Books and Other Reference Materials	May Group Riding Lessons	\$180.00
					4200-010-83	Books and Other Reference Materials	April, May - Riding Lessons	\$360.00
52926	7/11/2018	Art + Soul Collective	Cleared	\$904.47	4200-010-83	Books and Other Reference Materials	Newport Beach World Art & Concepts	\$219.02
					4200-010-83	Books and Other Reference Materials	Newport Beach Drawing & Painting Outside The Box-Apr-Jun	\$210.00
					4200-010-83	Books and Other Reference Materials	Newport Beach-Apr-Jun 3rd Grade -6th Get Out! Making Art	\$125.00
					4200-010-83	Books and Other Reference Materials	Newport Beach World Art & Concepts	\$220.00
					4200-010-83	Books and Other Reference Materials	April-June Art With The Whole Body	\$130.45
52958	7/11/2018	Grow and Make LLC	Cleared	\$376.55	4200-010-83	Books and Other Reference Materials	DIY Kid's Garden Gowing Kit/Artisan DIY Candy Making Kit	\$51.90
					4200-010-83	Books and Other Reference Materials	Complete DIY Holiday Candle Making Kit/Culinary Herb DIY	\$119.90

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					4200-010-83	Books and Other Reference Materials	Deluxe DIY Aloe Vera Soap Making Kit/Candy Making Kit	\$119.85
					4200-010-83	Books and Other Reference Materials	Deluxe Hot Sauce Kit, DIY Starter Growing Kit	\$84.90
52956	7/11/2018	Guitar Ninjas	Cleared	\$337.50	4200-010-83	Books and Other Reference Materials	April-June Guitar Kid Lessons - Burbank	\$337.50
52953	7/11/2018	40 Acres and a Mind, Inc.	Cleared	\$500.00	4200-010-83	Books and Other Reference Materials	April,May - Reading Tutoring	\$500.00
52927	7/11/2018	A Tree of Knowledge	Cleared	\$720.00	4200-010-83	Books and Other Reference Materials	April.May Language Arts Grade 3 - Rolling Hills Library	\$315.00
					4200-010-83	Books and Other Reference Materials	In Home Math Tutoring June	\$45.00
					4200-010-83	Books and Other Reference Materials	March Language Arts Grade 3 - Rolling Hills Library	\$180.00
					4200-010-83	Books and Other Reference Materials	In Home Math Tutoring April, May	\$180.00
52945	7/11/2018	Explorer Field Trips	Cleared	\$150.00	4200-010-83	Books and Other Reference Materials	Teacher Kit Museum Field Trip Kit Grade 6-7	\$90.00
					4200-010-83	Books and Other Reference Materials	Natural History Museum of LA Teacher Kit	\$60.00
52984	7/11/2018	Performing Arts Empire	Cleared	\$106.00	4200-010-83	Books and Other Reference Materials	May: Ballet, Musical Theatre, Acro	\$106.00
52981	7/11/2018	Noonan Family Swim School Inc	Cleared	\$75.00	4200-010-83	Books and Other Reference Materials	June Swimming Classes 1x Per Week - Murrieta	\$75.00
52980	7/11/2018	Mr. Evan	Cleared	\$1,520.00	4200-010-83	Books and Other Reference Materials	Oct.-Feb. Piano Lessons and Music Training	\$550.00
					4200-010-83	Books and Other Reference Materials	Oct.-Jan Piano Lessons and Music Training	\$550.00
					4200-010-83	Books and Other Reference Materials	Oct.-Jan Piano Lessons and Music Training	\$420.00
52943	7/11/2018	Diamond Bar Country Vaulters	Cleared	\$700.00	4200-010-83	Books and Other Reference Materials	May,June Equestrian Vaulting	\$700.00
52976	7/11/2018	Lewis Music Academy	Cleared	\$50.00	4200-010-83	Books and Other Reference Materials	June Combo Lessons	\$50.00
52978	7/11/2018	Martial Arts International	Cleared	\$140.00	4200-010-83	Books and Other Reference Materials	June Karate Lessons	\$75.00
					4200-010-83	Books and Other Reference Materials	June Karate Lessons	\$65.00
52934	7/11/2018	Build It Workspace, Inc.	Cleared	\$225.00	4200-010-83	Books and Other Reference Materials	May,June Build It Robotics Team #36711 on Thursdays	\$225.00

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52975	7/11/2018	The Little Gym of Fresno	Cleared	\$295.68	4200-010-83	Books and Other Reference Materials	June Gymnastics Class / Flips	\$84.00
					4200-010-83	Books and Other Reference Materials	June-Jazzy Bugs Ballet/Tap Class	\$84.00
					4200-010-83	Books and Other Reference Materials	June Gymnastics Class Age 6-12	\$67.20
					4200-010-83	Books and Other Reference Materials	June Gymnastics Class Age 6-12	\$60.48
53001	7/11/2018	WM Music Lessons	Cleared	\$650.00	4200-010-83	Books and Other Reference Materials	Nov-La Habra Location Private Piano Lessons	\$75.00
					4200-010-83	Books and Other Reference Materials	Sept.,Oct.-Habra Location Piano Lessons	\$125.00
					4200-010-83	Books and Other Reference Materials	Jan-June-La Habra Location Piano Lessons	\$450.00
53002	7/11/2018	YMCA San Diego Co	Cleared	\$152.10	4200-010-83	Books and Other Reference Materials	April,May: Swimming Classes Youth 6-12 Years	\$75.60
					4200-010-83	Books and Other Reference Materials	YMCA Border View Family May: Tae Kwon Do Ages 7+ Years	\$76.50
53003	7/11/2018	Young Lamplighters	Cleared	\$3,879.28	4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$316.72
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$217.84
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$295.60

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					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
					4200-010-83	Books and Other Reference Materials	June Month of Service - Young Lamplighters	\$311.12
52996	7/11/2018	Tustin Volleyball Club LLC	Cleared	\$255.00	4200-010-93	Books and Other Reference Materials	May PE Instruction	\$255.00
52994	7/11/2018	Strongmind, Inc.	Cleared	\$22,590.61	5815-010-82	Advertising/Recruiting	Media Reimbursement-May 2018	\$22,590.61
52992	7/11/2018	Sylvan Learning Center (D.D. & S.)	Cleared	\$408.00	4200-010-83	Books and Other Reference Materials	April,May Diamond Bar-Math Tutoring	\$408.00
52947	7/11/2018	Kathleen Elliott	Cleared	\$332.50	4200-010-83	Books and Other Reference Materials	April: Horseback Riding Lessons	\$130.00
					4200-010-83	Books and Other Reference Materials	Horseback Riding Lessons	\$202.50
53004	7/11/2018	YMCA of OC	Cleared	\$450.00	4200-010-83	Books and Other Reference Materials	March - June Ballet Class for Ages 4-8	\$225.00
					4200-010-83	Books and Other Reference Materials	March - June Ballet Class for Ages 4-8	\$225.00
53005	7/11/2018	Z-Bini Kidz	Cleared	\$84.00	4200-010-83	Books and Other Reference Materials	5-9 Year Old 1 Hr. Class April-May Li'l Engineers	\$84.00
52948	7/11/2018	Paul Ellis	Cleared	\$1,650.00	4200-010-83	Books and Other Reference Materials	April, May Piano Lessons	\$600.00
					4200-010-83	Books and Other Reference Materials	April, May Piano Lessons	\$1,050.00
52949	7/11/2018	FlipSwitch, Inc.	Cleared	\$6,328.23	5815-010-82	Advertising/Recruiting	Media Reimbursement - Apr 2018	\$6,328.23
52950	7/11/2018	Freshi Films, LLC	Cleared	\$36.00	4200-010-83	Books and Other Reference Materials	Burbank-Nov. Beginning Video Game Coding & Design	\$36.00
52931	7/11/2018	Barnes & Noble, Inc.	Cleared	\$26.25	4200-010-83	Books and Other Reference Materials	Schindler's List DVD	\$26.25
52965	7/11/2018	Homeschool Buyers Co-op	Cleared	\$76.95	4200-010-83	Books and Other Reference Materials	Fitness 4 Homeschool	\$41.95
					4200-010-83	Books and Other Reference Materials	Game Bundle (1 Student)	\$35.00
52932	7/11/2018	Burbank Music Academy	Cleared	\$390.00	4200-010-83	Books and Other Reference Materials	June Guitar Lessons	\$130.00
					4200-010-83	Books and Other Reference Materials	June Piano Lessons	\$130.00
					4200-010-83	Books and Other Reference Materials	June Piano Lessons	\$130.00

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52968	7/11/2018	Intro 2 Skateboarding	Outstanding	\$50.00	4200-010-83	Books and Other Reference Materials	June 1st Level Skateboarding	\$50.00
52970	7/11/2018	JL Media Services	Cleared	\$425.00	4200-010-83	Books and Other Reference Materials	May, June - Piano Lessons	\$125.00
					4200-010-83	Books and Other Reference Materials	April - Piano Lessons	\$125.00
					4200-010-83	Books and Other Reference Materials	May, June Piano Lessons	\$125.00
					4200-010-83	Books and Other Reference Materials	Costa Mesa June Piano Classes 3rd Grade	\$50.00
52969	7/11/2018	Martha Desmond	Cleared	\$100.00	4200-010-83	Books and Other Reference Materials	May Exploring Reading & Literature	\$100.00
52971	7/11/2018	Klise Media Group	Cleared	\$110.00	4200-010-83	Books and Other Reference Materials	March-May Costa Masa You Tube Channel Creator Club!	\$110.00
52973	7/11/2018	LittleBits Electronics, Inc.	Cleared	\$182.33	4200-010-83	Books and Other Reference Materials	Rule Your Room Kit, Arcade Game, Night Light, Bubble Dot	\$182.33
52974	7/11/2018	The Learning Village	Cleared	\$575.00	4200-010-83	Books and Other Reference Materials	May, June PE With Vonna With Gio	\$470.00
					4200-010-83	Books and Other Reference Materials	Fresno April - TLV	\$105.00
52967	7/11/2018	Inspire In-Home Tutoring, Inc.	Cleared	\$288.00	4200-010-83	Books and Other Reference Materials	June Tutoring	\$288.00
52966	7/11/2018	Homeschool Spanish Academy Inc.	Cleared	\$1,120.00	4200-010-83	Books and Other Reference Materials	Dec & May 60 Online Spanish Classes - 50 Minutes Each Class	\$1,120.00
52951	7/11/2018	Firestorm Freerunning & Acrobatics	Cleared	\$1,306.74	4200-010-83	Books and Other Reference Materials	May Little Heroes	\$85.00
					4200-010-83	Books and Other Reference Materials	June Parkour/Freerunning Instruction	\$280.00
					4200-010-83	Books and Other Reference Materials	May - Trampoline & Tumbling Instruction	\$200.00
					4200-010-83	Books and Other Reference Materials	June Little Heroes	\$85.00
					4200-010-83	Books and Other Reference Materials	June 1 Day Per Week Trampoline Class	\$98.74
					4200-010-83	Books and Other Reference Materials	May Parkour/Freerunning Instruction	\$280.00
					4200-010-83	Books and Other Reference Materials	May-Parkour	\$75.00
					4200-010-83	Books and Other Reference Materials	May: 1 Day Per Week Trampoline Class	\$100.00

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					4200-010-83	Books and Other Reference Materials	May Trampoline and Parkour Classes	\$103.00
52930	7/11/2018	Blackbird & Company	Cleared	\$176.80	4200-010-83	Books and Other Reference Materials	Year Pack - Level 1A	\$176.80
52929	7/11/2018	Arts & Learning Conservatory	Cleared	\$225.00	4200-010-83	Books and Other Reference Materials	April, May Beginning Acting Class	\$225.00
52999	7/11/2018	Top Billing Entertainment Academy	Cleared	\$500.00	4200-010-83	Books and Other Reference Materials	Apr-Jun - Vocal Lessons	\$500.00
53000	7/11/2018	Torrance-South Bay YMCA	Cleared	\$162.00	4200-010-83	Books and Other Reference Materials	April-June Stage 1 & 2 Swim Class	\$162.00
52933	7/11/2018	Brain Builders Educational Programs	Cleared	\$1,302.00	4200-010-83	Books and Other Reference Materials	April-June Tustin-STEM Class	\$345.00
					4200-010-83	Books and Other Reference Materials	April/May-Wood Shop - Spring (Grades 5-12)	\$132.00
					4200-010-83	Books and Other Reference Materials	April/May-Wood Shop - Spring (Grades 5-12)	\$135.00
					4200-010-83	Books and Other Reference Materials	April-June Tustin-STEM #2	\$345.00
					4200-010-83	Books and Other Reference Materials	April-June Tustin-STEM #3	\$345.00
52991	7/11/2018	Success Learning Center	Cleared	\$797.03	4200-010-83	Books and Other Reference Materials	Jan-March Piano 101	\$136.00
					4200-010-83	Books and Other Reference Materials	April-June Private Piano Lessons	\$290.00
					4200-010-83	Books and Other Reference Materials	April-June Private Violin Lessons, Violin Rental	\$371.03
52990	7/11/2018	S.T.A.R. Academy - Haynes Family of Programs	Cleared	\$600.00	5810-010-65	Educational Consultants	Language & Speech Services	\$600.00
52993	7/11/2018	Dorothy Swanson	Cleared	\$180.00	4200-010-83	Books and Other Reference Materials	May Weekly Tutoring	\$180.00
52995	7/11/2018	Teachers Synergy, LLC	Cleared	\$24.94	4200-010-83	Books and Other Reference Materials	The Moffatt Girls 3rd Grade Summer Review	\$24.94
52997	7/11/2018	Traditional Equitation School	Cleared	\$432.00	4200-010-83	Books and Other Reference Materials	June Riding Lessons (Western)	\$432.00
52998	7/11/2018	The Talk Team	Cleared	\$745.00	5810-010-65	Educational Consultants	June 2018 Services 92507 Compass, 60 Mins, 60 Mins Group	\$460.00
					5810-010-65	Educational Consultants	June 2018 Services 92508 Compass, 60 Mins, 60 Mins Group	\$285.00

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52989	7/11/2018	Parker-Anderson Enrichment	Cleared	\$576.00	4200-010-83	Books and Other Reference Materials	Jan.-May Burbank-Video Game Design Level 2	\$192.00
					4200-010-83	Books and Other Reference Materials	Jan.-May Burbank-Video Game Design Level 2	\$192.00
					4200-010-83	Books and Other Reference Materials	Jan.-May Burbank-Video Game Coding & Design	\$192.00
52987	7/11/2018	Precision Gymnastics	Cleared	\$464.61	4200-010-83	Books and Other Reference Materials	May Precision Gymnastics	\$64.85
					4200-010-83	Books and Other Reference Materials	May,June Tumbling Kinder Stars	\$174.32
					4200-010-83	Books and Other Reference Materials	May,June Kinder Stars	\$130.69
					4200-010-83	Books and Other Reference Materials	May Precision Gymnastics	\$94.75
52986	7/11/2018	Professional Tutors of America Inc.	Cleared	\$150.00	5810-010-65	Educational Consultants	Comp Ed: Feb 2018	\$150.00
52988	7/11/2018	Play toYour Health LLC	Cleared	\$75.00	4200-010-83	Books and Other Reference Materials	Feb.Play To Your Health/ Armenian Brotherhood Bible Church	\$50.00
					4200-010-83	Books and Other Reference Materials	April PE Class Armenian Brotherhood Bible Church	\$25.00
52925	7/11/2018	California Athletics	Cleared	\$1,800.00	4200-010-93	Books and Other Reference Materials	March PE Instruction	\$480.00
					4200-010-93	Books and Other Reference Materials	April PE Instruction	\$120.00
					4200-010-93	Books and Other Reference Materials	May PE Instruction	\$480.00
					4200-010-93	Books and Other Reference Materials	Jan,feb PE Instruction	\$720.00
52946	7/11/2018	Nancy Enoch	Cleared	\$310.00	4200-010-83	Books and Other Reference Materials	Language Arts and Math Tutoring June	\$50.00
					4200-010-83	Books and Other Reference Materials	June Math Grade 7	\$40.00
					4200-010-83	Books and Other Reference Materials	June Tutoring	\$60.00
					4200-010-83	Books and Other Reference Materials	Language Arts and Math Tutoring June	\$50.00
					4200-010-83	Books and Other Reference Materials	Math and Language Arts Tutor June	\$50.00
					4200-010-83	Books and Other Reference Materials	June Tutoring	\$60.00

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52985	7/11/2018	Piano4Everyone Conejo Valley	Cleared	\$730.00	4200-010-83	Books and Other Reference Materials	May Violin Lessons	\$160.00
					4200-010-83	Books and Other Reference Materials	June Violin Lessons	\$80.00
					4200-010-83	Books and Other Reference Materials	May - Violin Lessons-Westlake Village/Ventra County	\$140.00
					4200-010-83	Books and Other Reference Materials	May Piano Lessons	\$140.00
					4200-010-83	Books and Other Reference Materials	Violin Lessons-Westlake Village/Ventra County	\$140.00
					4200-010-83	Books and Other Reference Materials	June Piano Lessons	\$70.00
53006	7/13/2018	University of Phoenix, Inc.	Cleared	\$2,580.00	5605-010-87	Equipment Rental/Lease Expense	Fee Room Rental	\$680.00
					5605-010-87	Equipment Rental/Lease Expense	Fee Room Rental	\$1,250.00
					5605-010-87	Equipment Rental/Lease Expense	Fee Room Rental	\$650.00
53010	7/16/2018	Cricket Media	Cleared	\$203.70	4200-010-92	Books and Other Reference Materials	Ladybug Print Subscription	\$33.95
					4200-010-92	Books and Other Reference Materials	Dig Print Subscription	\$33.95
					4200-010-92	Books and Other Reference Materials	Muse Print Subscription	\$33.95
					4200-010-92	Books and Other Reference Materials	Cricket Print Subscription	\$33.95
					4200-010-92	Books and Other Reference Materials	Ask Print Subscription	\$33.95
					4200-010-92	Books and Other Reference Materials	Spider Print Subscription	\$33.95
53015	7/16/2018	McRory Pediatric Services, Inc.	Cleared	\$390.00	5810-010-65	Educational Consultants	Occupational Therapy & Speech Therapy June 2018	\$390.00
53016	7/16/2018	Jeff Macias	Cleared	\$1,000.00	5815-010-80	Advertising/Recruiting	Marketing June FFD	\$1,000.00
53017	7/16/2018	Noonan Family Swim School Inc	Cleared	\$399.60	4200-010-92	Books and Other Reference Materials	Jan.-March Ranch-Red Level 1	\$199.80
					4200-010-92	Books and Other Reference Materials	Jan.-March 4S Ranch-Level Orange	\$199.80
53009	7/16/2018	Academic Chess - Orange County	Cleared	\$132.00	4200-010-92	Books and Other Reference Materials	March-May Academic Chess	\$132.00
53012	7/16/2018	8x8, Inc	Cleared	\$571.62	5900-010-84	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone Usage Fees - May 2018	\$571.62
53008	7/16/2018	A Better	Cleared	\$617.50	5810-010-65	Educational Consultants	7/15 - 8/30/18 Tutoring	\$390.00

Compass Charter Schools

Check Register 7/1/2018 through 8/31/2018

		Tomorrow Education			4200-010-92	Books and Other Reference Materials	April/June Core Tutoring M/W/F	\$227.50
53011	7/16/2018	Centerline Martial Arts Inc.	Cleared	\$406.00	4200-010-92	Books and Other Reference Materials	April 24-May 17 Kickboxing - Long Beach	\$109.00
					4200-010-92	Books and Other Reference Materials	Long Beach - April-June - Martial Arts	\$297.00
53007	7/16/2018	Aspire Speech & Learning Center	Cleared	\$3,210.00	5810-010-65	Educational Consultants	Virtual Therapy	\$520.00
					5810-010-65	Educational Consultants	Virtual Therapy	\$325.00
					5810-010-65	Educational Consultants	Virtual Therapy	\$390.00
					5810-010-65	Educational Consultants	Virtual Therapy	\$585.00
					5810-010-65	Educational Consultants	Virtual Therapy/IEP/Evaluation	\$1,065.00
					5810-010-65	Educational Consultants	Virtual Therapy	\$325.00
53022	7/16/2018	Precision Learning Academy	Cleared	\$414.00	4200-010-92	Books and Other Reference Materials	April-May Sweet Treats and Mad Science Classes	\$229.00
					4200-010-92	Books and Other Reference Materials	Feb. - Junior Chefs Around the World	\$185.00
53014	7/16/2018	Icetown Carlsbad	Cleared	\$1,050.00	4200-010-92	Books and Other Reference Materials	April-June Carlsbad-Ice Skating Lessons	\$525.00
					4200-010-92	Books and Other Reference Materials	April-June Carlsbad-Ice Skating Lessons	\$525.00
53023	7/16/2018	San Joaquin County Of Education	Cleared	\$750.00	5800-010-84	Professional/Consulting Services and Operating Expenditures	EDJOIN Account Fees-One Year Term	\$750.00
53024	7/16/2018	Law Office of Young, Minney & Corr	Cleared	\$15,671.50	5805-010-65	Legal Services	Services Through 6/30/18	\$3,240.00
					5805-010-80	Legal Services	Services Through 6/30/18	\$12,431.50
53020	7/16/2018	Playcorps, LLC	Cleared	\$384.00	4200-010-92	Books and Other Reference Materials	April-June KidsPark Preschool Program	\$384.00
53021	7/16/2018	Michael G. Painter	Cleared	\$200.00	4200-010-92	Books and Other Reference Materials	May-June Chess Lessons	\$200.00
53019	7/16/2018	Play Well TEKnologies	Cleared	\$152.01	4200-010-92	Books and Other Reference Materials	Nov-Jan Intro. to STEM w/LEGO Materials	\$152.01
53018	7/16/2018	Play Well TEKnologies	Cleared	\$160.00	4200-010-92	Books and Other Reference Materials	June: Loma Linda (SB County) Play Well Engineering Camp	\$160.00
53013	7/16/2018	Ann Guerand	Cleared	\$150.00	4200-010-92	Books and Other Reference Materials	Lump Sum Weekly PE Equestrian Program	\$150.00
53028	7/17/2018	World's Greatest Promotional Stuff	Cleared	\$1,579.39	5210-010-84	Training and Development Expense	50% Deposit - Journal Kangaroo Packet	\$472.50
					5210-010-84	Training and Development Expense	50% Deposit - 2 Oz. Sunscreen #52985	\$209.22

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					5210-010-84	Training and Development Expense	50% Deposit - Popsocket	\$305.87
					5210-010-84	Training and Development Expense	50% Deposit - Stay Cool Bottle	\$367.42
					5210-010-84	Training and Development Expense	50% Deposit - Lunch Tote	\$224.38
53029	7/18/2018	Edgility Consulting	Cleared	\$22,500.00	5800-010-80	Professional/Consulting Services and Operating Expenditures	Compensation Study-Presentation of Final Deliverables	\$22,500.00
53033	7/23/2018	ERMCO	Cleared	\$450.00	4200-010-92	Books and Other Reference Materials	April, May Horseback Riding Lessons	\$350.00
					4200-010-92	Books and Other Reference Materials	June Horseback Riding Lessons	\$100.00
53032	7/23/2018	El Paseo Children's Center	Cleared	\$4,759.61	5810-010-65	Educational Consultants	Services	\$4,759.61
53031	7/23/2018	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-010-84	Operation and Housekeeping Services	Services Rendered 7/1-7/31/18	\$500.00
53041	7/23/2018	Sundance Hills Equestrian Center	Cleared	\$230.00	4200-010-92	Books and Other Reference Materials	April-June Horseback Riding Lessons	\$230.00
53042	7/23/2018	World's Greatest Promotional Stuff	Cleared	\$588.57	5210-010-84	Training and Development Expense	50% Deposit Baseball Caps	\$588.57
53034	7/23/2018	Allison Goad	Cleared	\$180.00	4200-010-92	Books and Other Reference Materials	May, June Piano Lessons	\$180.00
53035	7/23/2018	Goodfellow Occupational Therapy Inc	Cleared	\$300.00	5810-010-65	Educational Consultants	OT Services/OT Student	\$300.00
53036	7/23/2018	Kids In Motion Pediatric Therapy	Cleared	\$540.00	5810-010-65	Educational Consultants	ST Services on 6/2018	\$540.00
53039	7/23/2018	Performing Arts Empire	Cleared	\$106.00	4200-010-92	Books and Other Reference Materials	May: Tap, Musical Theater & Hip Hop	\$106.00
53040	7/23/2018	Sparkletts	Cleared	\$40.99	4300-010-84	Materials and Supplies	Services	\$40.99
53038	7/23/2018	Presence Learning, Inc.	Cleared	\$3,668.28	5810-010-65	Educational Consultants	SLP/OT/BMH Services	\$3,668.28
53037	7/23/2018	Demme Learning	Cleared	\$105.82	4200-010-92	Books and Other Reference Materials	DeltaLevel Up Set	\$105.82
53043	7/23/2018	YMCA San Diego Co	Cleared	\$150.00	4200-010-92	Books and Other Reference Materials	Private Swim Lessons-May	\$150.00

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53044	7/24/2018	Bethel Encino Church & Preschool	Cleared	\$8,000.00	5600-010-84	Space Rental/Leases Expense	August 2018 Rent	\$8,000.00
53045	7/24/2018	Trinity Cristo Rey Church	Outstanding	\$5,000.00	5600-010-93	Space Rental/Leases Expense	August 2018 Rent	\$5,000.00
53046	7/25/2018	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	August 2018 Rent	\$8,682.82
53047	7/25/2018	Conejo Recreation & Park District	Cleared	\$148.00	5830-010-88	Field Trip Expenses	School Picnic 9/7/18	\$148.00
53048	7/25/2018	Mission San Juan Capistrano	Cleared	\$220.00	5830-010-88	Field Trip Expenses	50% Deposit for Guided Tour 10/3/18	\$220.00
53049	7/26/2018	K12 Management, Inc.	Cleared	\$22,250.00	4100-030-88	Approved Textbooks and Core Curricula Materials	KVSP OLS 6/1-6/30/18	\$3,266.00
					4100-020-88	Approved Textbooks and Core Curricula Materials	KVSP OLS 6/1-6/30/18	\$7,314.00
					4100-040-88	Approved Textbooks and Core Curricula Materials	KVSP OLS 6/1-6/30/18	\$11,670.00
53050	7/26/2018	World's Greatest Promotional Stuff	Cleared	\$591.81	5210-010-84	Training and Development Expense	Bal Due - Lunch Tote	\$224.39
					5210-010-84	Training and Development Expense	Bal Due - Stay Cool Bottles	\$367.42
53051	7/30/2018	World's Greatest Promotional Stuff	Cleared	\$515.09	5210-010-84	Training and Development Expense	Balance Due - PopSocket	\$305.87
					5210-010-84	Training and Development Expense	Balance Due - 2 OZ. Sunscreen #52985	\$209.22
53057	7/31/2018	Christy White Associates	Cleared	\$3,265.00	5806-010-84	Audit Services	Annual Contract	\$3,265.00
53054	7/31/2018	Canon Solutions America, Inc	Cleared	\$589.50	5605-010-84	Equipment Rental/Lease Expense	Maint. Copier-Base Charge	\$580.50
					5605-010-84	Equipment Rental/Lease Expense	Usage Charge	\$9.00
53053	7/31/2018	Anchor Counseling & Education Solutions, LLC	Cleared	\$625.00	5810-010-65	Educational Consultants	Tutoring Services	\$625.00
53052	7/31/2018	Accrediting Commission for Schools	Outstanding	\$1,440.00	5300-020-80	Dues and Memberships	Membership Fee 2018-19	\$1,440.00
53061	7/31/2018	World's Greatest Promotional Stuff	Cleared	\$588.56	5210-010-84	Training and Development Expense	Balance Due - Baseball Caps	\$588.56

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53055	7/31/2018	Oxford Consulting Services Inc.	Cleared	\$9,493.33	5810-010-65	Educational Consultants	Service Provided in June 2018	\$9,493.33
53056	7/31/2018	Southern California Edison	Cleared	\$271.92	5501-010-84	Utilities	Electric for 6/12-7/12/18	\$271.92
53060	7/31/2018	Canon Financial Services, Inc.	Cleared	\$680.98	5605-010-84	Equipment Rental/Lease Expense	Copier Lease 7/1-7/31/18	\$680.98
53059	7/31/2018	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	August 2018 Bus.Back-Office, CALPADS, & Attendance Support	\$21,400.00
53058	7/31/2018	Christy White Associates	Cleared	\$14,985.00	5806-010-84	Audit Services	Audit-First Progress Bill	\$14,985.00
53062	8/1/2018	World's Greatest Promotional Stuff	Cleared	\$472.49	5210-010-84	Training and Development Expense	Balance Due - Journal Kangaroo Pocket	\$472.49
53063	8/3/2018	JRC Printing, LLC	Cleared	\$323.25	4300-020-00	Materials and Supplies	Sets of 50 Business Cards Each 4/4 on 14pt Cardstock	\$323.25
53065	8/6/2018	City Treasurer	Cleared	\$92.00	5830-010-88	Field Trip Expenses	Back To School Picnic 09/07/18 Permit Fee	\$92.00
53064	8/6/2018	Brainy Toys, Inc	Cleared	\$37.96	4200-010-92	Books and Other Reference Materials	Four-Player Mancala	\$37.96
53070	8/6/2018	QBI, LLC	Cleared	\$2,670.00	5800-010-84	Professional/Consulting Services and Operating Expenditures	Annual Admin Fee	\$2,670.00
53066	8/6/2018	California Homeschool Network	Cleared	\$1,125.00	5815-010-90	Advertising/Recruiting	Homeschool Options Fair Booth	\$1,125.00
53067	8/6/2018	Claremont Chefs Academy	Cleared	\$100.00	5830-010-88	Field Trip Expenses	Deposit - Field Trip	\$100.00
53069	8/6/2018	The Printing Press	Cleared	\$62.63	5815-010-90	Advertising/Recruiting	Flyers @ 150 Qty.	\$62.63
53068	8/6/2018	Los Angeles Daily News	Cleared	\$65.00	5815-010-80	Advertising/Recruiting	Readers Choice Popmount/Window Cling	\$65.00
53071	8/6/2018	S.T.A.R. Academy - Haynes Family of Programs	Cleared	\$225.00	5810-010-65	Educational Consultants	Language & Speech Services	\$225.00
53072	8/13/2018	Adobe Systems Incorporated	Cleared	\$1,300.00	5877-010-84	IT Services	Adobe Sign-Enterprise Site License Quarterly	\$1,300.00
53076	8/13/2018	Goodfellow Occupational Therapy Inc	Cleared	\$600.00	5810-010-65	Educational Consultants	OT Services / OT Student	\$600.00

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53077	8/13/2018	Hess and Associates, Inc.	Cleared	\$3,762.50	5800-010-84	Professional/Consulting Services and Operating Expenditures	CalSTRS/CalPers Retirement Reporting 4th Qtr. 2017-18	\$3,762.50
53073	8/13/2018	Board On Track, Inc.	Cleared	\$5,995.00	5300-010-80	Dues and Memberships	BoardOnTrack Strategic Membership 10/14/18-10/13/19	\$5,995.00
53075	8/13/2018	Global Teletherapy	Cleared	\$1,403.00	5810-010-65	Educational Consultants	ST Services	\$875.00
					5810-010-65	Educational Consultants	OT/ST Services Provided	\$528.00
53079	8/13/2018	Law Office of Young, Minney & Corr	Cleared	\$4,640.75	5805-010-65	Legal Services	Services Thru 7/31/18	\$1,845.30
					5805-010-80	Legal Services	Services Thru 7/31/18	\$2,795.45
53074	8/13/2018	Charter School Development Center	Cleared	\$2,200.00	5300-010-80	Dues and Memberships	CSDC Membership - 1 Year	\$2,200.00
53078	8/13/2018	Jostens	Cleared	\$584.75	5812-010-90	Other Student Activities	Cap & Gown Product	\$296.93
					5812-010-90	Other Student Activities	Cap & Gown Product	\$287.82
53080	8/14/2018	Sonoma County Office of Education	Cleared	\$3,591.38	3101-010-84	State Teachers' Retirement System, certificated positions	STRS CORRECTION	\$3,591.38
53082	8/20/2018	Accrediting Commission for Schools	Outstanding	\$1,020.00	5300-040-80	Dues and Memberships	Annual Accreditation Memb.Fee 2018-19	\$1,020.00
53081	8/20/2018	Accrediting Commission for Schools	Outstanding	\$1,020.00	5300-030-80	Dues and Memberships	Annual Accreditation Memb.Fee 2018-2019	\$1,020.00
53088	8/20/2018	The Talk Team	Cleared	\$325.00	5810-010-65	Educational Consultants	July 2018 Services 92508 Compass, 60 Mins, 60 Min.Group.	\$95.00
					5810-010-65	Educational Consultants	July 2018 Services 92507 Compass, 60 Mins, 60 Min.Indiv.	\$230.00
53083	8/20/2018	CharterSAFE	Cleared	\$14,001.26	3603-020-00	Worker Compensation Insurance	Workers' Compensation - 17/18	\$14,001.26
53084	8/20/2018	Department of Justice	Cleared	\$128.00	5874-010-85	Personnel Services	Fingerprinting	\$128.00
53086	8/20/2018	Sparkletts	Cleared	\$40.99	4300-020-00	Materials and Supplies	Rental	\$40.99
53087	8/20/2018	Turnitin, LLC	Cleared	\$4,195.00	4200-010-91	Books and Other Reference Materials	Turnitin FBS Integration, Feedback Studio Campus Fee	\$4,195.00
53089	8/20/2018	Christy White Associates	Cleared	\$1,200.00	5806-010-84	Audit Services	2016-17 Tax Services	\$1,200.00
53085	8/20/2018	Drone Launch Academy, LLC	Cleared	\$714.00	4315-010-88	Classroom Materials and Supplies	Drone Launch Academy-Drone Flight Course	\$714.00
53090	8/23/2018	Los Angeles County Office Of Education	Cleared	\$100.00	5200-010-89	Travel and Conferences	MTSS Overview Sept. 6, 2018	\$100.00

Compass Charter Schools

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53091	8/24/2018	Water Court LLC	Cleared	\$8,682.82	5600-020-84	Space Rental/Leases Expense	September 2018 Rent	\$8,682.82
53092	8/29/2018	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	Sept.2018 Bus. Back-Office, CALPADS & Attendance Support	\$21,400.00
53093	8/29/2018	Canon Financial Services, Inc.	Cleared	\$680.98	5605-010-84	Equipment Rental/Lease Expense	Copier Lease 8/1-8/31/18	\$680.98
53094	8/30/2018	Allstate Building & Office Maintenance, Inc.	Cleared	\$620.00	5500-010-84	Operation and Housekeeping Services	Services Rendered to 9/1/18- Carpet Shampooing	\$620.00
53095	8/30/2018	Goodfellow Occupational Therapy Inc	Cleared	\$1,600.00	5810-010-65	Educational Consultants	OT Services/ OT Students March 2018	\$700.00
					5810-010-65	Educational Consultants	OT Services/ OT Students May 2018	\$700.00
					5810-010-65	Educational Consultants	OT Services/ OT Students February 2018	\$200.00
53096	8/30/2018	Grays Harbor Historical Seaport	Cleared	\$24.00	5811-010-90	Student Transportation	Inv#14122-111318 - 11/30/18 Monterey - Field Trip Deposit	\$24.00
Total Check Amount				\$460,264.49	Total GL Amount			\$460,264.49



Memorandum

To: Board of Directors
From: J.J. Lewis, Superintendent & CEO
Date: September 24, 2018
RE: **Donations to CCS**

Per the Donation Acceptance Policy in Board Policy Manual, "All donations must be accepted by the Board of Directors at a regularly scheduled Board meeting."

The following donations were made to Compass Charter Schools:

- StrongMind (LEGOLAND One-Day Passes – 4 at \$103)
 - To support Marketing efforts
- StrongMind (Hurricane Harbor One-Day Passes – 4 at \$43.99)
 - To support Marketing efforts



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

Board Resolution 2018-01
Special Education Re-Allocation of 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 the California Constitution:

WHEREAS, pursuant to Education Code Section 56836.05(b), the El Dorado Charter SELPA has the authority to develop an allocation plan to define the distribution of special education funds to charters within the SELPA; and

WHEREAS, the El Dorado Charter SELPA has approved an allocation plan (May 2015, with further updates in September 2015) that provides for the distribution of funds to each Charter LEA in the SELPA. A charter is defined as having a separate CDS code; and

WHEREAS, the allocation plan further authorizes a CMO, a non-profit public benefit corporation serving more than one charter school, or a JPA to change the distribution of state and federal funding to charter LEAs within their authority. These changes to the funding distribution are finalized at the end of the fiscal year upon submission of the approved resolution. The resolution must be approved by the board of the CMO, Non-Profit Corporation, or JPA. The impacted charter school LEA boards must also approve.

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

BE IT FURTHER RESOLVED, that Compass Charter Schools, the non-profit public benefit corporation, operates Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego; and

BE IT FURTHER RESOLVED, that Compass Charter Schools of Fresno received \$129,143 in FY18; and

BE IT FURTHER RESOLVED, that Compass Charter Schools of Los Angeles received \$363,497 in FY18; and

BE IT FURTHER RESOLVED, that Compass Charter Schools of San Diego received \$250,659 in FY18; and

BE IT FURTHER RESOLVED, that Compass Charter Schools of Fresno will re-allocate \$25,000 of its allocation to Compass Charter Schools of San Diego; and

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 24th day of September, 2018.

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



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

Board Resolution 2018-02

Education Protection Account 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 the California Constitution:

WHEREAS, Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent.

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

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of Fresno in FY 18-19, in the estimated amount of \$31,234, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of Los Angeles in FY 18-19, in the estimated amount of \$107,088, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of San Diego in FY 18-19, in the estimated amount of \$789,669, will be used solely for instructional non-administrative expenses; and

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 24th day of September, 2018.

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

Cover Sheet

Approval of the June 25, 2018 Annual Meeting Minutes

Section: II. Consent Items
Item: B. Approval of the June 25, 2018 Annual Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Annual Meeting on June 25, 2018

RECOMMENDATION:
N/A - motion covered through consent items motion.

DRAFT



Compass Charter Schools

Minutes

Annual Meeting

Date and Time

Monday June 25, 2018 at 5:30 PM

Location

850 Hampshire Road, Suite P, Thousand Oaks, CA 91361

All open session documents that are distributed to the Board of Directors are available for public review in the Compass Charter Schools Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks. Additionally, the agenda and supporting documents are available online at www.compasscharters.org.

Please note the meeting is recorded and live streamed at www.compasscharters.org.

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

Directors Present

J. Cummings, J. Vargas, K. Granger, L. Robotham, M. Koblick

Directors Absent

M. Brown

Ex-Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

M. Koblick called a meeting of the board of directors of Compass Charter Schools to order on Monday Jun 25, 2018 @ 5:34 PM at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361.

B. Record Attendance and Guests

C. Approval of the June 25, 2018 Annual Meeting Agenda

K. Granger made a motion to approve the annual meeting agenda.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. CONSENT ITEMS

A. Consent Items

K. Granger made a motion to approve the consent items.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Approval of the January 29, 2018 Regular Meeting Minutes

K. Granger made a motion to approve minutes from the Virtual Board Meeting on 01-29-18.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Approval of the June 25, 2018 Public Hearing Minutes

K. Granger made a motion to approve minutes.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. REPORTS

A. CEO Report

Mr. Lewis shared the CEO Report.

He presented the 2017-18 Scholar's Choice Award to Erin Thompson.

Mr. Lewis presented the Certificated Employee of the Year Award to Kelli McCaulley. He presented the Classified Employee of the Year Award to Vanessa Plascencia.

He presented the 2017-18 Employee of the Year Award to Kelli McCaulley.

He also presented 5-year anniversary tokens to Carrie Talcott and Crystal Villegas.

Mr. Lewis also presented the Learning Coaches of the Year Awards:

- Elementary School: Tarah Howell
- Middle School: Dawn Peeters

- High School: Lisa Hunter
- Options Program: Juanita Murphy

B. Recess

The Board of Directors reconvened from Recess at 6:14 pm.

C. Academic Affairs Committee Report

Mr. Lewis shared the Academic Affairs Committee Report on behalf of Mr. Brown.

D. External Relations Committee Report

Mr. Vargas shared the External Relations Committee Report.

E. Finance Committee Report

Dr. Granger shared the Finance Committee Report.

F. Personnel Committee Report

Mr. Cummings shared the Personnel Committee Report.

G. Parent Advisory Council Report

Ms. Robotham shared the Parent Advisory Council Report.

H. Scholar Leadership Council Report

Mr. Lewis shared the Scholar Advisory Council Report on behalf of Ms. Linares.

IV. RECONVENE FROM CLOSED SESSION

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 7:37 pm. The board provided guidance to the CEO.

V. COMMUNICATIONS

A. Board Member Communication

- Mr. Cummings shared that it has been a pleasure to serve as a member of the board. He also mentioned that he appreciates all the hard work and effort that the board members and staff have contributed.
- Dr. Granger shared that 2017-18 school year is her last year serving as part of the board. She mentioned that she is appointing another member from the Mountain Empire Unified School District to serve on the board.
- Mr. Koblick thanked everyone for all their efforts over the past three years.
- Ms. Robotham celebrates a healthy and prosperous school year as a board member and parent.
- Mr. Vargas thanked colleagues and staff for a great first year as part of the board.

VI. PUBLIC COMMENT

A. Public Comment

No public comment.

VII. NEW BUSINESS

A. Review and Discussion of 9th Grade Math Placement Policy Final Report

Mr. Lewis led the Board of Directors in an overview of the 9th Grade Math Placement Police Final Report.

B. Adoption of the 2018-19 Local Control Accountability Plans (LCAP)

M. Koblick made a motion to approve the adoption of the 2018-19 Local Accountability Plans (LCAP) for Fresno, Los Angeles, and San Diego.

J. Vargas seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Adoption of the 2018-19 Annual Budget

J. Vargas made a motion to 2018-19 Annual Budget.

M. Koblick seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Review and Approval of the 2018-2021 At-Will Employment Agreement Amendment for the Superintendent

Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to Superintendent & CEO by Mr. Cummings:

1. Salary: \$141,220.80, no increase from prior year
2. Health benefits: Same as provided to all-staff
3. Stipends/Allowances: \$750/month auto allowance

J. Vargas made a motion to approve the 2018-21 At-Will Employment Agreement Amendment for the Superintendent & CEO.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Review and Approval of the Revised Board By-Laws

K. Granger made a motion to approve the Revised Board By-Laws.

J. Vargas seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Review and Approval of the Revised Board Policy Manual

The Revised Board Policy Manual is currently being reviewed by Legal Counsel; item pulled from agenda

G. Review and Approval of the Revised Conflict of Interest Code

K. Granger made a motion to approve the Revised Conflict of Interest Code.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

H. Review and Approval of Charter Petition Template

J. Vargas made a motion to approve the Charter Petition Template.

K. Granger seconded the motion.

The board **VOTED** unanimously to approve the motion.

VIII. ORGANIZATION OF THE BOARD OF DIRECTORS

A. Election of the Chairperson

K. Granger made a motion to nominate Mr. John Vargas as Chairperson.

M. Koblick seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Election of the Secretary

J. Vargas made a motion to nominate Lisa Robotham as Secretary.

M. Koblick seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Election of the Treasurer

The Board of Directors decided to postpone the election of Treasurer until the next meeting.

IX. Closing Items

A. Upcoming Meetings

Mr. Lewis presented Mr. Koblick with a plaque for his dedication and service to Compass Charter Schools as he completes his three-year term on the Board of Directors; final year as Chairman of the Board. Mr. Lewis also presented Mr. Cummings and Dr. Granger will commemorative plaques for their dedication and service as they complete their three-year years.

The next meeting of the Board of Directors will be Monday, June 25 at 5 pm.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:12 PM.

Respectfully Submitted,
M. Aguilar

Cover Sheet

Approval of the July 23, 2018 Special Meeting Minutes

Section: II. Consent Items
Item: C. Approval of the July 23, 2018 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Special Meeting on July 23, 2018

RECOMMENDATION:
N/A - motion covered through consent items motion.

DRAFT



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Monday July 23, 2018 at 5:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551

Please join the meeting from your computer, tablet or smartphone:
<https://compasscharters.adobeconnect.com/bod/>

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

Directors Present

J. Vargas (remote), L. Robotham (remote), M. Brown (remote)

Directors Absent

None

Ex-Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Monday Jul 23, 2018 @ 5:03 PM.

B. Record Attendance and Guests

II. CONSENT ITEMS

A. Consent Items

M. Brown made a motion to approve the consent items.

L. Robotham seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Brown Aye

L. Robotham Aye

J. Vargas Aye

III. PUBLIC COMMENT

A. Public Comment

No public comment.

IV. NEW BUSINESS

A. Review and Approval of the Revised Board Policy Manual

L. Robotham made a motion to approve the revised Board Policy Manual, effective July 1, 2018.

M. Brown seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Brown Aye

J. Vargas Aye

L. Robotham Aye

B. Adoption of the 2018-19 LCAP ESSA Federal Addendums

M. Brown made a motion to approve the 2018-19 LCAP ESSA Federal Addendums for Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego.

J. Vargas seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas Aye

L. Robotham Aye

M. Brown Aye

C. Review and Approval of the Compass Bonus Structure

J. Vargas made a motion to approve the Compass Bonus Structure.

L. Robotham seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas Aye

M. Brown Aye

L. Robotham Aye

D. Election of New Board Members

L. Robotham made a motion to approve the appointment of Bill Dennett to the Board of Directors for the 2018-19 school year.

M. Brown seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

L. Robotham Aye

M. Brown Aye

J. Vargas Aye

M. Brown made a motion to elect Martin Suarez to the Board of Directors with a term ending June 30, 2021.

L. Robotham seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas Aye

M. Brown Aye

L. Robotham Aye

V. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, September 24 at 5 pm (if Closed Session is needed) 6 on for Open Session..

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:40 PM.

Respectfully Submitted,

M. Aguilar

Cover Sheet

Approval of the August 27, 2018 Special Meeting Minutes

Section: II. Consent Items
Item: D. Approval of the August 27, 2018 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: J.J. Lewis
Related Material: Minutes for Special Meeting on August 27, 2018

RECOMMENDATION:
N/A - motion covered through consent items motion.



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Monday August 27, 2018 at 5:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551
206 Park Blvd., #212, San Diego, CA 92101

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

<https://compasscharters.adobeconnect.com/bod/>

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

Directors Present

B. Dennett (remote), J. Vargas (remote), L. Robotham (remote), M. Brown (remote)

Directors Absent

M. Suarez

Ex-Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Monday Aug 27, 2018 @ 5:01 PM.

B. Record Attendance and Guests

II. CONSENT ITEMS

A. Consent Items

L. Robotham made a motion to approve the consent items.
B. Dennett seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas Aye
M. Suarez Absent
M. Brown Aye
L. Robotham Aye
B. Dennett Aye

III. CLOSED SESSION

A. Conference with Legal Counsel - Anticipated Litigation

The Board of Directors entered Closed Session at 5:03 pm.

IV. RECONVENE FROM CLOSED SESSION

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 6:05 pm. The board provided guidance to the CEO.

V. PUBLIC COMMENT

A. Public Comment

No public comment.

VI. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, September 24 at 5 pm.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:06 PM.

Respectfully Submitted,
J. Lewis

Cover Sheet

Superintendent's Report

Section: VI. Reports
Item: A. Superintendent's Report
Purpose: FYI
Key Result: CEO Support & Evaluation
Submitted by: J.J. Lewis
Related Material: A Superintendents Report.pdf
B CHASE Investment Statement - 08312018.pdf
C Additions & Terminations Report - 0918.pdf
D Compass Chronicle - Fall 2018 Issue.pdf

RECOMMENDATION:
N/A - For Discussion Only



Superintendent's Report
September 24, 2018

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:

Business Services

- Finance:
 - In the upcoming months, several long-term contract will come to an end, including copier leases, postage meter, and mobile phone (equipment only). We will be evaluating the use and cost for all of these and determining the value of replacing at a lower cost or eliminating where possible.
 - Investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*
- Information Technology:
 - ZoHo Help Desk has been upgraded which now allows help tickets to be submitted by staff and scholars separately, allowing analytics to be used to a greater extent and with much more proficiency.
- Human Resources:
 - SafeSchools is our new platform for mandatory staff training. In addition to required annual training courses, the platform offers many other training webinars that all staff have the ability to view. The SafeSchools platform is provided by our insurance carrier, NIAC, at no cost.
 - We will be using the Employee Satisfaction Survey in BambooHR for the first time on September 30th. The survey asks two questions: "How likely are you to recommend CCS as a place to work on a scale of 0-10?" and then asks a follow up question for why they gave the score they did. BambooHR provides an extensive dashboard where the leadership team can easily see trends and read specific feedback.
 - Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Operations:
 - We offered two summer sessions, one starting on July 3rd and the other on July 30th. The participation for session A included 61 non-CCS scholars; 24 in session B; and 34 that participated in both (not included in previous counts). We are projecting 73% ADA for session A and 90% for session B.
 - As of September 17th, our enrollment was at 1,255 scholars! 540 are part of the Online program, while 715 are part of the Options program.
 - We have implemented new internal assessment tools, Istation for scholars in grades TK-8, and Galileo for scholars in grades 9-12. The Galileo assessment is embedded into the content of courses our online courses. Our goal is to

increase our participation rates and obtain reliable data to best support the academic performance of our scholars.

Personalized Learning

- **Counseling Services:**
 - We will be a participant in The California College Application and Success Campaign (CCASC). The CCASC is part of a nationwide movement led by the American Council of Education to increase the number of first-generation scholars from low-income families who pursue post-secondary education. The primary purpose of this effort is to help our high school seniors navigate the complex college admissions process and ensure they apply to at least one post-secondary institution.
 - The team kicked-off their Counseling with Compass Live at the Orange County Learning Center in Santa Ana. With the introduction of Counseling with Compass Live, counselors will have an opportunity to build stronger connections with our scholars and families to provide in person counseling services we typically only provide virtually throughout the academic school year.
- **Engagement:**
 - We kicked off the school year by hosting five Back to School Picnics across the state. Picnics were held in Clovis, Thousand Oaks, Riverside, Costa Mesa and San Diego on Friday, September 7th. Combining all picnics together, we had approximately 275 staff, scholars, learning coaches and guests attend our picnics.
 - We held our first Virtual Scholar Workshop for the school year last Tuesday, September 11th. Captain Douglas J. Bradt, U.S. Navy (Retired), shared about his career along with practical applications of academics to scholar's futures. Coordination was made with the USS Midway Museum and Capt. Douglas Bradt used a webcam and microphone to present from aboard the USS Midway. Virtual Scholar Workshops provide scholars with an opportunity to experience enrichment from the comfort of their homes which helps increase our LCAP goal of scholar engagement. The plan is for these to occur bi-monthly through the year.
 - We have 22 scholar-led clubs planned for the 2018-19 school year, and we are excited to have scholars able to select the clubs that they would like to participate in at the Virtual Club Kick Off event. Scholar-led Clubs include Photography, Skateboarding, Chess, Creative Writing, Esports, and many more.
- **Exceptional Scholar Services:**
 - The department has a growing team and with this new team, more innovative processes for scholar support are in the works.
 - We have increased our scholar count by over 40 scholars with IEP's since the start of the school year.

- Online Learning:
 - The AVID program will soon be expanding to all grade levels. For high school scholars, the AVID Elective is now an a-g approved course. Professional development and mentoring will soon be provided for our elementary and middle school teachers so that they can introduce AVID strategies to their scholars during learning labs and one-on-one support sessions. The AVID culture encourages scholars to begin thinking about and preparing for life after school, which helps close the opportunity gap before it begins.
 - StrongMind has made a change to their learning management system (LMS). This is the system that allows our online scholar to access the content, grades, resources of their classes. The system is Canvas-based.
- Options Learning:
 - We currently have over 650 approved vendors from San Diego to Fresno that are available for the use of instructional funds by our Options scholars. Our partnerships continue to grow to support the educational needs of the scholars in this program.

Executive

- We successfully hosted our in-person All-Staff Retreat August 8th 11th in Palm Springs. We spent a majority of our time in department and division sessions, creating mission statements and goals for the year. Our new committees also met, creating their mission statements and goals they wish to complete by the end of the school year. We also put together 30 backpacks and donated them to our CCS of Fresno authorizer, Orange Center School District.
- We hosted virtual Welcome Back Nights for new and returning scholars and learning coaches at the end of August. These were hour-long programs, meant to set the tone for the upcoming school year, introduce our new systems, and left room for a Q&A with those in attendance. They were recorded and those recordings were shared with all of our scholars, learning coaches, and staff.
- CCS participated in a number of recruiting fairs and marketing events, including Valley PBS Dog Days of Summer (we were the presenting sponsor), Back to School Bash in Thousand Oaks, California Homeschool Network Family Expo and Homeschool Fair in Ontario, ValleyPBS Phone Bank, and ValleyPBS Zoo Nite (we were the presenting sponsor).
- The first *Compass Chronicle* newsletters of the year will go out for Elementary School, Middle School, High School and Options families this Thursday, September 27th. The newsletter will highlight back to school updates, important events as well as spotlighted some families, staff and scholars. *See enclosed newsletter.*
- I am honored to continue my service on the El Dorado County Charter SELPA's CEO Executive and Selection Committees, Digital Learning Collaborative, Digital Learning Annual Conference Advisory Committee, and the Editorial Board for *The Charter Schools Resource Journal* out of Central Michigan University.

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,

A handwritten signature in black ink, appearing to read "J.J. Lewis". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

J.J. Lewis
Superintendent & CEO



Statement Period
August 01 - August 31, 2018

Account Number
520-15886

Investment Statement

07550 JPS 001 001 24318 - NNNNNNNNNNNN

COMPASS CHARTER SCHOOL
 850 HAMPSHIRE RD SUITE P
 THOUSAND OAKS CA 91361-6004

Account Value with Accruals

Account Description	Previous Period	This Period
Brokerage	2,016,926.56	2,020,912.02
ACCOUNT VALUE	\$2,016,926.56	\$2,020,912.02

See page 3 for footnotes and more detail.

Questions?

For Full Service Accounts, Call Financial Advisor Team

(415) 772 3071

Edwin Voeller, John Nicholas Witry

Branch Address

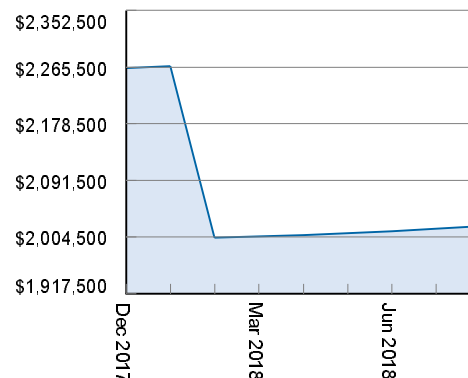
560 Mission Street, Suite 2400
 San Francisco, CA, 94105

www.jpmorgan.com

More contact information on page 12

Account Value with Accruals

(December 2017 to August 2018)

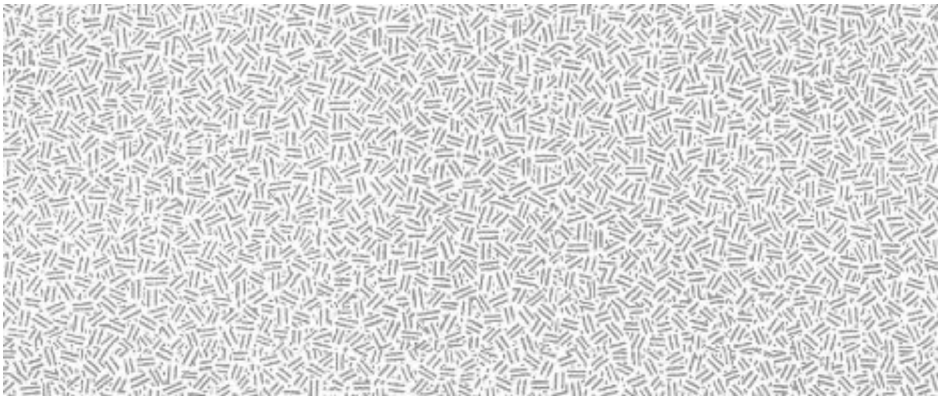


If you have any questions about your statement or concerns about your account, please call us at the toll free number provided above.

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Statement Period
August 01 - August 31, 2018

Last Statement: July 31, 2018

Account Number

520-15886

Account Value With Accruals: **\$2,020,912.02**

COMPASS CHARTER SCHOOL
 850 HAMPSHIRE RD SUITE P
 THOUSAND OAKS CA 91361-6004

EDUCATIONAL INST

Account Activity Summary

Description	This Period	Year-to-Date
Beginning Account Value	\$2,000,773.62	\$2,262,800.86
Deposits (Cash & Securities)	0.00	0.00
Withdrawals (Cash & Securities)	0.00	(265,678.91)
Net Deposits / Withdrawals	\$0.00	(\$265,678.91)
Income	587.75	5,361.92
Fees ¹	0.00	0.00
Change In Investment Value	962.50	(160.00)
ENDING ACCOUNT VALUE	\$2,002,323.87	\$2,002,323.87
Net Accrued Income	18,588.15	18,588.15
Account Value With Accruals	\$2,020,912.02	\$2,020,912.02

¹ Account fees, management fees, and debit interest are included. Trade related fees charged by brokers and commissions impact the total cost or proceeds of your trades and are not included here.

Month End Closing Method: First In, First Out (FIFO)

Your Broker/Dealer is J.P. MORGAN SECURITIES LLC, 4 Chase Metrotech Center, Brooklyn, New York 11245-0001

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

Asset Allocation Summary

Description	Market value Previous Period	Market value This Period	Total Change (\$)
Fixed Income	2,000,773.62	2,002,323.87	1,550.25
TOTAL ACCOUNT VALUE	\$2,000,773.62	\$2,002,323.87	\$1,550.25

Bonds with a 60 Day Horizon Summary

Expected Payment Date	Maturity Date	Event Type	Description	Quantity	Interest Rate (%)
27 Sep 2018	27 Sep 2018	MATURITY	GOLDMAN SACHS BK USA NEW YORK CUSIP: 38148PQB6	250,000	1.45
28 Sep 2018	28 Sep 2018	MATURITY	BMO HARRIS BK NATL ASSN CUSIP: 05581VWRX5	250,000	1.45
30 Oct 2018	30 Oct 2018	MATURITY	EAST WEST BK PASADENA CALIF CUSIP: 27579TRS1	250,000	1.9

These bonds will also appear in your Holdings section. Call and pre-refund dates are received from outside sources and are not guaranteed for accuracy. "FULL CALL" bonds may be rescinded.

Assets and Liabilities Summary

Description	Previous Period	This Period
Long Market Value	2,000,773.62	2,002,323.87
Total Assets	\$2,000,773.62	\$2,002,323.87
Total Liabilities	\$0.00	\$0.00
TOTAL ACCOUNT VALUE	\$2,000,773.62	\$2,002,323.87
Long Accrued Income	16,152.94	18,588.15
Total Account Value with Accruals	\$2,016,926.56	\$2,020,912.02

Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

Income Summary

Description	This Period	Year-to-Date
Dividends	226.79	263.27
Interest	360.96	5,098.65
Total Income from Taxable Investments	\$587.75	\$5,361.92
Total Income from Non-Taxable Investments	\$0.00	\$0.00
TOTAL INCOME	\$587.75	\$5,361.92

Taxable and Non-taxable income classifications are based on the characteristics of the underlying securities and not the taxable status of the account.

Unrealized Gain / Loss Summary

Description	This Period
Short-Term Gain	9.60
Short-Term Loss	(1,295.00)
Short-Term Net Gain / Loss	(\$1,285.40)
Long-Term Net Gain / Loss	\$0.00
TOTAL UNREALIZED GAIN / LOSS	(\$1,285.40)

Unrealized Gain / Loss represents Gain / Loss data since the date of acquisition.

Realized Gain / Loss Summary

Description	This Period	Year-to-Date
Short-Term Loss	0.00	(250.00)
Short-Term Net Gain / Loss	\$0.00	(\$250.00)
Long-Term Net Gain / Loss	\$0.00	\$0.00
TOTAL REALIZED GAIN / LOSS	\$0.00	(\$250.00)

Realized gain/loss information is provided for transactions in your account as of the trade date and excludes transactions where cost basis information has not been provided or is unavailable.

Gain/loss calculations do not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement.

Cost basis and realized gain/loss on statements are provided for informational purposes only and should not be used for tax purposes or otherwise relied upon without assistance of your tax advisor.

Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

Holdings

The total cost basis for each security position and the unrealized gain/loss are provided solely for your convenience and may not be used for tax purposes or otherwise relied upon. If you have questions related to the tax treatment of your investments, please consult your tax advisor. Unrealized gain/loss total reflects only those positions for which a cost basis is available or has been provided. J.P. Morgan has not, and cannot, validate the cost basis of positions reported by you or your agent, and are displayed solely for your convenience. Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on transactions pending settlement. These wash sale adjustments, if any, will be reflected on your next statement.

FIXED INCOME

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	ST	Accrued Income Est. Annual Inc.
BMO HARRIS BK NATL ASSN CHICAGO ILL C/D FDIC INS TO LIMITS DATED DATE 09/28/2017 FIRST COUPON 09/28/2018 BOOK ENTRY ONLY DUE 09/28/2018 1.45000% EST YIELD: 1.45% RATING: MOODY N/A S&P N/A CUSIP: 05581WRX5	19 Sep 2017 N	250,000	99.973	249,932.50	100	250,000.00	(67.50)	ST	3,346.92 3,625.00
DREYFUS GOVT CASH MGMT INST SHS EST YIELD: 1.85% Symbol: DGCXX		3,606.37	1	3,606.37	1	3,606.37	0.00		-- 66.68
EAST WEST BK PASADENA CALIF C/D FDIC INS TO LIMITS DATED DATE 07/30/2018 FIRST COUPON 10/30/2018 BOOK ENTRY ONLY DUE 10/30/2018 1.90000% EST YIELD: 1.90% RATING: MOODY N/A S&P N/A CUSIP: 27579TRS1	17 Jul 2018 N	250,000	100.005	250,012.50	100	250,002.90	9.60	ST	416.44 4,750.00
FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DATED DATE 12/22/2017 BOOK ENTRY ONLY DUE 12/21/2018 1.70000% EST YIELD: 1.70%	14 Dec 2017 N	250,000	99.924	249,810.00	100	250,000.00	(190.00)	ST	104.79 4,250.00

See additional footnotes on the last page of the Holdings section.

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Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

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EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

FIXED INCOME (continued)

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
FIRST FED SVGS & LN ASSN								
RATING: MOODY N/A S&P N/A CUSIP: 32023HAH1								
FIRST PREMIER BANK N A SIOUX FALLS S D C/D FDIC INS TO LIMITS DATED DATE 12/28/2017 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1.65000% EST YIELD: 1.65% RATING: MOODY N/A S&P N/A CUSIP: 33610RRN5	14 Dec 2017 N	250,000	99.892	249,730.00	100	250,000.00	(270.00) ST	2,784.38 4,125.00
GOLDMAN SACHS BK USA NEW YORK C/D FDIC INS TO LIMITS DATED DATE 09/27/2017 FIRST COUPON 09/27/2018 BOOK ENTRY ONLY DUE 09/27/2018 1.45000% EST YIELD: 1.45% RATING: MOODY N/A S&P N/A CUSIP: 38148PQB6	19 Sep 2017 N	250,000	99.974	249,935.00	100	250,000.00	(65.00) ST	3,356.85 3,625.00
MEADOWS BK LAS VEGAS NV CD C/D FDIC INS TO LIMITS DATED DATE 12/28/2017 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1.70000% EST YIELD: 1.70% RATING: MOODY N/A S&P N/A CUSIP: 58321JBA5	15 Dec 2017 N	250,000	99.909	249,772.50	100	250,000.00	(227.50) ST	2,864.38 4,250.00
SAFRA NATL BK NEW YORK INSTL C/D FDIC INS TO LIMITS DATED DATE	14 Dec 2017 N	250,000	99.894	249,735.00	100	250,000.00	(265.00) ST	2,780.14 4,125.00

See additional footnotes on the last page of the Holdings section.

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Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

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EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

FIXED INCOME (continued)

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
SAFRA NATL BK NEW YORK								
12/28/2017 FIRST COUPON								
12/27/2018 BOOK ENTRY ONLY								
DUE 12/27/2018 1.65000%								
EST YIELD: 1.65%								
RATING: MOODY N/A S&P N/A								
CUSIP: 78658QY56								
WEX BK MIDVALE UTAH	14 Dec 2017 N	250,000	99.916	249,790.00	100	250,000.00	(210.00) ST	2,934.25
C/D FDIC INS TO LIMITS								
DATED DATE 12/22/2017								
FIRST COUPON 12/21/2018								
BOOK ENTRY ONLY DUE								
12/21/2018 1.70000% EST								
YIELD: 1.70%								
RATING: MOODY N/A S&P N/A								
CUSIP: 92937CGU6								
TOTAL FIXED INCOME				\$2,002,323.87		\$2,003,609.27	(\$1,285.40)	\$18,588.14
								\$33,066.68

Total Account Value : \$2,002,323.87

Unless otherwise noted, all positions are held in your cash account. F - TEFRA Account G - Good Faith Account I - Income Account L - Non Purpose Loan Account M - Margin Account R - DVP/RVP Account S - Short Account

AI Pricing Method: a - Net Investment b - Appraised Value c - The firm did not receive price information compliant with applicable reporting requirements.

A - Average Cost B - Adjusted for Amortization or Accretion D - Acquisition Date = Date of Death E - Adjusted for Option Exercise or Assignment K - Gifted Security LT - Long Term MT - Mixed Term N - Noncovered Provide - Please provide this information ST - Short Term T - Cost Basis provided by Third Party W - Adjusted for Wash Sale

Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY	BROKERAGE	IMPORTANT INFORMATION
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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

Activity

CASH FLOW SUMMARY

Description	This Period	Year-to-Date
Opening Cash Balance	\$0.00	\$14,183.36
Trade and Investment Activity	0.00	1,249,790.00
Income	587.75	5,361.92
Total Credits	\$587.75	\$1,255,151.92
Trade and Investment Activity	(587.75)	(1,003,656.37)
Cash Withdrawals	0.00	(265,678.91)
Total Debits	(\$587.75)	(\$1,269,335.28)
Net Cash Activity	\$0.00	(\$14,183.36)
CLOSING CASH BALANCE	\$0.00	\$0.00

"Opening Cash Balance" and "Closing Cash Balance" include Sweep Funds.

TRADE AND INVESTMENT ACTIVITY

Trade Date Settle Date	Transaction Closing Method	Description	Quantity	Price	Cost	Proceeds
01 Aug 2018 01 Aug 2018	REINVEST	DREYFUS GOVT CASH MGMT INST SHS DIVIDEND REINVEST Symbol: DGCXX	226.79		(226.79)	
22 Aug 2018 22 Aug 2018	BUY	DREYFUS GOVT CASH MGMT INST SHS "" Symbol: DGCXX	360.96	1	(360.96)	
Total Securities Bought & Sold					(\$360.96)	
Total Other Investment Activity					(\$226.79)	
TOTAL TRADE AND INVESTMENT ACTIVITY					(\$587.75)	

See additional footnotes on the last page of this account.

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Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

INCOME

Taxable and non-taxable income classifications are based on the characteristics of the underlying securities and not the taxable status of the account.

Income from Taxable Investments

Date	Transaction	Description	Quantity	Rate	Debit Amount	Credit Amount	Net Amount
01 Aug 2018	DIVIDEND	DREYFUS GOVT CASH MGMT INST SHS MONTHLY DIVIDEND Symbol: DGCXX				226.79	226.79
22 Aug 2018	INTEREST	FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DUE 12/21/2018 1.700 REG INT ON 250000 BND REC 08/07/18 PAY 08/22/18 CUSIP: 32023HAH1	250,000	1.7		360.96	360.96
Total Dividends						\$226.79	\$226.79
Total Interest						\$360.96	\$360.96
TOTAL INCOME FROM TAXABLE INVESTMENTS						\$587.75	\$587.75
Total Income						\$587.75	\$587.75

A - Average Cost B - Adjusted for Amortization or Accretion D - Acquisition Date = Date of Death E - Adjusted for Option Exercise or Assignment K - Gifted Security LT - Long Term
MT - Mixed Term N - Noncovered Provide - Please provide this information ST - Short Term T - Cost Basis provided by Third Party W - Adjusted for Wash Sale

Closing Methods: LIFO - Last In, First Out FIFO - First In, First Out HC - High Cost LC - Low Cost
LTHC - Long Term, High Cost VSP - Specific Match (the closing transaction was specifically matched to this lot)

See additional footnotes on the last page of this account.

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Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 31, 2018

Realized Gain / Loss Detail - Year To Date

Cost Basis, Realized Gain / Loss, and holding period information may not reflect all adjustments necessary for tax reporting purposes. Tax payers should verify such information against their own records when calculating reportable gain or loss resulting from a sale, redemption or exchange. Please contact your tax advisor for additional information as neither J.P. Morgan nor any of its affiliates provides tax advice related to the accounts referenced in these statement(s). J.P. Morgan makes no warranties with respect to and specifically disclaims any liability arising out of a customer's use of or any tax position taken in reliance upon such information. Proceeds information excludes accrued interest.

Information on this statement related to cost and gain/loss calculations does not include adjustments for wash sales that may have occurred on the last business day of this statement period. These wash sale adjustments, if any, will be reflected on your next statement. Cost Basis and Realized Gain / Loss on statements are provided for informational purposes only and should not be used for tax purposes or otherwise relied upon without the assistance of your tax advisor.

SHORT TERM GAIN / LOSS DETAILS

Acquisition Date		Closing Method	Description	Quantity	Proceeds	Cost Basis	Realized Gain/Loss
Date Sold							
19 Sep 2017	N	FIFO	ENTERPRISE BANK	250,000	250,000.00	250,000.00	0.00
29 Mar 2018			(MISSOURI) C/D FDIC INS TO LIMITS DUE 03/29/2018 1.25000% CUSIP: 29367SHC1				
19 Sep 2017	N	FIFO	PEOPLES ST BK NEWTON ILL	250,000	249,750.00	250,000.00	(250.00)
26 Feb 2018			C/D FDIC INS TO LIMITS DUE 03/29/2018 1.20000% CUSIP: 712490AT8				
09 Apr 2018	N	FIFO	BMO HARRIS BK NATL ASSN	250,000	250,000.00	250,000.00	0.00
12 Jul 2018			CHICAGO ILL C/D FDIC INS TO LIMITS DUE 07/12/2018 1.60000% CUSIP: 05581WWR2				
TOTAL SHORT TERM GAIN / LOSS					\$749,750.00	\$750,000.00	(\$250.00)

Total Realized Gain / Loss	\$749,750.00	\$750,000.00	(\$250.00)
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A - Average Cost B - Adjusted for Amortization or Accretion D - Acquisition Date = Date of Death E - Adjusted for Option Exercise or Assignment K - Gifted Security LT - Long Term
MT - Mixed Term N - Noncovered Provide - Please provide this information ST - Short Term T - Cost Basis provided by Third Party W - Adjusted for Wash Sale

Closing Methods: LIFO - Last In, First Out FIFO - First In, First Out HC - High Cost LC - Low Cost
LTHC - Long Term, High Cost VSP - Specific Match (the closing transaction was specifically matched to this lot)

Please read the important disclosures at the end of the statement. For questions, please contact us using the information provided on the front of this statement.



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 31, 2018

Additional Contact Information

Account(s)	Contact	Custodian
EDUCATIONAL INST (52015886)	<p>Edwin Voeller (Financial Advisor) (415) 772 3071</p> <p>John Nicholas Witry (Financial Advisor) (415) 772 2909</p>	<p>J.P. Morgan Securities LLC Member FINRA and SIPC 131 South Dearborn Street, IL1-0291 4th FLOOR Chicago, IL, 60603-5506 (800) 392 5749 www.chase.com</p>

For questions, please contact us using the information provided on the front of this statement.



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 31, 2018

Messages**NON RECEIPT OF CHECKS OR STOCKS**

Please report any difference or non-receipt of checks or stocks, indicated as delivered to you, to Client Services Operations at 800-634-1428; or write to Client Services Operations at J.P. Morgan Securities LLC, Four Chase Metrotech Center, Brooklyn, N.Y. 11245-0001

MARGIN ACCOUNT

If you are a customer with a margin account, you consent to JP Morgan's right (to the extent permitted by applicable law) to use, lend or pledge any securities held by J.P. Morgan Securities LLC in your margin account. In certain circumstances, such loans or other use may limit, in whole or in part, your ability to receive dividends directly from the issuing company and/or your right to exercise voting and other attendant rights of ownership with respect to the loaned, sold or pledged securities. Such circumstances include, but are not limited to, loans of securities that you own in your margin account that continue over record dates for voting purposes and ex-dividend dates for dividend distributions. If you do not receive dividends directly from the issuing company, you may receive payments-in-lieu of dividends which could cause you to lose the benefit of the preferential tax treatment accorded to dividends.

If you carry a margin balance, your account statement will reflect the current annual interest rate applicable to your margin loan. Please review the current rate, as under certain circumstances the rate may change without advance notice. If you have any questions or concerns about your current interest rate, please speak to your Financial Advisor.

ELECTRONIC FUNDS TRANSFER NOTICE

In case of errors or questions about electronic transfers in your brokerage account transmitted through the ACH Network, you must contact the Client Services Operations department of J.P. Morgan Securities LLC immediately at telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC, Attn: Client Services Department, Four Chase Metrotech Center, Brooklyn, NY 11245 if you think your account statement or transaction record is wrong or if you need more information about a transaction listed on your account statement or transaction record. We must hear from you no later than 60 days after we sent the first account statement on which the problem or error appeared.

1. Tell JPMS your name and account number.
2. Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
3. Tell JPMS the dollar amount of the suspected error.

If you tell JPMS orally, JPMS may require that you send it your complaint or question in writing within 10 business days.

JPMS will determine whether an error occurred within 10 business days after JPMS hears from you and will correct any error promptly. If JPMS needs more time, however, JPMS may take up to 45 days to investigate your complaint or question. If JPMS decides to do this, JPMS will credit your account within 10 business days for the amount you think is in error, so that you will have the use of the money during the time it takes JPMS to complete its investigation. If JPMS determines at the conclusion of the investigation that there was no error, JPMS will charge your account for the credited amount. If JPMS asks you to put your complaint or question in writing and JPMS does not receive it within 10 business days, JPMS may not credit your account.

For errors involving new accounts or foreign-initiated transactions, JPMS may take up to 90 days to investigate your complaint or question. For new accounts, JPMS may take up to 20 business days to credit your account for the amount you think is in error.

JPMS will tell you the results within three business days after completing its investigation. If JPMS decides that there was no error, JPMS will send you a written explanation. You may ask for copies of the documents that JPMS used in its investigation.

CHECK DEPOSITS CLIENT NOTIFICATION

If you wish to send a check for deposit to a J.P. Morgan Securities LLC branch, please make the check payable to either yourself or J.P. Morgan Securities LLC and note your account number in the memo field and the name of your J.P. Morgan Representative on the envelope. Then please send the check to the following address for processing:

J.P. Morgan Securities
Mailcode NY1-L004
277 Park Avenue, 2nd Floor
New York, NY 10172

For questions, please contact us using the information provided on the front of this statement.



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 31, 2018

Messages (continued)**NOTICE OF AMENDMENT OF CUSTOMER AGREEMENT(S)**

Please be advised that pursuant to the Amendment section of any and all of your Customer Agreement(s) with J.P. Morgan Securities LLC ("JPMS") or any of its predecessors, JPMS hereby notifies you that, effective December 11, 2017, the Collection and Other Account-Related Costs section of each such Customer Agreement is amended to provide that:

COLLECTION AND OTHER ACCOUNT-RELATED COSTS

You hereby agree to pay, on demand, all reasonable costs, fees, expenses, liabilities and damages (collectively, "Costs") incurred by J.P. Morgan in connection with (i) enforcing its rights hereunder; (ii) any investigation, litigation or proceeding involving your Account(s) or any property therein; (iii) (A) the use of our access to the Electronic Services (as defined in section 20 below) by you or any person authorized to act on your behalf or (B) the failure by you or any person authorized to act on your behalf to comply with any terms, conditions or limitations applicable to such Electronic Services; (iv) any breach or failure by you to perform any term or provision of this Agreement, any other agreement between you and any J.P. Morgan entity or any agreement governing your use of or access to any Electronic Service; or (v) J.P. Morgan acting in reliance upon your instructions or the instructions of any other person authorized to act on your behalf. In each case and whether or not demand has been made therefor, you hereby authorize J.P. Morgan to charge your Account(s) for any and all such Costs, provided, however, that in no event shall you be obligated to pay Costs to the extent payment or demand therefor would violate the securities laws or the rules of a securities industry self-regulatory organization.

IMPORTANT INFORMATION REGARDING PURCHASES INDICATED AS AVERAGE PRICE

*** Your orders are processed in either (1) one execution at the confirmed price or (2) more than one execution, in which case the confirmed price is an average price. Details regarding the actual prices are available from your J.P. Morgan representative.

IMPORTANT INFORMATION FOR CLIENTS HOLDING RESTRICTED SECURITIES

Restricted Securities (typically noted as "Restricted" or "RSTD" in the security description) have not been registered under the Securities Act of 1933 and may not be "freely traded." Since restricted securities are subject to certain restrictions which may render them illiquid or less liquid than freely-tradeable shares, there can be no assurance a secondary market exists. While we typically use the value of the registered/unrestricted security of the same issuer and same class for statement (and other) reporting purposes, the price realizable in a sale of the securities may be less than the "Market Value" indicated and could be zero. No attempt has been made to independently value the specific security subject to its restriction. Additionally, inclusion of pricing of these holdings will result in the aggregated value of your portfolio as reflected on this report being overstated by an amount equal to the difference (if any) between the value of the freely-traded underlying security and the actual value of your restricted shares. For additional information on pricing, please see "Market Prices" on the back of your account statement.

IMPORTANT INFORMATION REGARDING AUCTION RATE SECURITIES (ARS)

ARS are debt or preferred securities with an interest or dividend rate reset periodically in an auction. Although there may be daily, weekly and monthly resets, there is no guarantee that there will be liquidity. If there are not enough bids at an auction to redeem the securities available for sale, the result may be a failed auction. In the event of a failed auction, there is no assurance that a secondary market will develop or that the security will trade at par or any other price reflected on statements. Accordingly, investors should not rely on pricing information appearing in their statements with respect to ARS. Where J.P. Morgan Securities LLC. was unable to obtain a price from an outside service for a particular ARS, the price column on your statement will indicate "unpriced."

For questions, please contact us using the information provided on the front of this statement.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION



Messages (continued)

OPTIONS REGULATORY FEE - ORF RATE UPDATES FOR AUGUST 01 2018

Effective on Aug 01 2018, ISE Options Exchange expects to file with the Securities and Exchange Commission ("SEC") a rule change to increase the Options Regulatory Fee ("ORF") from \$.0016 to .0020 per option contract. Subject to SEC review.

Effective on Aug 01 2018, GEMX Options Exchange, Inc. expects to file with the Securities and Exchange Commission ("SEC") a rule change to increase the Options Regulatory Fee ("ORF") from \$.0010 to .0020 per option contract. Subject to SEC review.

Effective on Aug 01 2018, NOM Options Exchange, Inc. expects to file with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0027 to .0008 per option contract. Subject to SEC review.

Effective on Aug 01 2018, CBOE EDGX Options Exchange expects to file with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0004 to .0001 per option contract. Subject to SEC review.

Effective on Aug 01 2018, CBOE C2 Exchange, Inc. expects to file with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0014 to .0011 per option contract. Subject to SEC review.

Effective on Aug 01 2018, CBOE BZX Options Exchange, Inc. expects to file with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0005 to .0002 per option contract. Subject to SEC review.

Effective on Aug 01 2018, CBOE Exchange, Inc. expects to file with the Securities and Exchange Commission ("SEC") a rule change to decrease the Options Regulatory Fee ("ORF") from \$.0049 to .0028 per option contract. Subject to SEC review.

For questions, please contact us using the information provided on the front of this statement.



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 31, 2018

Important Information about Your Account Statement(s)

Unless otherwise indicated, accounts are held at J.P. Morgan Securities, LLC (JPMS), member FINRA and SIPC. JPMS is not a member of the Federal Deposit Insurance Corporation (FDIC).

NON-DISCRETIONARY: JPMS brokerage accounts are non-discretionary and all investment decisions are made by the client. For managed accounts, discretionary services are provided by JPMS, an affiliate or an authorized third party.

ACCOUNT PROTECTION: As a member of the Securities Investor Protection Corporation (SIPC), JPMS provides account protection for the net equity of a customer's funds and securities positions. SIPC provides \$500,000 of primary net equity protection, including \$250,000 for claims for cash (SIPC Coverage). Account protection applies when a SIPC member firm fails financially and is unable to meet its obligations to its securities customers, but does not apply to losses from the rise or fall in the market value of investments or to SIPC ineligible assets such as futures, options on futures, foreign exchange transactions, or any investment contracts that are not registered as securities or deposit account balances. For more information about SIPC Coverage, including the SIPC Brochure, visit www.sipc.org (follow the link to How SIPC Protects Investors) or call SIPC at (202) 371-8300.

CUSTODY: JPMS carries your account and acts as your custodian for funds and securities received, which have been deposited directly with us or received as a result of transactions we process for your account. Inquiries regarding your Statement may be directed to JPMS at (347) 643-9953

As used in the course of these statements, "J.P. Morgan" is the global brand name for JPMorgan Chase & Co. and its subsidiaries and affiliates worldwide.

MARKET PRICES: The market value of your holdings is as of the last business day of the statement period or the last available price. Prices for determining market values represent estimates. These estimates are obtained from multiple sources deemed to be reliable. This information is not guaranteed for accuracy and is furnished for the exclusive use of the client.

J.P. Morgan makes no representation, warranty or guarantee, express or implied, that any quoted value represents the actual terms at which securities could be bought or sold or new transactions could be entered into, or the actual terms on which existing transactions or securities could be liquidated. Such values are only indicative.

ESTIMATED PRICING AND COST BASIS: Certain assets, including but not limited to, pooled and private investments, non-publicly traded and infrequently traded securities, derivatives, partnership interests and tangible assets are generally illiquid, the value of such assets may have been provided to us by third parties who may not be independent of the issuer or manager. Such information is reflected as of the last date provided to us, and is not independently verified.

Pricing estimates may be based on bids, prices within the bid offer spread, closing prices or matrix methodology that uses data relating to other securities whose prices are more ascertainable to produce a hypothetical price based on the estimated yield spread relationship between the securities. Pricing estimates do not constitute bids for any securities. Actual prices realized at sale may be more or less than those shown on your statement.

Unpriced Direct Participation Program (DPP) and Real Estate Investment (REIT) Securities: DPP and REIT securities are generally illiquid and the value of the security will, generally, be different

from its purchase price. Accurate valuation information is not available. The total cost basis for each security position and the unrealized gain/loss are provided solely as a general indication of performance and should not be used for tax purposes or otherwise relied upon without the assistance of your tax advisor. With respect to security positions received into your account, cost basis information, if any, has been provided by you. Further information is available upon request.

You may hold positions where the original cost basis has been adjusted to reflect amortization or accretion.

For **Regulated Investment Companies** or **Dividend Reinvestment Plan** sales, for which the average price method has been chosen, positions are closed out on a First-In-First-Out (FIFO) basis.

These statements are not official documents for income tax reporting purposes and should not be relied upon for such purposes, including determination of income, cost basis, amortization or accretion, or gain/loss. Such information, which may be inaccurate, incomplete or subject to updating, should be confirmed with your records and your tax advisor.

DIVIDEND INCOME: Dividends credited to your account may include capital gains, non-taxable dividends and/or dividends on foreign stock. You may wish to consult your tax advisor with regard to your tax liability on these dividends.

ESTIMATED ANNUAL INCOME AND ESTIMATED YIELD: Estimated Annual Income (EAI) is calculated by multiplying either the current coupon rate or an estimated annual dividend (generally calculated by annualizing the most recent regular cash dividend) by the quantity of the security held. For balances other than sweep program balances, Estimated Yield (EY) is calculated by dividing EAI by the market value of the security. These figures are estimates based on mathematical calculations using data obtained from outside sources. Because prices of securities, coupon and dividend rates are subject to change at any time, these estimates should not be relied upon exclusively for making investment, trading, or tax decisions. Because different asset types (e.g. equities versus fixed income securities) tend to have different investment characteristics, these estimates should not be compared across asset types. These calculations are for informational purposes only and are not a projection or guarantee of future returns. Additionally, please note that EAI and EY for certain types of Securities might include Return of Principal or Capital Gains in which case the EAI and EY would be overstated. There is no guarantee that your investments will actually generate EAI or EY presented. Actual income and yield might be higher or lower. Please contact us for additional information.

IMPORTANT INFORMATION REGARDING AUCTION RATE SECURITIES (ARS): ARS are debt or preferred securities with an interest or dividend rate reset periodically in an auction. Although there may be daily, weekly and monthly resets, there is no guarantee that there will be liquidity. If there are not enough bids at an auction to redeem the securities available for sale, the result may be a failed auction. In the event of a failed auction, there is no assurance that a secondary market will develop or that the security will trade at par or any other price reflected on statements and online. Accordingly, investors should not rely on pricing information appearing in their statements or online with respect to ARS. When J.P. Morgan is unable to obtain a price from an internal or outside source for a particular ARS, the price column on your statement will indicate "unpriced".

A description of J.P. Morgan's practices and procedures regarding ARS is available at www.jpmorgan.com/muniars.

For questions, please contact us using the information provided on the front of this statement.

VALUATIONS OF OVER-THE-COUNTER DERIVATIVE TRANSACTIONS: Valuations of over-the-counter derivative transactions, including certain derivatives-related deposit products, have been prepared on a mid-market basis. These valuations are sourced from the various issuers of the securities, affiliates or they are sourced from a third party valuation provider. J.P. Morgan expressly disclaims any responsibility for (1) the accuracy of the models or estimates used in deriving the valuations, (2) any errors or omissions in computing or disseminating the valuations, and (3) any uses to which the valuations are put. Valuations are provided for information purposes only and are intended solely for your own use. Please refer to the trade confirmation for details of each transaction.

UNPRICED SECURITIES: When we are unable to obtain a current value from an internal or outside source for a particular security, the price column on your statement will indicate "Unpriced." Although such securities may have value, please note that the value of a security indicated as "Unpriced" will not be included in your overall current market value as reflected on the statement.

RESTRICTED SECURITIES: Restricted Securities (typically noted as "Restricted" or "RSTD" in the security description) have not been registered under the Securities Act of 1933 and may not be "freely traded." Since restricted securities are subject to certain restrictions which may render them illiquid or less liquid than freely-tradable shares, there can be no assurance a secondary market exists. While we typically use the value of the registered/unrestricted security of the same issuer and same class for statement (and other) reporting purposes, the price realizable in a sale of the securities may be less than the "Market Value" indicated and could be zero. No attempt has been made to independently value the specific security subject to its restriction. Additionally, inclusion of pricing of these holdings will result in the aggregated value of your portfolio as reflected on this report being overstated by an amount equal to the difference (if any) between the value of the freely-traded underlying security and the actual value of your restricted shares. For additional information on pricing, please see the "Market Prices" paragraph.

THIRD PARTY INFORMATION: This statement contains (i) information obtained from multiple direct, indirect, affiliated, unaffiliated, public and proprietary data sources (including, but not limited to identifying information, market data, calculated data, reference data, valuations, ratings, coupon and dividend rates and other fundamental data) and (ii) information which is calculated based upon such information (including but not limited to, market values, Current Yield and Estimated annual income). Although JPMS believes these sources and the sources of market values are reliable, it does not independently review or verify such information and neither JPMS nor any source will have any duty or obligation to verify, correct, complete, or update any such information. Such information is being provided to you with all faults for use entirely at your own risk; without any warranty whatsoever by JPMS, its affiliates or any such source. Neither JPMS or its affiliates nor any such source shall have any liability whatsoever relating to any inaccuracy or lack of timeliness or completeness of such information or any use thereof or for omissions therefrom nor for any lost profits, indirect, special or consequential damages. Moreover, such sources retain exclusive proprietary rights in such information. You may use such information only for your internal use and purposes and not for reuse (other than in connection with the transaction or position for which the information is provided) or retransmission without prior written approval of the source, or for any unlawful or unauthorized purpose.

METHODS OF COMPUTING INTEREST ON DEBIT BALANCES : Interest is charged on a day by day basis for any day that there is a net debit balance in your overall account. The calculation is made on a 360-day basis at the rate or rates shown on the statement. Interest rates may be changed from time to time with fluctuating money market rates or for other reasons.

CUSTOMER FREE CREDIT BALANCES: For accounts that are held at JPMS, customer free credit balances may be used in this firm's business subject to the limitation of 17CFR Section 240.15c3-3 under the Securities Exchange Act of 1934. You have the right to receive from us in the course of normal business operation, upon demand, the delivery of:

- a) any free credit balances to which you are entitled
- b) any fully-paid securities to which you are entitled
- c) any securities purchased on margin upon full payment of any indebtedness to us

If this is a margin account and we maintain a special memorandum account for you, this is a combined statement of your general account and a special memorandum account maintained for you under Section 220.6 of Regulation T issued by the Board of Governors of the Federal Reserve System. The permanent record of this separate account, as required by Regulation T, is available for your inspection.

Unless we hear from you to the contrary, it is our understanding that any free credit balances in your account are being maintained to facilitate your intention to invest such amounts through us.

FOR OPTIONS ACCOUNTS: Further information with respect to commissions and other charges related to the execution of listed options transactions has been included on confirmation of such transactions previously available to you and such information will be made available to you promptly upon written request.

PARTIAL CALLS: If a partial call is made with respect to an issue of securities included in your Accounts we will allocate the call by a method we deem fair and equitable.

BEARER BONDS: If any securities held by us for your account are bearer obligations which have been issued since December 31, 1982 with original maturities of more than one year, we agree that we will satisfy the conditions set forth in subdivisions (i), (ii) and (iii) of the Treasury Regulation Section 1.165-12(c)(3) and covenant that we will comply with the requirements of Treasury Regulation Section 1.165-12(c)(2)(iii) concerning the delivery of such bearer obligations.

MESSAGE FOR ACCOUNTS WITH NON-US DOLLAR ACTIVITY AND/OR ACTIVITY: The holdings listed within each asset class are segregated by currency. For Non-USD holdings, both the USD and local security and total asset class valuations, as calculated by the exchange rate stated, are provided. Activity will also be presented by currency. Non-USD activity will display both USD and local valuations, as calculated based on the exchange rate of the activity date. All summary information presented in this statement is presented in USD equivalent, unless specifically noted as presented in non-USD currency.

FINANCIAL STATEMENT : A financial statement for JPMS is available for your personal inspection at our office, or a copy will be mailed to you upon written request.

REPORTABLE TO THE INTERNAL REVENUE SERVICE: As required by law, at year end, we will report to you and to the Internal Revenue Service and to certain states, certain information on sales (including short sales), dividends, and various types of interest that have been credited to your account.

STATEMENT FREQUENCY: Statements will be mailed to customers whose account has activity during the statement period affecting money balances and/or security positions. Delivery Versus Payment customers whose account has activity will receive statements on a quarterly basis that will



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 31, 2018

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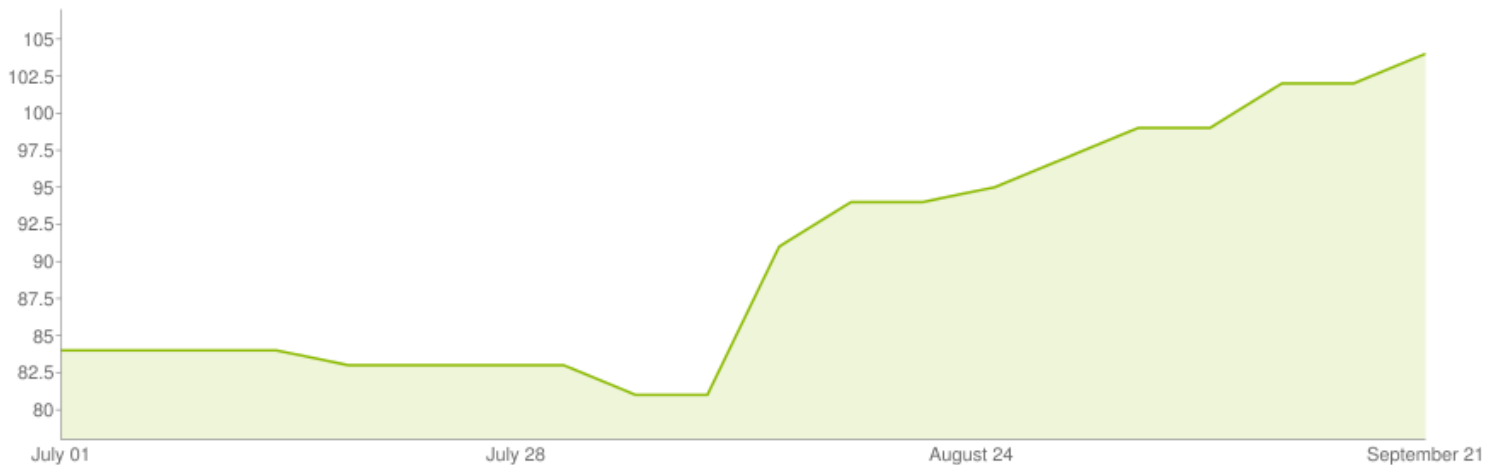
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Additions & Terminations

09/21/2018



Additions (25)

Name	Employment status	Department	Division	Location	Job title	Hire date
Galvez, Cindy	Full-Time	Special Education	Personalized Learning	Los Angeles	Special Education Instructor	09/19/2018
Davis, Shannon	Full-Time	High School	Personalized Learning	Remote	High School Teacher	09/17/2018
Ramirez, Adam	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	09/14/2018
Compalas, Cristina	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/10/2018
Wakefield, Erin	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	09/10/2018
Zavala, Hayde	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/10/2018
Herrin, Kristen	Part-Time	Options Program	Personalized Learning	Orange County Learning Center	Paraprofessional	09/06/2018
Lehman, Lacey	Full-Time	Online Program	Personalized Learning	Remote	Middle School Teacher	08/31/2018
Rosen, Sharon	Full-Time	High School	Personalized Learning	Remote	High School Teacher	08/29/2018
Kovar, Maria	Part-Time	Options Program	Personalized Learning	Orange County Learning Center	Paraprofessional	08/28/2018
Rehmann, Jenn	Part-Time	Options Program	Personalized Learning	Orange County Learning Center	Paraprofessional	08/28/2018
Bachand, Anne	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/21/2018
Arnheiter, Danielle	Full-Time	Options	Personalized Learning	Remote	Educational Facilitator	08/13/2018
Hyross, Karissa	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/13/2018
Valdez, Kristin	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/13/2018

Name	Employment status	Department	Division	Location	Job title	Hire date
Alvarez, Lourdes	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/08/2018
Bartlett, Rachel	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Chavez-Rivera, Ruth	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Harding, Claire	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Jans, Becky	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Johnston, Barbara	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/08/2018
Marquez, Jan	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Olson, Mataya	Full-Time	Counseling	Personalized Learning	Remote	College & Career Readiness Counselor	08/08/2018
Ramon, Melissa	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/08/2018
Slobojan, Shalimar	Full-Time	Options Program	Personalized Learning	Orange County Learning Center	Educational Facilitator	08/08/2018

Terminations (5)

Name	Employment status	Department	Division	Location	Job title	Hire date	Termination date
Ramirez, Adam		Online Program	Personalized Learning	Remote	High School Teacher		09/14/2018
Greenwell, Lori	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	09/01/2017	09/10/2018
Humpherys, Cami	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Advisor	02/01/2016	07/31/2018
Johnson, Glen	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	08/01/2016	07/31/2018
Cruz, Edith		Counseling	Personalized Learning	Remote	College & Career Readiness Counselor		07/16/2018

Compass Chronicle

Compass Charter Schools | Fall 2018

Happy Fall!

It is hard to believe we have nearly arrived in October! I hope everyone is enjoying our Compass Experience, and having a smooth and successful start to their school year. It is truly an honor that our scholars, both new and returning, have chosen Compass to guide your unique educational journeys for the 2018-19 school year.

The Compass Chronicle is our quarterly newsletter, full of important information and exciting updates about Compass Charter Schools. I hope you enjoy learning more about our scholars, our families, our staff, and the amazing work that is happening in and out of the virtual classroom!



Is there something specific you'd like to see in the newsletter? We have Virtual Suggestion Boxes for [scholars](#), as well as [parents](#), where you can share your input on Compass Charter Schools. We review these monthly with our [Parent Advisory Council](#), [Scholar Leadership Council](#) and Staff Advisory Committee. Feel free to share your suggestion(s) today to help us continue to enhance the educational experience for our scholars.

On behalf of our amazing staff, welcome to the 2018-19 school year! I wish our scholars nothing but the best as they chart their educational journey at Compass.

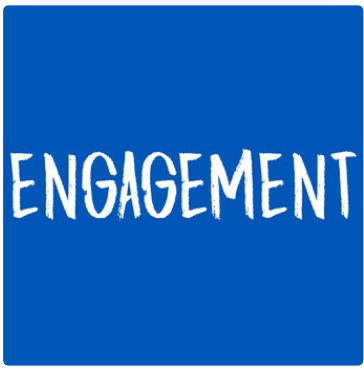
Forever Loud & Proud,

J.J. Lewis, Superintendent & CEO

jlewis@compasscharters.org

[@lewis1jj](#)

Choose your program newsletter below!



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

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https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Online Elementary School | Fall 2018

Welcome to the 2018-19 school year!

The K-8 program is up and in action! Our scholars have been attending learning labs, submitting work, and communicating with their teachers. Our amazing teachers hosted some very engaging learning labs, and attendance was through the roof this month. We're excited for our scholars to continue to attend our live, virtual learning labs so that they can experience all of the fun, interactive activities our teachers have planned.



Ashley Daugherty, K-8 Coordinator
adaugherty@compasscharters.org
@CCSMissD

What's New in Online K-8?

This year we are excited to welcome Ms. Kim Noller, Ms. Carrie Talcott, and Ms. Lacey Lehman to the middle school team! They each come to us with many years of experience teaching and supporting scholars.

Our Elementary School teachers sincerely enjoy hosting learning labs for their scholars! This month they enjoyed using the online classes to get to know their scholars and support learning in a fun and engaging environment. Later this year, the scholars will have even more opportunities to interact with their teachers and peers! Learning labs are held Monday through Friday and are now divided by grade level and subject. Our new lab structure allows scholars to interact with more of our Elementary School teachers and collaborate with scholars in different classes!

Earlier this month, Mrs. Villegas held some incredible Reading Workshops focused on organization, growth mindset, positive attitude, and how to make the best of the Learning Lab environment!

Looking ahead, our Parent Teacher Conferences are back! They will be held starting at the end of October with each scholar's supervising teacher. These conferences allow learning coaches to connect



FAMILY SPOTLIGHT

We are featuring learning coach Rebecca Lunsford and her elementary school scholar, Lakota Lunsford Parcell

We know that often with our scholars each day is different, but what would a typical day look like for you and your scholar?

Rebecca: Every day we eat oatmeal for breakfast, and we read together. Otherwise, every day is really different for our family!

What has been your greatest joy in teaching your scholar at home?

Rebecca: My greatest joy is being able to research topics in-depth with my scholar. We are able to take time for field trips and really explore each topic rather than just stopping where the lesson ends. I also enjoy being present to experience her growth and seeing her smile when she makes a new discovery!



Share a challenge that you have experienced as a learning coach and how you have worked to overcome the challenge.

Rebecca: Our scholar uses the K12 curriculum. K12 allows us to continue learning during all of life's challenges. When my scholar was sick and on an antibiotic, we were still able to work and learn by finishing lessons at different times of the day or even on weekends.

Why did you decide to school from home with Compass Charter Schools?

Rebecca: When I learned that my scholar was shy, I called a friend who homeschooled her shy daughter and received some really helpful advice and encouragement. She suggested homeschooling through a charter school. Since I have three teaching credentials and my husband is a Senior Computer Scientist who works from home, we felt confident in giving Compass a try.

What do you enjoy most about being part of our Compass community?

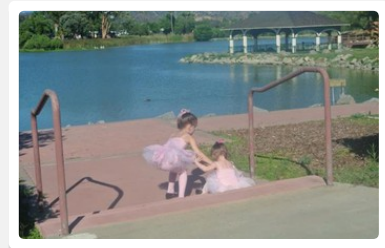
Rebecca: The Compass community is so nice! We especially enjoy the wonderful teachers, the great materials (the technology just keeps improving and the literacy selections are perfect!), the Coffee with Compass events, and the flexibility to study and learn when it's best for our family.

Share a piece of advice you'd give to a parent thinking about schooling their child at home?

Rebecca: Parents have approached us about our experience with learning at home, and we usually suggest that they try Compass. We encourage other families to do whatever is best for their child and family!

What do you and your family enjoy doing together during your free time?

Rebecca: My scholar enjoys collecting Schleich Dinosaurs and Pet Shop Pets, playing fetch with our dog, family gatherings, playing guitar, piano, or making up songs, visiting the Dinosaur Museum, traveling, and playing a fun round of "Guess which animal I am!"



LEADERSHIP SPOTLIGHT

Erin Smith, Director of Online Learning

Where did you attend college and earn your degrees/credential?

Cal Poly San Luis Obispo and National University

How many years have you worked in education?

I've worked in education for almost 17 years!

What were you doing before you joined CCS?

How long have you been part of Compass?

This is the start of my sixth year at Compass.

What's your favorite ice cream and your favorite color?

My favorite ice cream is mint chip and my favorite color is blue.

Please share one fun fact about yourself.

I love to wakeboard! My boys say that I am pretty good at it, too, for being a mom. ;)



Ashley Daugherty, K-8 Coordinator

Where did you attend college and earn your degrees/credential?

I went to San Diego State University. Go, Aztecs!

How many years have you worked in education?

I have been working in education for almost ten years.

What were you doing before you joined CCS?

Before joining the Compass community, I taught fourth-grade scholars at Painted Rock in the Poway Unified School District.

How long have you been part of Compass?

This is my fifth school year with Compass.

What's your favorite animal and your favorite season?

My favorite animals are dogs! I have an eight-month old Goldendoodle at home named Lucy who is my loveable assistant throughout the day. I also have a family dog, Prince, who has been part of our family for eleven years. My favorite season would be winter. I love all of the holiday festivities!

Please share one fun fact about yourself.

I have been tap dancing since I was two years old and I still teach tap lessons occasionally for fun after school!

COUNSELING SERVICES



Welcome to the 2018-19 school year at Compass!

The school counselors hope that all of our scholars and their families had a fun and relaxing summer break. As the new school year begins with a fresh start, we want to highlight the importance of establishing strong communication habits right away! The school counselors at Compass are here for several purposes, but their main objective is to support the academic and personal success of the scholars they work with in any way that they can. But, they can't do it alone! In an effort to ensure each scholar's personal and academic success...they need your help!

Compass scholars are invited to utilize the following checklist to ensure that they have a successful school year by using the several means of communication that the counseling team has to offer:

- **Check your emails at least twice daily.** Part of being a responsible scholar includes checking for new emails at least twice per day. It's best to put a reminder in your planners or Google calendar to check your emails at different times throughout the day.
- **Update us with your current and working cell/home phone numbers.** We cannot stress enough how important it is that we are able to contact you and your learning coach at all times.
- **Send us your current mailing addresses.** Similar to the importance of having your phone numbers, it is very important that we have your current and updated mailing address. Although rare, we do sometimes mail items (example: high school diploma) and we want to ensure you're receiving what we send.
- **Sign up for the REMIND app.** REMIND is an amazing tool that allows our counseling team to send you direct messages via the REMIND application straight to your phone. Simply follow the directions on your REMIND email invitation to sign up!
- **Follow the counseling team on Twitter!** Our team frequently shares resources via Twitter so we invite you to please follow both the counseling department's Twitter ([@CompasCounselor](#)), as well as your own counselor's personal Twitter (check with your counselor for their individual account).

The counseling team looks forward to continuing to establish a positive relationship with each scholar while working together with teachers, learning coaches, educational facilitators, and other staff to maximize every scholar's academic, social, and emotional abilities!

Debra Stephan, Director of Counseling Services

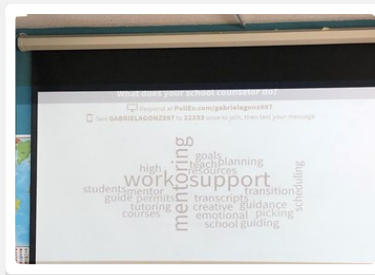
dstephan@compasscharters.org

[@CompasCounselor](https://www.instagram.com/CompasCounselor)

What's New in Counseling?

This school year, we welcome some staffing changes!. Ms. Mataya Olson is the new College and Career Readiness Counselor who has been working tirelessly this past month getting up to speed with learning the "Compass way". Ms. Olson offers a wealth of information in the area of college and career, and we invite scholars to contact her for all of their college and career-related needs!

Additionally, earlier this month the counseling team kicked-off the Counseling with Compass Live presentation during orientation at the Compass' Orange County Learning Center (OCLC) in Santa Ana, CA. The team traveled to the OCLC and gave a presentation about counseling for scholars and their learning coaches. Yup! you read that right...the counseling team is hitting the road! Families at the orientation were asked to build a word cloud to describe their definition of school counselors and their responsibilities. Overall, it was a great time that allowed the counseling team to connect with scholars and their families! This year, the team is on a mission to connect in-person with as many scholars and families as possible. They will visit designated locations throughout central and southern California to provide in-person counseling services that are also offered virtually. The counseling team is excited to embark on this journey to build stronger connections with our scholars and they look forward to meeting scholars at these upcoming events!



COUNSELING FAMILY SPOTLIGHT

This month we are happy to highlight the Brinkman Family!

They are part of the Options (homeschool) Program at Compass. John and Annalise both practice Brazilian Jiu-Jitsu, which is the primary fighting style of the ancient Samurai in Japan and the most sought-after martial art for all professional MMA fighters. We asked the family a few questions - check out their answers:

What does a typical day look like for you, John and Annalise?

Learning Coach: A typical day usually starts with the children reviewing their schedule and deciding what needs to be completed. They go to Brazilian Jiu-Jitsu practice every day so they know they have to manage their time between academics and practice.

What has been your greatest joy and what has been your greatest challenge in schooling John and Annalise at home? How did you overcome the challenge(s)?

Learning Coach: The greatest joy is knowing that they enjoy homeschooling and want to continue with the experience. They truly enjoy it and they are both organized to stay on track. The greatest challenge is when they have a question about math that I don't know the answer to. I then call upon helpful resources like friends or our educational facilitator who are clever in math and can support us.

Why did you choose Compass Charter Schools, among the vast competition out there?

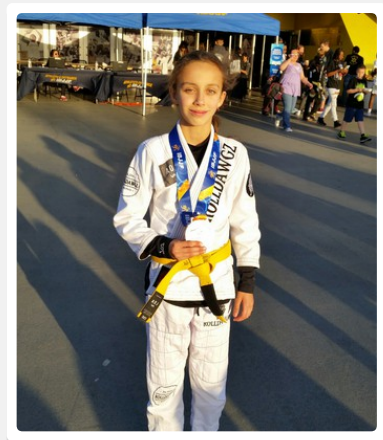
Learning Coach: We chose Compass because we enjoy homeschooling through the Options program and picking the curriculum that works best for our scholars.

What do you enjoy most about being part of our Compass community?

Learning Coach: I like that Compass has such a great support system for families. We can reach out and there is always someone available to help us.

What advice would you give parents thinking about schooling their child at home?

Homeschooling has been an awesome experience for my scholars. They love having the flexibility to get their work done and then train at practice. Unlike other independent study schools, Compass has two different programs, Online and Options, that families can choose to participate in. Parents can be hands-on with their child's learning, know if they are struggling and get involved to help them much faster than if they were in a traditional brick-and-mortar school.



LEADERSHIP SPOTLIGHT

This month we recognize Debra Stephan, Director of Counseling Services



Where did you attend college and earn your degrees/credential?

I proudly earned my undergraduate degree at California State University, Northridge. Go, Matadors! Later, I continued my education at California Lutheran University where I earned a secondary teaching credential and a Master's degree in Counseling and Guidance with a Pupil Personnel Services Credential.

How many years have you worked in the field of education?

In my roles as a teacher and counselor, I have been working in education for over a decade to help scholars make impactful choices in a self-honoring way.

What do you enjoy doing in your free time?

In my free time, I enjoy reading and staying current in the field of professional school counseling. I also like spending quality time with my husband and three children. We enjoy going on camping adventures, going to LA Kings hockey games, or seeing a Broadway musical!

Can you share an interesting fact about yourself?

I have traveled to every state west of the Rocky Mountains and Canada to visit 21 of the 59 National Parks in the lower 48 states.



EXCEPTIONAL SCHOLAR SERVICES



School is back in session!

With the change of seasons comes change to the Special Education Department at Compass. First, our department has undergone a name change! We are now referred to as The Exceptional Scholar Services Department. With this name change, it should be apparent that we are here to support the independent learning needs of each scholar as we continue to recognize and appreciate that families choose us to support their child's education and development.

Additionally, I'm excited to share that our department has several new teachers. Please welcome Lourdes Alvarez, who is working with scholars in Kindergarten through sixth grade. Next, please welcome Cindy Galvez, Barbara Johnston, and Erin Wakefield, who all support our middle school and high school scholars.

We are also ready to continue with our wonderful and dedicated providers at Global, Oxford, and Presence just to name a few.

We look forward to building new relationships with our families as the year progresses and I sincerely appreciate your patience as our new teachers are indoctrinated into our Compass Family!

Gabi Golan
Director of Exceptional Scholar Services
ggolan@compasscharters.org
@golan_gabi

What's new in Exceptional Scholar Services?

Our program is growing and evolving every day! This month our wonderful new teachers spent time connecting with our scholars and their families and scheduling SAI specialized academic so that our scholars continue to receive the personalized that support they need to grow and progress. The team looks forward to expanding and offering more support services for scholars later this year!

EXCEPTIONAL SCHOLAR SERVICES LEADERSHIP SPOTLIGHT

Gabi Golan, Director of Exceptional Scholar Services

Where did you attend college and earn your degrees/credential?

I attended University of California, Los Angeles. Fortunately, I was able to live in an apartment owned by a family-friend in Hollywood, which was much more economical than dorm living. With that, I missed the college dorm experience, but I had the opportunity to experience living in a very culturally diverse neighborhood which enriched my life enormously.

How many years have you worked in counseling? (teaching not counseling)

I taught special education at various grade levels for about 18 years before moving into a department leadership position.

What were you doing before you joined CCS?

I can barely recall life before Compass! Actually, I was both a special education teacher and an Education Specialist at another charter school. I built long-term relationships with my former scholars and their parents after supporting them for many years.

How long have you been part of Compass?

I have been at Compass for just over a year! I felt right at home very quickly so it seems like I have been here much longer, in a good way!

What's your favorite book and your favorite movie?

I really enjoyed reading *The Help* by [insert name]. My favorite movie is the original Willy Wonka and the Chocolate Factory!

Please share one fun fact about yourself.

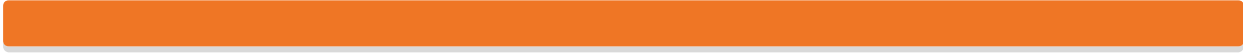
I love to prepare food and feed people! I get it from my mother.



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. Or, contact Ashley Daugherty, K-8 Coordinator, at adaugherty@compasscharters.org.

Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

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https://www.youtube.com/watch?v=d_3jyxocWVU

A video player showing a young boy smiling. The video has a large play button in the center. The text "COMPASS CHARTER SCHOOLS" and "CompassCharters.org" is overlaid on the bottom of the video frame.



Compass Chronicle

Online High School | Fall 2018

Welcome to the the 2018-19 school year!

My name is Janae Smith and I am the Online High School coordinator. I am thrilled to work with each of our great CCS high school families this school year. Our entire high school team has worked tirelessly to ensure that our scholars have the best year yet! Teachers have spent many hours prepping for engaging learning labs and have been collaborating on the latest technology tools to enhance the online learning experience.



You may have noticed our new Learning Management System (LMS) course player this year. Although courses look different, the same commitment to education and ensuring that scholars master key standards is still included in each high school course. There are many enhancements to the new LMS course player you may be excited to use. First, on each scholar dashboard, a calendar feature is included. This is a creative tool to help scholars stay organized and stay on pace as each assignment due date appears on the calendar.

Another enhancement in the new LMS course play is the ease of using the system and working in the courses. From the message center to the grade book, scholars will notice the user-friendly features to help them find success this year. Overall, the entire high school team is excited for scholars to work in this new LMS and we think that all of our families will come to love this exciting change!

Welcome to the new school year and we look forward to working with you!

Sincerely,

Janae Smith, High School Coordinator

jsmith@compasscharters.org

[@JSmith_Compass](#)

WHAT'S NEW IN HIGH SCHOOL?

There are many exciting opportunities for our scholars this school year in our online department.

The first exciting opportunity is the continuation with our a-g college board approved, in-person science wet labs. This year we are pleased to announce the addition of our physical science labs! With this addition, CCS now offers a-g wet labs for all of our lab sciences including biology, chemistry, and physics. Once again we are also excited to work with scholars in person in our lab locations in Lake Elsinore, the Los Angeles area, and Fresno. Please look for the Parent Square invite to RSVP for one of these locations during the semester.

The second exciting opportunity is the growth of our AVID program. Once again our 9th-grade scholars will participate in this program that encourages individual determination and self-motivation, organization and developing the critical thinking skills that will promote lifelong learning and success. An addition to our AVID program year will include the AVID tutorials during the AVID elective course. This tutorial promotes collaboration as scholars work together to learn concepts and master their learning in their content courses.

Another exciting opportunity this school year for our online high school scholars is our top-notch learning labs! Each week scholars will explore different cultures, languages, famous art, classic poetry, and more as they engage in thought-provoking discussion with their teachers and peers to master their courses.

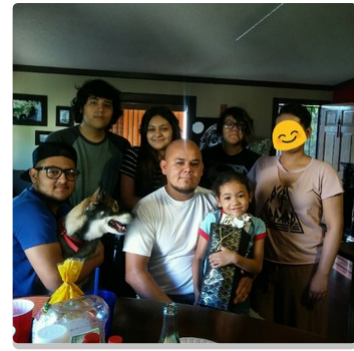
Once again, I look forward to working with our CCS families and I can speak on behalf of our entire online high school department when I say we are excited for a great year ahead!



SCHOLAR SPOTLIGHT

Cielo H.

“My name is Cielo Hernandez, I am in 11th grade. My family loves to go hiking and on adventures. I have 3 sisters; Sol, Luna and Leilani. I have 2 brothers; Joseph and John. I speak two languages; English and Spanish. I chose CCS because I like the freedom of homeschool. My favorite hobbies are movie marathons, video games, photography and going on adventures.”



CCS: We know that often with our scholars that each day is different, but what would a typical day look like for you and your scholar?

While I am preparing breakfast, Cielo is waking up, getting ready. She gets herself ready while the laptop starts up and logs in. During the day she asks me questions and if I can remember m schooling from my younger years, I will help her.

CCS: What has been your greatest joy in schooling your scholar at home?

First of all, safety. With all the school shootings and lockdowns going on, I feel safer with her being at home. Second, the pace. She can study at her pace and not worry about the pressures that usually surround high school.

CCS: Share a challenge that you have experienced as a learning coach and how you have worked to overcome the challenge.

I forgot most of what I learned in school so whenever she asks me for help I am frustrated because I forgot the stuff! I have 2 younger daughters so often you will see us on the internet and everyone in the family contributing to the cause!

CCS: Why did you decide to school from home with Compass Charter Schools?

To be honest, we were homeless a while back. Since I didn't want to be changing them school to school while we found housing, I looked and this seemed to be a good option.

CCS: What do you enjoy most about being part of our Compass community?

The staff is fantastic. No, really. I can talk to the teachers, counselors, ask for help, and so far everyone has helped us out.

CCS: Share a piece of advice you'd give to a parent thinking about taking their child out of school to school at home?

Beware of the naysayers! Many people will try to talk you out of homeschooling your child. The school will try to downgrade homeschooling. Family will be like "they need friends!" but just consider your options, think about it, ask questions. I have 6 kids, 4 were/are homeschooled. I am glad I chose this option.

CCS: What do you and your family enjoy doing together during your free time?

We love to go hiking up on Griffith Park, camping at Lake Isabella, going to the Wilshire District and eating Korean food while learning about the old buildings Los Angeles used to have! Oh and we love family movie nights!



Janae Smith, High School Coordinator

My name is Janae Smith. I am the High School Coordinator at Compass Charter Schools. I oversee our online high school program. I have worked at Compass Charters for over 3 years, starting with them as an online high school English teacher. I have worked in education for 18 years in various teaching environments. I am originally from Covina, CA and moved to the Inland Empire after I was married in 2002. I earned a B.A. in English from Cal. State University, Fullerton, my teaching credential from the University of Redlands, and am currently finishing my M.S. in Curriculum Instruction and Design from Western Governors University. When I get a moment of free time I enjoy spending time with my four kids riding bikes, cheering at the soccer field, and hanging out with our dog Molly.

SCHOLAR WORK SAMPLES

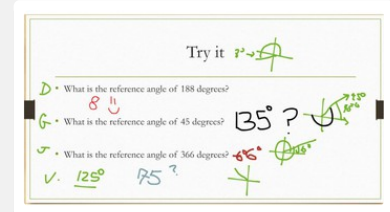
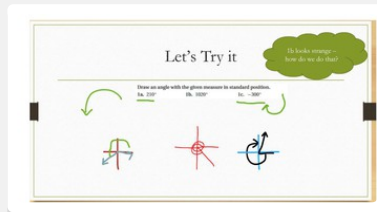
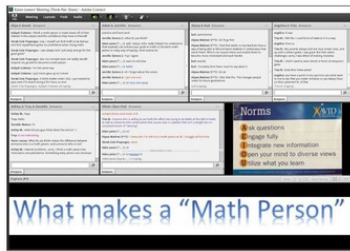
In Geometry Learning labs, Mrs. Lewers challenged her scholars to consider their Growth Mindset and used an AVID WICOR strategy enabling scholars to collaborate with a partner.

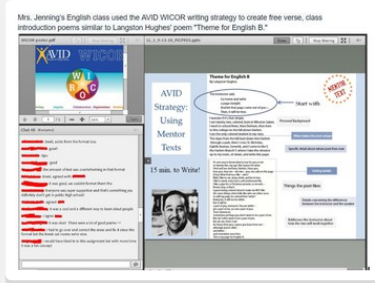
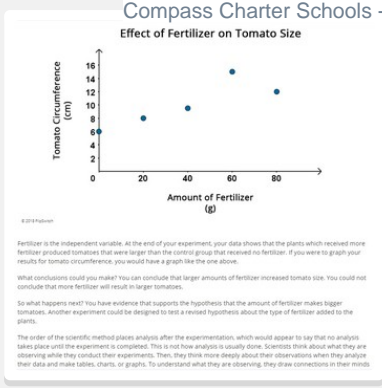
Ms. Woodley's Advance Math scholars worked together to solve equations in their first learning labs of the school year.

Mr. Spinks Physical Science Scholars learned how to graph data results on the effects of fertilizer on tomato plants.

Mrs. Jennings's English class used the AVID WICOR writing strategy to create free verse, class introduction poems similar to Langston Hughes' poem "Theme for English B."

Students watched a video about Growth Mindset, and read an article, followed by discussion in large group, and then in pairs:





COUNSELING SERVICES



Welcome to the 2018-19 school year at Compass!

The school counselors hope that all of our scholars and their families had a fun and relaxing summer break. As the new school year begins with a fresh start, we want to highlight the importance of establishing strong communication habits right away! The school counselors at Compass are here for several purposes, but their main objective is to support the academic and personal success of the scholars they work with in any way that they can. But, they can't do it alone! In an effort to ensure each scholar's personal and academic success...they need your help!



- Check your emails at least twice daily. Part of being a responsible scholar includes checking for new emails at least twice per day. It's best to put a reminder in your planners or Google calendar to check your emails at different times throughout the day.
- Update us with your current and working cell/home phone numbers. We cannot stress enough how important it is that we are able to contact you and your learning coach at all times.
- Send us your current mailing addresses. Similar to the importance of having your phone numbers, it is very important that we have your current and updated mailing address. Although rare, we do sometimes mail items (example: high school diploma) and we want to ensure you're receiving what we send.
- Sign up for the REMIND app. REMIND is an amazing tool that allows our counseling team to send you direct messages via the REMIND application straight to your phone. Simply follow the directions on your REMIND email invitation to sign up!
- Follow the counseling team on Twitter! Our team frequently shares resources via Twitter so we invite you to please follow both the counseling department's Twitter ([@CompasCounselor](#)), as well as your own counselor's personal Twitter (check with your counselor for their individual account).

The counseling team looks forward to continuing to establish a positive relationship with each scholar while working together with teachers, learning coaches, educational facilitators, and other staff to maximize every scholar's academic, social, and emotional abilities!

Sincerely,

Debra Stephan, Director of Counseling Services

dstephan@compasscharters.org

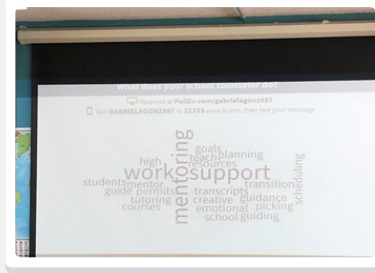
[@CompasCounselor](#)

WHAT'S NEW IN COUNSELING?

This school year, we welcome some staffing changes!. Ms. Mataya Olson is the new College and Career Readiness Counselor who has been working tirelessly this past month getting up to speed with learning the "Compass way". Ms. Olson offers a wealth of information in the area of college and career, and we invite scholars to contact her for all of their college and career-related needs!

Additionally, earlier this month the counseling team kicked-off the Counseling with Compass Live presentation during orientation at the Compass' Orange County Learning Center (OCLC) in Santa Ana, CA. The team traveled to the OCLC and gave a presentation about counseling for scholars and their learning coaches. Yup! you read that right...the counseling team is hitting the road! Families at the orientation were asked to build a word cloud to describe their definition of school counselors and their responsibilities. Overall, it was a great time that allowed the counseling team to connect with scholars and their families!

This year, the team is on a mission to connect in-person with as many scholars and families as possible. They will visit designated locations throughout central and southern California to provide in-person counseling services that are also offered virtually. The counseling team is excited to embark on



COUNSELING FAMILY SPOTLIGHT

This month we are happy to highlight the Brinkman Family!

They are part of the Options (homeschool) Program at Compass. John and Annalise both practice and compete in the martial art and combat sport of Brazilian Jiu-Jitsu, which is the primary fighting style of the ancient Samurai in Japan and the most sought-after martial art for all professional MMA fighters. We asked the family a few questions - check out their answers:

What does a typical day look like for you, John and Annalise?

Learning Coach: A typical day usually starts with the children reviewing their schedule and deciding what needs to be completed. They go to Brazilian Jiu-Jitsu practice every day so they know they have to manage their time between academics and practice.

What has been your greatest joy and what has been your greatest challenge in schooling John and Annalise at home? How did you overcome the challenge(s)?

Learning Coach: The greatest joy is knowing that they enjoy homeschooling and want to continue with the experience. They truly enjoy it and they are both organized to stay on track. The greatest challenge is when they have a question about math that I don't know the answer to. I then call upon helpful resources like friends or our educational facilitator who are clever in math and can support us.

Why did you choose Compass Charter Schools, among the vast competition out there?

Learning Coach: We chose Compass because we enjoy homeschooling through the Options program and picking the curriculum that works best for our scholars.

What do you enjoy most about being part of our Compass community?

Learning Coach: I like that Compass has such a great support system for families. We can reach out and there is always someone available to help us.

What advice would you give parents thinking about schooling their child at home?

Homeschooling has been an awesome experience for my scholars. They love having the flexibility to get their work done and then train at practice. Unlike other independent study schools, Compass has two different programs, Online and Options, that families can choose to participate in. Parents can be



COUNSELING LEADERSHIP SPOTLIGHT

This month we recognize Debra Stephan, Director of Counseling Services

Where did you attend college and earn your degrees/credential?

I proudly earned my undergraduate degree at California State University, Northridge. Go, Matadors! Later, I continued my education at California Lutheran University where I earned a secondary teaching credential and a Master's degree in Counseling and Guidance with a Pupil Personnel Services Credential.



How many years have you worked in the field of education?

In my roles as a teacher and counselor, I have been working in education for over a decade to help scholars make impactful choices in a self-honoring way.

What do you enjoy doing in your free time?

In my free time, I enjoy reading and staying current in the field of professional school counseling. I also like spending quality time with my husband and three children. We enjoy going on camping adventures, going to LA Kings hockey games, or seeing a Broadway musical!

Can you share an interesting fact about yourself?

I have traveled to every state west of the Rocky Mountains and Canada to visit 21 of the 59 National Parks in the lower 48 states.

EXCEPTIONAL SCHOLAR SERVICES



School is back in session!

With the change of seasons comes change to the Special Education Department at Compass. First, our department has undergone a name change! We are now referred to as The Exceptional Scholar Services Department. With this name change, it should be apparent that we are here to support the independent learning needs of each scholar as we continue to recognize and appreciate that families choose us to support their child's education and development.

Additionally, I'm excited to share that our department has several new teachers. Please welcome Lourdes Alvarez, who is working with scholars in Kindergarten through sixth grade. Next, please welcome Cindy Galvez, Barbara Johnston, and Erin Wakefield, who all support our middle school and high school scholars.

We are also ready to continue with our wonderful and dedicated providers at Global, Oxford, and Presence just to name a few.

We look forward to building new relationships with our families as the year progresses and I sincerely appreciate your patience as our new teachers are indoctrinated into our Compass Family!

Gabi Golan
Director of Exceptional Scholar Services
ggolan@compasscharters.org
@golan_gabi

What's new in Exceptional Scholar Services?

Our program is growing and evolving every day! This month our wonderful new teachers spent time connecting with our scholars and their families and scheduling SAI specialized academic so that our scholars continue to receive the personalized that support they need to grow and progress. The team looks forward to expanding and offering more support services for scholars later this year!

EXCEPTIONAL SCHOLAR SERVICES LEADERSHIP SPOTLIGHT

Gabi Golan, Director of Exceptional Scholar Services

Where did you attend college and earn your degrees/credential?

I attended University of California, Los Angeles. Fortunately, I was able to live in an apartment owned by a family-friend in Hollywood, which was much more economical than dorm living. With that, I missed the college dorm experience, but I had the opportunity to experience living in a very culturally diverse neighborhood which enriched my life enormously.

How many years have you worked in counseling? (teaching not counseling)

I taught special education at various grade levels for about 18 years before moving into a department leadership position.

What were you doing before you joined CCS?

I can barely recall life before Compass! Actually, I was both a special education teacher and an Education Specialist at another charter school. I built long-term relationships with my former scholars and their parents after supporting them for many years.

How long have you been part of Compass?

I have been at Compass for just over a year! I felt right at home very quickly so it seems like I have been here much longer, in a good way!

What's your favorite book and your favorite movie?

I really enjoyed reading *The Help* by [insert name]. My favorite movie is the original Willy Wonka and the Chocolate Factory!

Please share one fun fact about yourself.

I love to prepare food and feed people! I get it from my mother.



SHARE YOUR STORY

Comments

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

 Facebook  @CompassCS

Visit our [website](#) for more information about our academic programs. Or, contact Janae Smith, High School Coordinator, at jsmith@compasscharters.org.

Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

 850 Hampshire Road, Suite P, T...  info@compasscharters.org
 compasscharters.org

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Compass Chronicle

Options Program | Fall 2018

Welcome to the 2018-19 school year, Options families!

We are excited for all this year has in store for us, and we are thankful that you have chosen Compass. It was great to see those of you who were able to join us at our Back to School Night before school started. Now that the school year is well underway, your Educational Facilitators have enjoyed connecting with you and collaborating on your curricular plans for this school year. We are looking forward to a fantastic school year!



Kristy Smith, Options Learning Manager

ksmith@compasscharters.org

[@CCSKristySmith](https://twitter.com/CCSKristySmith)

What's New in Options?

If you are new to Compass this year, a hearty welcome to you! If you are a returning family, we are so glad you are continuing with us. The Options program here at Compass has been growing and expanding recently in several ways.

Options has multiple new, wonderful Educational Facilitators this year. If you have the pleasure of working with one of these new team members, you will soon learn how fantastic they are!

We also have many new vendors! Read the *Vendor News* section in this newsletter to learn more about them! As always, if you don't see a vendor on the list that you'd like, please let your EF know, and we can help you get the process started for adding them! Kudos to our Vendor Relations team who can boast that we now have over 650 vendors for you to choose from. We hope that the vast array of vendors will allow you and your family to have excellent choices for curriculum, materials, and services this year.

Back by popular demand this year is Parent Square. We hope that you have been enjoying this one-stop-shop for activity logs, engagement opportunities, and announcements. Don't forget that this is the new place to sign up for field trips, scholar clubs, etc. So far, we have heard that you are really

Save the dates for our new set of Roundtable Discussions that will be occurring soon for our Options families. Mark your calendars for 9/27, 11/29, 2/7 and 3/28, all at 8:00 P.M. These discussions are a great place to connect virtually with other families to discuss topics such as curricular choices, vendor options, etc. Watch the Monday Morning Updates for the links to join in the fun!

New Coffee with Compass events will be occurring soon. This event is back by popular demand and will be happening throughout different areas in California. We hope to see some of our Options families at these events!

Hopefully you've enjoyed reading about what's new within Options and all the great things that have happened throughout the month of September. We would love to hear what's new with you! What have your scholars been working on since the first day of school? Did they participate in any neat educational activities? Did you go on any vacations this summer? Keep us in the loop!

-The Options Team



FAMILY SPOTLIGHT

Learning Coach, Amie Grace Padilla, and her middle school scholar, Erin Grace, share their experience at Compass

homeschooling?

LC/scholar: We first started homeschooling because of a medical concern that caused Erin to miss a lot school but, thankfully, resolved after she started homeschool. She was able to explore her passion for dance and is now able to enroll in dance classes at a studio that is a part of the vendor list at Compass. Erin enjoys the flexibility of homeschooling. Although she is discovering that certain subjects are not easy to learn alone, especially in middle school, she is managing her classes well.



CCS: How long have you been part of Compass Charter Schools?

LC/scholar: This will be our 3rd year. Erin started in 6th Grade.

CCS: Can you tell us a little bit about your family?

LC/scholar: Dan and I are blessed with two teenagers this year - Erin, 13, and her older brother Ethan who just turned 16. Only Erin is homeschooled, and Ethan is in 11th Grade. We like to travel to places we have not been to yet and discover new things together. We enjoy volunteering at our church, The Grove Community Church, here in Riverside. Having a personal relationship with God is what we desire for our children to have, and these teenage years will be interesting. Dan is finishing school to become an accountant, and I am a pharmacist. Homeschooling has given us resources that are helping us help our children prepare for college now while they are still in junior high and high school. Music is a pleasant noise in our house, and Dan and I are glad that singing and playing musical instruments are a hobby in our house. We have a dog named Moo, a Maltese Shi-tzu.

CCS: What are your scholar's favorite subjects to study?

LC/Scholar: Erin loves Math and is really interested in learning Spanish this year. But her dance classes are her most favorite of all.

CCS: What do you enjoy most about being part of our Compass community?

LC/Scholar: The flexibility of time and the field trips. Sharlie, Erin's EF, has been really helpful and patient with us and always available to give ideas and recommendations.

CCS: What do you wish someone had told you before you started homeschooling?

LC: I had a book from the My Book House collection that introduced me to homeschooling that gave me an idea of how it works and how it can work for us. I think the amount of commitment required from us, the parent-teacher, was the one we didn't quite anticipate in the beginning.

CCS: Have you ever been on a CCS field trip? If so, what was your favorite one?

LC/Scholar: Yes, Dan and Erin usually go, but even Ethan can occasionally go. The LA County Fair was somewhere Erin really enjoyed.

CCS: What do you like to do outside of school?

LC: Travel or stay home in the backyard with Moo.

CCS: Do you have any hobbies?

LC/Scholar: Not really. I like learning something new most of the time. I would like to catch up with sleep as much as I can.



STAFF SPOTLIGHT

Kristy Smith, Director of Options Learning

Where did you attend college and earn your degrees/credential?

I completed my Bachelor of Arts in Spanish (major) and Math (minor) at Loyola Marymount University. After spending a year in Puerto Rico working with teens, I went on to earn my Single Subject and Supplementary teaching credentials in Math and Spanish, respectively. Then I returned to school again, just before starting a family, to complete my Master's degree in Mathematics Education at CSU Northridge

How many years have you worked in education?

I have worked in education practically my whole adult life! I starting with tutoring when I was in college, then later moved on to substitute teaching, teaching full time in a classroom setting, teaching virtually, homeschooling my own kids, and now directing Options Learning and supporting homeschooling parents.

What were you doing before you joined CCS?

Before I joined CCS in 2016, I was teaching Spanish for an online school. Prior to that, I had taught various levels of high school math at a brick and mortar.

How long have you been part of Compass?

This is my third year with Compass. When I started, the Options program was just getting started. It has been great to see it blossom into what it is now!



Tell us about your family.

I have been married to my husband, Elvin, for 18 years and have three children -- K.C. (15), Kyle (13), and Cassandra (7) -- who are all homeschooled. Our busy daily lives are filled round the clock with work, school, church activities, and soccer.

What's your favorite book?

I love to read and have enjoyed too many books to name one favorite! A favorite book from when I was a child is *The Little House* (Virginia Lee Burton). A favorite from my teen years is *The Outsiders* (S.E. Hinton). And a few favorites from my adult years include *Quando Era Puertorriqueña* (Esmeralda Santiago), *Fermat's Enigma* (Simon Singh), and *Learning All the Time* (John Holt).

Please share one fun fact about yourself.

My kids and I enjoy playing games. (They can't stand losing, though!) Just about every morning, my early-rising daughter and I play a board game. Highlight's *Top Secret Adventures* has been her choice for several...many, many...months now. It is amusing, but Mom is really hoping she starts adding some variety here someday soon!

VENDOR NEWS

The vendor department here at Compass has been extremely busy over the summer adding new vendors to help serve our scholars! Since school ended last June, nearly **100** new vendors have been added to the approved list. As you peruse the [page of approved vendors](#), keep in mind that while the Batch Geo map is a great tool to search for a service near you, you can also search through the approved list by typing in your county. In addition, if you don't see a vendor on the list near you, please talk to your EF about the process of sending out an application to a potential vendor. Check out some of these new materials vendors:

[Bookroo](#) - Children's book club, monthly subscriptions

[42 Electronics](#) - Robotics curriculum

[Singapore Math Live](#) - Live online instruction and support for those who have purchased and are using Singapore Math

[Crafty School Crates](#) - Craft kits to supplement curriculum or use as stand alone

[Storybook Binds](#) - Literature curriculum accompanied by hands-on activities

[Ohana Learning Series](#) - Family-study curriculum

[Be A Maker Club](#) - Makerspace for kids

[Math Inspirations](#) - Math curriculum for scholars and teacher support for parents

[KidArtLit LLC](#) - Art and literature subscription box

[Centripetal Press](#) - Science curriculum for middle and high school

[Nicole the Math Lady](#) - Video instruction using Saxon Math

[Geography Matters](#) - Complete geography curriculum

[Half a Hundred Acre Wood](#) - Homeschool resources and tools

[Silicone Valley High School](#) - Online high school classes

[WriteShop](#) - Writing curriculum

[Money Munchkids](#) - Financial education for K-3rd

[Our Land Publications](#) - Social studies curriculum

[Waldorfish](#) - Online courses in geometry and art

[1 Driving School](#) - Online driver's education course

[NINE Enterprises](#) - Spelling curriculum

[Tinkerspace](#) - Tinkering space for kids

[Microduino](#) - STEM resources

[The King's Roost](#) - DIY kits

[Kids of the Kosmos](#) - Journals and notebooks

If you choose to order from one of these new vendors, be sure to share feedback with your EF!

Looking for service vendors available in your area? Check out our [service vendor map](#)!

VENDOR SPOTLIGHT

American Tiger Martial Arts & Fitness

americantiger.org

Focus, discipline, and improved fitness are all benefits of taking classes from one of our new service vendors, American Tiger Martial Arts & Fitness, located in Westminster! Operated by a homeschooling family, the master instructor uses this experience to help educate and promote the homeschooling community through the martial arts. In fact,

according to the owner, April Hawley, "No other martial arts school offers classes that cater specifically to homeschooling families and the greater community the way we do. We have classes at times that are designed to work best for homeschoolers." This business understands and works with a homeschooling family's flexible schedule.



Martial arts can have a positive impact on all aspects of your scholar's life in addition to physical fitness. As April notes, her classes are best for "those looking for a fun, safe, and supportive environment that instills self-discipline, kindness, respect, and fitness skills in themselves and their children." American Tiger Martial Arts & Fitness offers different levels of classes once, twice, and unlimited (with a cap of 5) times per week, so you are sure to find a time and class that fits your scholar's needs. Some of the most popular classes include the Homeschool Class, Circuit Training Days, Weapon Days, and special themed classes (Beach Day, Backwards Day, Hat Day, etc.). If you are in the area and interested in taking a class with American Tiger Martial Arts & Fitness, sign up for a free session. By doing so, you can take advantage of an introductory special offer of \$59 for the first month of class, which includes a uniform and first belt. Sounds like a deal! If you have any questions, you can contact them at 714-899-2400 or check out their [website](#).

Friends of Willow Tree

friendsofwillowtree.org

Friends of Willow Tree, a Waldorf-inspired enrichment program located in Fallbrook, is a new service vendor with Compass Charter Schools this year! This program is ideal for families who are seeking developmentally appropriate methods of education to help enrich or support their



homeschool experience. After having successfully run a Waldorf preschool for 12 years, Willow Tree Charter started as a way to offer a Waldorf experience to families who may not traditionally have been

All classes are hands-on at Friends of Willow Tree. Classes are offered five days a week on site so that families can have an immersive experience. Families have the option of attending for two, three, or five days a week, either full or partial days. FTW's most popular offerings are: Main Lesson Mornings, Homesteading, Garden Magic, Handwork, Yoga, Mindfulness, Choir, Cyber Civics, Painting, and many more! Currently, they are offering a limited time discount registration fee of \$100 for new families. You can reach Friends of Willow Tree at (760) 260-3155 or visit their [website](#).



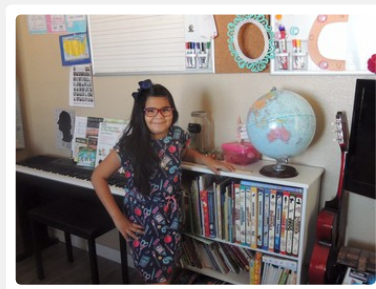
SCHOLAR WORK SAMPLES



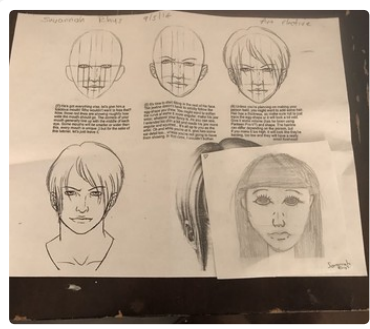
First grader, Khloe T., shared a little about herself.



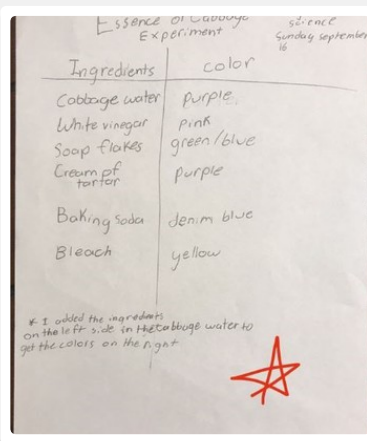
Scholars Owen P. and Quinn P. are excited for the first day of school!



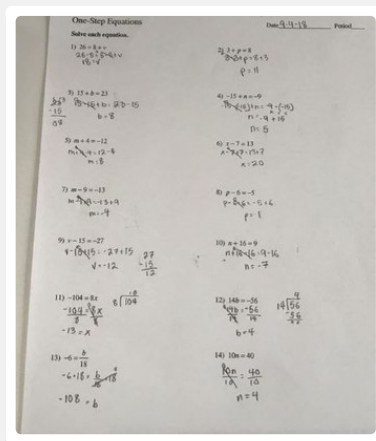
Third grade scholar, Anabella S., is ready for the school year!



Sixth grade scholar, Savannah Rhys, learned how to sketch a face.



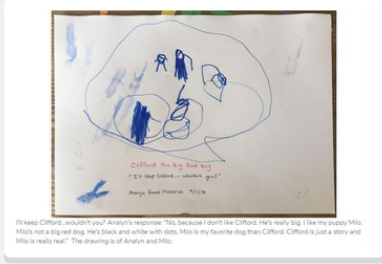
Abigail R., a 7th grader, did an science experiment "Essence of Cabbage" science to test color results when various ingredients were added to cabbage water.



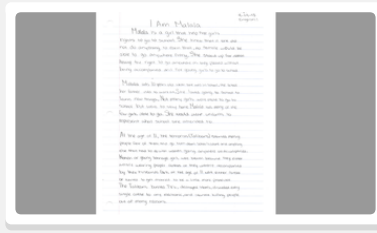
Sophia B. is an 8th grader who is working on solving one-step equations and does so very neatly!

First grade scholar, Livianne P., and fifth grade scholar, Pickle P., are working on poetry units this year. Both girls did a study of the poem The Mermaid by Alfred Lord Tennyson. Here are some of the

activities they completed during the study of the poem. Both girls also memorized and recited the poem beautifully for their Learning Coach and recorded it and uploaded it to Seesaw. Fantastic, and very creative work!



TK scholar Analyln M. reflects on her reading of Clifford, the Big, Red Dog by drawing a picture and answering the question of whether she would like to keep him as a pet.



Elizabeth E., a 9th grader, summarized a section of a biographical book she is reading about a girl in the Middle East who wanted to make it possible for girls to go to school.



Elias M. did an experiment on carbon-based fuels for science.



Luke built a tower as tall as him. He searched for certain colors and shapes and found letters on the tiles while he was building.

COUNSELING SERVICES



Welcome to the 2018-19 school year at Compass!

The school counselors hope that all of our scholars and their families had a fun and relaxing summer break. As the new school year begins with a fresh start, we want to highlight the importance of establishing strong communication habits right away! The school counselors at Compass are here for several purposes, but their main objective is to support the academic and personal success of the scholars they work with in any way that they can. But, they can't do it alone! In an effort to ensure each scholar's personal and academic success...they need your help!

Compass scholars are invited to utilize the following checklist to ensure that they have a successful school year by using the several means of communication that the counseling team has to offer:

- Check your emails at least twice daily. Part of being a responsible scholar includes checking for new emails at least twice per day. It's best to put a reminder in your planners or Google calendar to check your emails at different times throughout the day.
- Update us with your current and working cell/home phone numbers. We cannot stress enough how important it is that we are able to contact you and your learning coach at all times.
- Send us your current mailing addresses. Similar to the importance of having your phone numbers, it is very important that we have your current and updated mailing address. Although rare, we do sometimes mail items (example: high school diploma) and we want to ensure you're receiving what we send.
- Sign up for the REMIND app. REMIND is an amazing tool that allows our counseling team to send you direct messages via the REMIND application straight to your phone. Simply follow the directions on your REMIND email invitation to sign up!
- Follow the counseling team on Twitter! Our team frequently shares resources via Twitter so we invite you to please follow both the counseling department's Twitter ([@CompassCounselor](https://twitter.com/CompassCounselor)), as well as your own counselor's personal Twitter (check with your counselor for their individual account).

The counseling team looks forward to continuing to establish a positive relationship with each scholar while working together with teachers, learning coaches, educational facilitators, and other staff to maximize every scholar's academic, social, and emotional abilities!

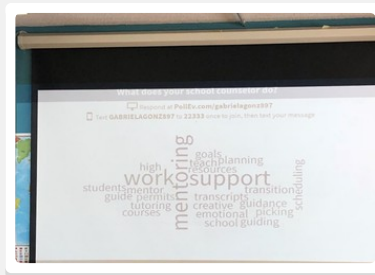
- Counseling Services Team
@CompasCounselor

What's New in Counseling?

This school year, we welcome some staffing changes!. Ms. Mataya Olson is the new College and Career Readiness Counselor who has been working tirelessly this past month getting up to speed with learning the "Compass way". Ms. Olson offers a wealth of information in the area of college and career, and we invite scholars to contact her for all of their college and career-related needs!

Additionally, earlier this month the counseling team kicked-off the Counseling with Compass Live presentation during orientation at the Compass' Orange County Learning Center (OCLC) in Santa Ana, CA. The team traveled to the OCLC and gave a presentation about counseling for scholars and their learning coaches. Yup! you read that right...the counseling team is hitting the road! Families at the orientation were asked to build a word cloud to describe their definition of school counselors and their responsibilities. Overall, it was a great time that allowed the counseling team to connect with scholars and their families!

This year, the team is on a mission to connect in-person with as many scholars and families as possible. They will visit designated locations throughout central and southern California to provide in-person counseling services that are also offered virtually. The counseling team is excited to embark on this journey to build stronger connections with our scholars and they look forward to meeting scholars at these upcoming events!



COUNSELING FAMILY SPOTLIGHT

This month we are happy to highlight the Brinkman Family!

They are part of the Options (homeschool) Program at Compass. John and Annalise both practice and compete in the martial art and combat sport of Brazilian Jiu-Jitsu, which is the primary fighting style of the ancient Samurai in Japan and the most sought-after martial art for all professional MMA fighters. We asked the family a few questions - check out their answers:

What does a typical day look like for you John and Annalise?

Compass Charter Schools - Virtual Board Meeting - Agenda - Monday September 24, 2018 at 6:00 PM

Learning Coach: A typical day usually starts with the children reviewing their schedule and deciding what needs to be completed. They go to Brazilian Jiu-Jitsu practice every day so they know they have to manage their time between academics and practice.

What has been your greatest joy and what has been your greatest challenge in schooling John and Annalise at home? How did you overcome the challenge(s)?

Learning Coach: The greatest joy is knowing that they enjoy homeschooling and want to continue with the experience. They truly enjoy it and they are both organized to stay on track. The greatest challenge is when they have a question about math that I don't know the answer to. I then call upon helpful resources like friends or our educational facilitator who are clever in math and can support us.

Why did you choose Compass Charter Schools, among the vast competition out there?

Learning Coach: We chose Compass because we enjoy homeschooling through the Options program and picking the curriculum that works best for our scholars.

What do you enjoy most about being part of our Compass community?

Learning Coach: I like that Compass has such a great support system for families. We can reach out and there is always someone available to help us.

What advice would you give parents thinking about schooling their child at home?

Learning Coach: Homeschooling has been an awesome experience for my scholars. They love having the flexibility to get their work done and then train at practice. Unlike other independent study schools, Compass has two different programs, Online and Options, that families can choose to participate in. Parents can be hands-on with their child's learning, know if they are struggling and get involved to help them much faster than if they were in a traditional brick-and-mortar school.



COUNSELING LEADERSHIP SPOTLIGHT

Debra Stephan, Director of Counseling Services

Where did you attend college and earn your degrees/credential?

I proudly earned my undergraduate degree at California State University, Northridge. Go, Matadors! Later, I continued my education at California Lutheran University where I earned a secondary teaching credential and a Master's degree in Counseling and Guidance with a Pupil Personnel Services Credential.

How many years have you worked in the field of education?

Compass Charter Schools - Virtual Board Meeting - Agenda - Monday September 24, 2018 at 6:00 PM

In my roles as a teacher and counselor, I have been working in education for over a decade to help scholars make impactful choices in a self-honoring way.



What do you enjoy doing in your free time?

In my free time, I enjoy reading and staying current in the field of professional school counseling. I also like spending quality time with my husband and three children. We enjoy going on camping adventures, going to LA Kings hockey games, or seeing a Broadway musical!

Can you share an interesting fact about yourself?

I have traveled to every state west of the Rocky Mountains and Canada to visit 21 of the 59 National Parks in the lower 48 states.

EXCEPTIONAL SCHOLAR SERVICES

School is back in session!

With the change of seasons comes change to the Special Education Department at Compass. First, our department has undergone a name change! We are now referred to as The Exceptional Scholar Services Department. With this name change, it should be apparent that we are here to support the independent learning needs of each scholar as we continue to recognize and appreciate that families choose us to support their child's education and development.

Additionally, I'm excited to share that our department has several new teachers. Please welcome Lourdes Alvarez, who is working with scholars in Kindergarten through sixth grade. Next, please welcome Cindy Galvez, Barbara Johnston, and Erin Wakefield, who all support our middle school and high school scholars.

We are also ready to continue with our wonderful and dedicated providers at Global, Oxford, and Presence just to name a few.

We look forward to building new relationships with our families as the year progresses and I sincerely appreciate your patience as our new teachers are indoctrinated into our Compass Family!

Gabi Golan
Director of Exceptional Scholar Services
ggolan@compasscharters.org
@golan_gabi



What's new in Exceptional Scholar Services?

Our program is growing and evolving every day! This month our wonderful new teachers spent time connecting with our scholars and their families and scheduling SAI specialized academic so that our scholars continue to receive the personalized that support they need to grow and progress. The team looks forward to expanding and offering more support services for scholars later this year!



EXCEPTIONAL SCHOLAR SERVICES LEADERSHIP SPOTLIGHT

Gabi Golan, Director of Exceptional Scholar Services

Where did you attend college and earn your degrees/credential?

I attended University of California, Los Angeles. Fortunately, I was able to live in an apartment owned by a family-friend in Hollywood, which was much more economical than dorm living. With that, I missed the college dorm experience, but I had the opportunity to experience living in a very culturally diverse neighborhood which enriched my life enormously.

How many years have you worked in counseling? (teaching not counseling)

I taught special education at various grade levels for about 18 years before moving into a department leadership position.

What were you doing before you joined CCS?

I can barely recall life before Compass! Actually, I was both a special education teacher and an Education Specialist at another charter school. I built long-term relationships with my former scholars and their parents after supporting them for many years.

How long have you been part of Compass?

I have been at Compass for just over a year! I felt right at home very quickly so it seems like I have been here much longer, in a good way!

What's your favorite book and your favorite movie?

I really enjoyed reading *The Help* by [insert name]. My favorite movie is the original Willy Wonka and the Chocolate Factory!

Please share one fun fact about yourself.

I love to prepare food and feed people! I get it from my mother.



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

Facebook @CompassCS

Visit our [website](#) for more information about our academic programs. Or contact Kristy Smith, Options Learning Manager, at ksmith@compasscharters.org.

Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

850 Hampshire Road, Suite P, T...	info@compasscharters.org
855-937-4227	compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Compass Chronicle

Engagement | Fall 2018

Welcome Back!

We have had a great start to the 18-19 school year so far!

I am so excited to share all of the exciting and engaging field trips and events CCS will offer this year! Stay tuned on Parent Square for more information and sign ups!

Rebecca MacAlpine, Director of Engagement

rmacalpine@compasscharters.org

@Mrs_MacAlpine



Let's reflect on the field trips and engagement events we've had so far:

- **Back to School Picnics** - We kicked off the school year by hosting 5 Back to School Picnics across the state! Picnics were held in Clovis, Thousand Oaks, Riverside, Costa Mesa and San Diego from 11am to 1pm on Friday, September 7. All picnics had specially designed activities for scholars and pizza for everyone who came out to celebrate the new school year! Combining all picnics together, we had approximately 275 staff, scholars, learning coaches and guests attend our 5 picnics!
- **Virtual Scholar Workshop** - We held our first virtual scholar workshop for the school year on Tuesday, September 11. Captain Douglas J. Bradt, U.S. Navy (Retired) shared with our Compass community about his career along with practical applications of academics to scholar's futures. Coordination was made with the USS Midway Museum and Capt. Douglas Bradt used a webcam and microphone to present from aboard the USS Midway. Families shared positive feedback about their experience in the virtual scholar workshop and appreciated the presentation.
- **LA County Fair** - Our first field trips of the year were to the LA County Fair on Wednesday, September 19. We coordinated two Powered by BoardOnTrack® for our elementary scholars and one

session for our middle school/high school scholars. Both field trips were well received. We had 34 families register for our elementary session along with 18 families register for our middle school/high school session.

SCHOLAR STORIES

We were so glad to hear that those who attended our Back to School Picnics loved their time with local CCS families and made wonderful memories!

A family that attended our Riverside Picnic shared that they loved working with *Greener STEMs*, who is one of our vendors! They brought the ingredients to make edible slime and salad dressings. The scholars had an awesome time socializing with the other participants. The learning coach loved watching her scholars enjoy the activities planned for them during the picnic. It was valuable for the learning coach to visit with other learning coaches and share best practices while their scholars enjoyed the activities!



CONTESTS

We are currently are collecting entries for our school space photo contest! Families are invited to share with us where they do their daily lessons. We have loved seeing scholar's learning places and look forward to receiving even more entries before the month is over! Winners will receive either a CCS blanket or laptop bag!

UPCOMING EVENTS

We are looking forward to the many field trips we have in the months ahead including (but not limited to): Cal Earth Private Interactive Tour, Mission San Juan Capistrano, Voyage of the Explorers Dockside Tour in Monterey, Ocean Quest Private Boat Excursion lead by Discovery Cube, Virtual Scholar Talent Show and more!

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

 Facebook  @CompassCS

Visit our [website](#) for more information about our academic programs. Or, contact Rebecca MacAlpine, Director of Engagement at <mailto:rmacalpine@compasscharters.org>.

Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

 850 Hampshire Road, Suite P, T...  info@compasscharters.org
 855-937-4227  compasscharters.org

https://www.youtube.com/watch?v=d_3jyxoCWVU



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Cover Sheet

Finance Report

Section: VI. Reports
Item: B. Finance Report
Purpose: FYI
Key Result: Cash On Hand
Submitted by: J.J. Lewis
Related Material: A FY19 Budget Update Presentation.pdf
B Compass - BS - Aug 18.pdf
C Compass - PL - Aug 18.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS

CHARTER SCHOOLS

2018-19 Budget Update

(855) 937- 4227

CompassCharters.org



Agenda

- FY19 Approved Budget
- Enrollment Update
- Fiscal Impacts
- Q & A



FY19 Approved Budget

Revenue

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,686,929	\$5,336,605	\$4,162,292	-	\$11,185,826

Expenses

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,648,754	\$5,262,961	\$4,085,833	\$96,000	\$11,093,547



FY19 Approved Budget

Beginning Balance

Fresno	Los Angeles	San Diego	Home Office	Total
\$55,994	\$193,176	\$135,183	\$4,682,207	\$5,066,560

Ending Balance

Fresno	Los Angeles	San Diego	Home Office	Total
\$94,169	\$266,820	\$211,642	\$4,586,207	\$5,158,839



Enrollment Update

Enrollment Forecast

Fresno	Los Angeles	San Diego	Total
161	518	421	1,100

Enrollment as of September 5

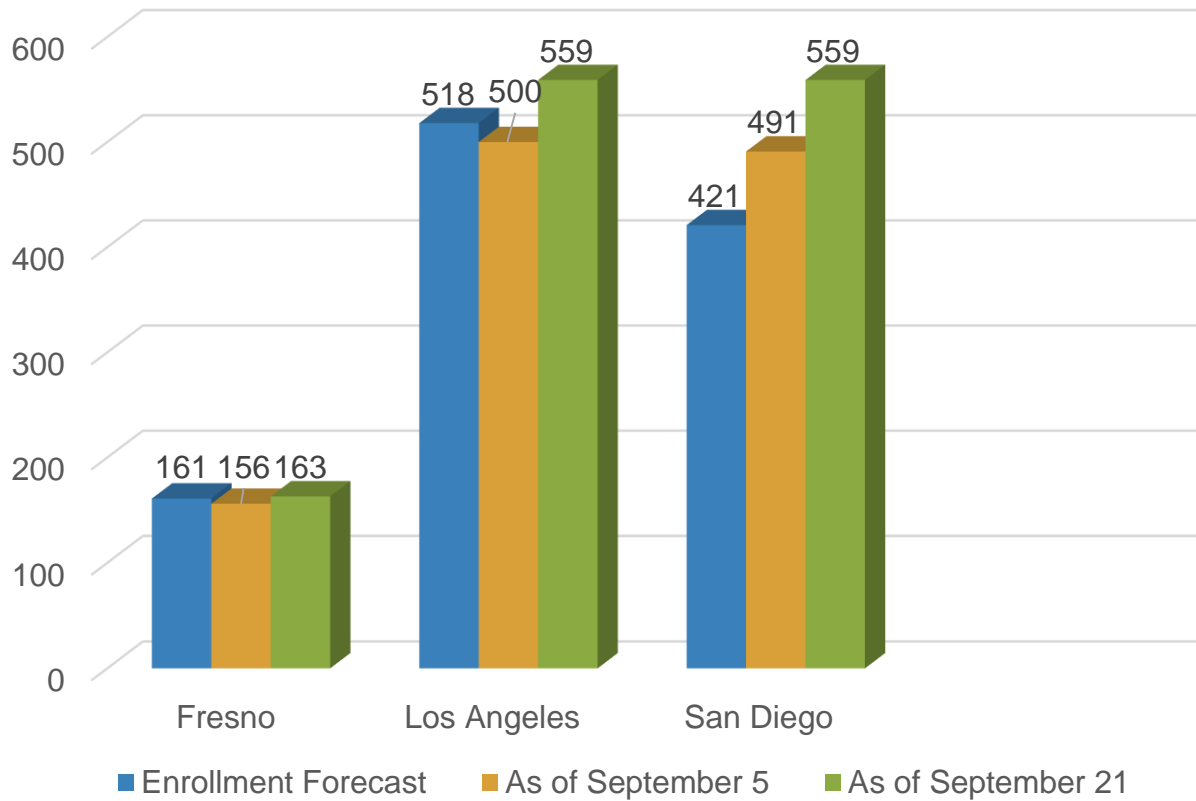
Fresno	Los Angeles	San Diego	Total
156	500	491	1,147

Enrollment as of September 21

Fresno	Los Angeles	San Diego	Total
163	561	559	1,283



Enrollment Update





Fiscal Impacts

Grade Span	LCFF Base Grant
TK-3	\$7,459
4-6	\$7,571
7-8	\$7,796
9-12	\$9,034

Grade Span	Grade Span Adjustment
TK-3	\$776
9-12	\$235



FY19 Budget Update

Revenue

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,703,415	\$5,680,341	\$5,352,657	\$49,750	\$12,786,162

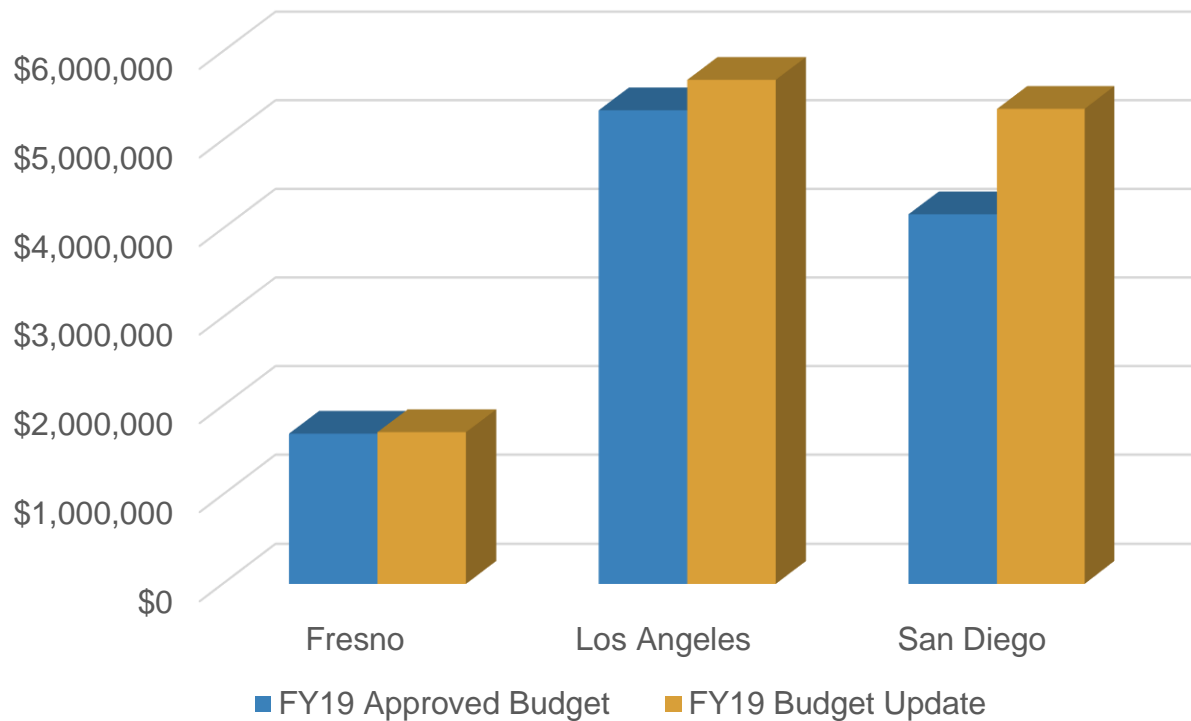
Expenses

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,687,497	\$5,677,009	\$5,305,467	\$95,214	\$12,765,186



FY19 Budget Update

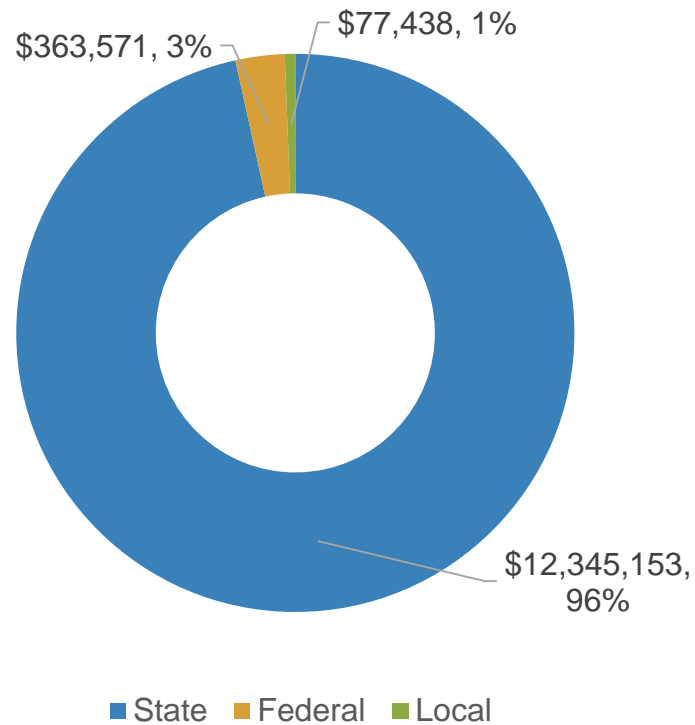
Revenue Update





FY19 Budget Update

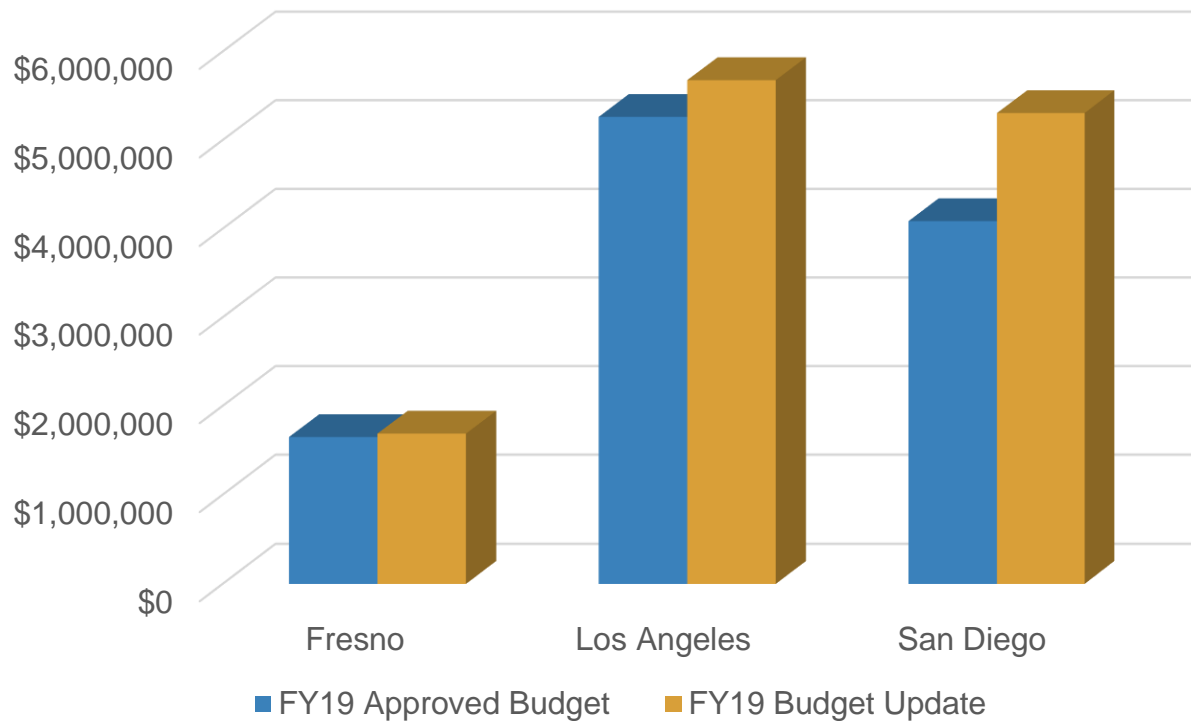
Revenue Update





FY19 Budget Update

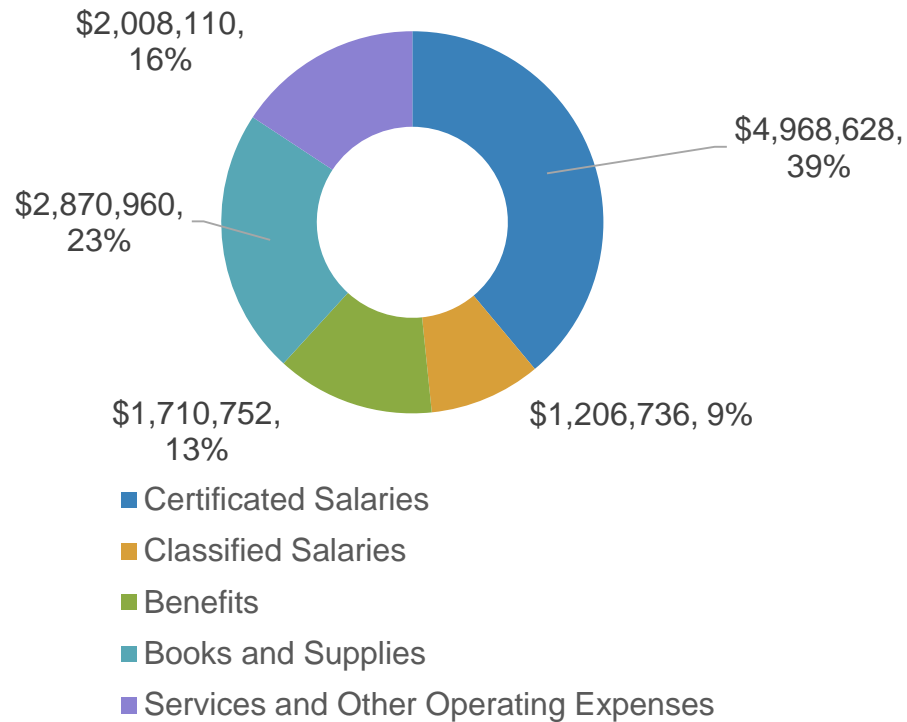
Expenses Update





FY19 Budget Update

Expenses Update





FY19 Budget Update

Beginning Balance

Fresno	Los Angeles	San Diego	Home Office	Total
\$82,364	\$282,700	\$226,419	\$4,682,207	\$5,273,690

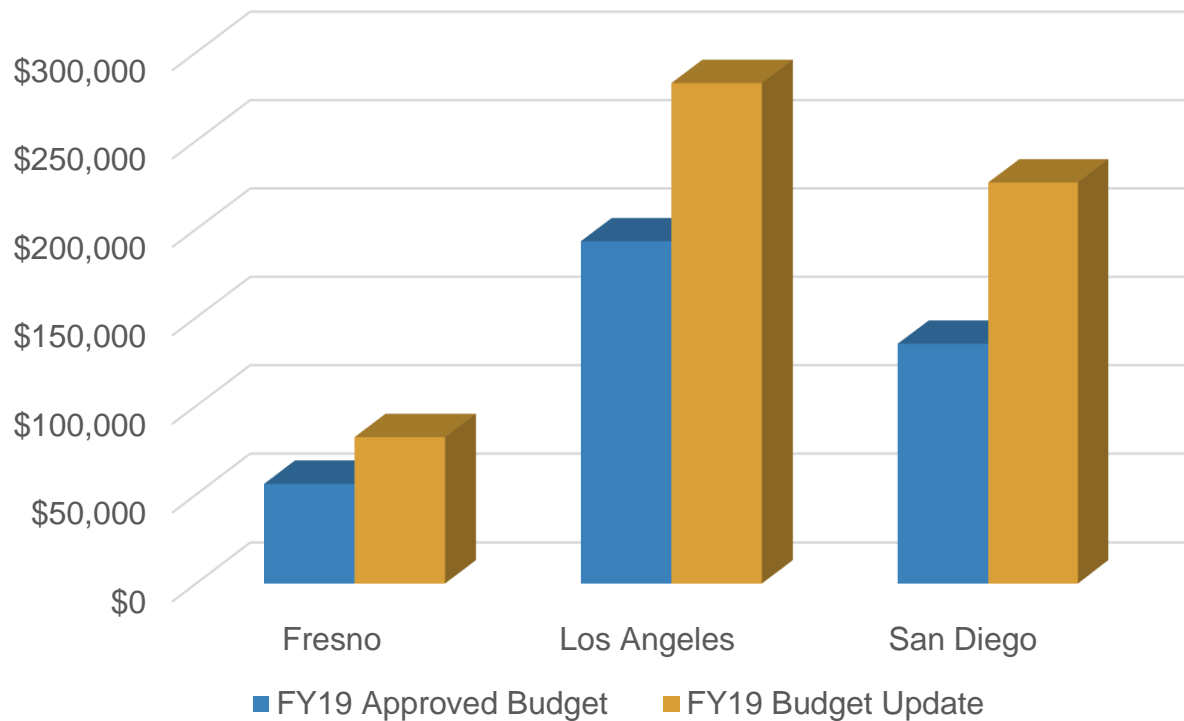
Ending Balance

Fresno	Los Angeles	San Diego	Home Office	Total
\$84,782	\$286,032	\$268,305	\$4,605,797	\$5,244,916



FY19 Budget Update

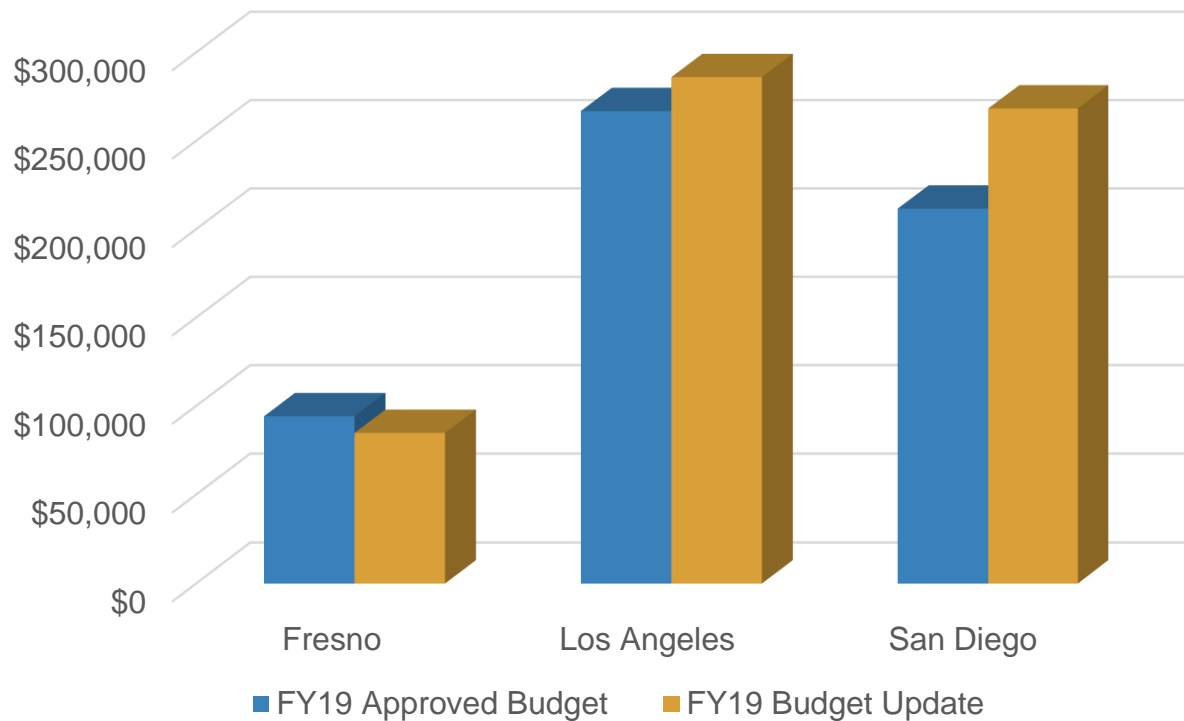
Beginning Balance Update





FY19 Budget Update

Ending Balance Update





Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)



Compass Charter Schools

August 2018

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Group Description	Account	Account Description	
Liquidity Ratio			12.0
Assets			
Current Assets			
Cash	9120-010	Cash in Bank(s)	\$514,571
Cash	9121-010	California Credit Union - Checking	\$228,459
Cash	9125-020	Cash in County Treasury Account	\$1,726,926
Cash	9125-030	Cash in County Treasury Account	\$500
Investments	9150-010	Investments - J.P Morgan	\$2,013,082
Investments	9151-010	California Credit Union - Money	\$250,553
Accounts Receivables	9200-010	Accounts Receivables	\$226
Accounts Receivables	9290-020	Due from Grantor Governments	\$41,868
Accounts Receivables	9290-030	Due from Grantor Governments	\$25,376
Accounts Receivables	9290-040	Due from Grantor Governments	\$49,207
Prepaid Expenses	9330-010	Prepaid Expenses	\$61,457
Other Current Assets	9335-010	Employee Advances	\$1,539
Total Current Assets			\$4,913,765
Fixed Assets			
Total Fixed Assets			-
Other Assets			
Security Deposits	9350-010	Security Deposits	\$5,000
Total Other Assets			\$5,000
Total Assets			\$4,918,765
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9500-010	Accounts Payable-System	\$167,021
Accounts Payable	9590-010	Due to Grantor Governments	\$121,069
Accounts Payable	9590-020	Due to Grantor Governments	\$97,412
Accounts Payable	9590-030	Due to Grantor Governments	\$19,120
Accrued Salaries, Payroll Taxes, Postemployment Benefits	9501-010	Accrued Salaries	(\$606)
Deposits held on behalf of other employees	9661-010	Summer Holdback	\$5,464
Total Current Liabilities			\$409,480
Long Term Liabilities			
Loans Payable	9620-010	Security Deposit Payable - ILead	\$15,000
Total Long Term Liabilities			\$15,000

Total Liabilities			\$424,480
Net Assets			
Unrestricted Net Assets	9780-030-53	Temporarily Restricted Net Assets	\$42,851
Unrestricted Net Assets	9790-010	Undesignated Fund Balance	\$4,531,853
Unrestricted Net Assets	9790-020	Undesignated Fund Balance	\$226,419
Unrestricted Net Assets	9790-030	Undesignated Fund Balance	\$39,512
Unrestricted Net Assets	9790-040	Undesignated Fund Balance	\$282,700
Profit/Loss YTD			(\$629,051)
Total Net Assets			\$4,494,285
Total Liabilities And Net Assets			\$4,918,765

Compass Charter Schools

August 2018 - August 2018

		August		July - August Summary				2018-2019	
Account Code	Description	Actual	Budget	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
8011	LCFF Revenue	\$189,741	\$189,741	\$331,178	\$331,178	-	0.0%	\$9,070,358	\$8,739,180
8012	Education Protection Account Revenue			-	-	-	0.0%	\$927,991	\$927,991
8096	Charter Schools Funding In-Lieu of Property Taxes			-	-	-	0.0%	\$1,246,820	\$1,246,820
LCFF		\$189,741	\$189,741	\$331,178	\$331,178	-	0.0%	\$11,245,169	\$10,913,991
8181	Special Education - Entitlement			-	-	-	0.0%	\$146,082	\$146,082
8291	Title I Federal Revenue			-	-	-	0.0%	\$188,304	\$188,304
8292	Title II			-	-	-	0.0%	\$29,185	\$29,185
Federal Revenue				-	-	-	0.0%	\$363,571	\$363,571
8550	Mandated Block Grant			-	-	-	0.0%	\$253,780	\$253,780
8560	State Lottery Revenue			-	-	-	0.0%	\$236,166	\$236,166
Other State Revenue				-	-	-	0.0%	\$489,946	\$489,946
8650	Rental Income			\$49,750	\$49,750	-	0.0%	\$49,750	-
8660	Interest Income			\$2,724	\$2,724	\$0	0.0%	\$20,000	\$17,276
8682	Foundation Grants/Donations	\$127	\$127	\$227	\$227	\$0	0.2%	\$3,488	\$3,261
8699	All Other Local Revenue	\$119	\$119	\$660	\$659	\$1	0.1%	\$4,200	\$3,541
8793	SPED State/Other Transfers of Apportionments from JPA	\$21,629	\$21,629	\$21,629	\$21,629	-	0.0%	\$610,037	\$588,408
Local Revenue		\$21,876	\$21,875	\$74,990	\$74,989	\$1	0.0%	\$687,475	\$612,485
Total Revenue		\$211,617	\$211,616	\$406,168	\$406,167	\$1	0.0%	\$12,786,161	\$12,379,992
1100	Teachers' Salaries	\$107,039	\$107,039	\$157,352	\$157,352	\$0	0.0%	\$3,995,606	\$3,838,254
1200	Certificated Pupil Support Salaries	\$17,176	\$17,176	\$33,048	\$33,048	\$0	0.0%	\$634,904	\$601,856
1300	Certificated Pupil Support Salaries	\$10,346	\$10,346	\$31,039	\$31,039	(\$0)	0.0%	\$338,118	\$307,079
Certificated Salaries		\$134,561	\$134,561	\$221,439	\$221,439	\$0	0.0%	\$4,968,628	\$4,747,189
2200	Classified Support Salaries (Maintenance, Food)	\$9,865	\$9,865	\$34,847	\$34,847	\$0	0.0%	\$505,395	\$470,548
2300	Classified Supervisor and Administrator Salaries	\$20,101	\$20,101	\$60,302	\$60,302	(\$0)	0.0%	\$501,718	\$441,416
2400	Clerical, Technical, and Office Staff Salaries	\$17,935	\$17,935	\$53,710	\$53,711	\$1	0.0%	\$170,943	\$117,233
2900	Other Classified Salaries (Noon and Yard Sup, etc.)			-	-	-	0.0%	\$28,680	\$28,680
Classified Salaries		\$47,901	\$47,901	\$148,859	\$148,860	\$1	0.0%	\$1,206,736	\$1,057,877
3101	State Teachers' Retirement System, certificated positions	\$55,820	\$55,820	\$79,284	\$79,284	(\$0)	0.0%	\$808,893	\$718,823
3313	OASDI	\$2,641	\$2,641	\$7,916	\$7,917	\$1	0.0%	\$74,818	\$66,902
3323	Medicare	\$2,542	\$2,542	\$5,205	\$5,204	(\$1)	0.0%	\$89,543	\$84,338
3403	Health & Welfare Benefits	\$47,641	\$47,641	\$151,405	\$151,405	\$0	0.0%	\$561,928	\$381,388
3503	State Unemployment Insurance	\$1,298	\$1,298	\$1,333	\$1,333	\$0	0.0%	\$63,700	\$62,367
3603	Worker Compensation Insurance			\$23,049	\$23,049	-	0.0%	\$69,164	\$40,353
3903	Other Employee Benefits	\$9,211	\$9,211	\$5,311	\$5,311	(\$0)	0.0%	\$42,707	\$37,396

Employee Benefits		\$119,153	\$119,153	\$273,503	\$273,503	(\$0)	0.0%	\$1,710,753	\$1,391,566
Total Personnel Expenses		\$301,615	\$301,615	\$643,801	\$643,802	\$1	0.0%	\$7,886,117	\$7,196,632
4100	Approved Textbooks and Core Curricula Materials			-	-	-	0.0%	\$2,724,060	\$2,724,060
4200	Books and Other Reference Materials	\$22,519	\$22,687	\$28,005	\$28,173	\$168	0.6%	\$48,901	\$18,720
4300	Materials and Supplies	\$688	\$688	\$756	\$756	\$0	0.0%	\$27,500	\$26,703
4315	Classroom Materials and Supplies	\$714	\$714	\$714	\$714	-	0.0%	\$15,500	\$14,786
4400	Noncapitalized Equipment			-	-	-	0.0%	\$5,000	\$5,000
4430	Noncapitalized Student Equipment			-	-	-	0.0%	\$50,000	\$50,000
Books and Supplies		\$23,921	\$24,089	\$29,475	\$29,643	\$168	0.6%	\$2,870,961	\$2,839,270
5200	Travel and Conferences	\$100	\$100	\$245	\$245	(\$0)	-0.1%	\$50,000	\$49,755
5210	Training and Development Expense	\$226	\$226	\$13,769	\$13,769	\$0	0.0%	\$100,000	\$86,231
5300	Dues and Memberships	\$8,195	\$8,195	\$11,675	\$11,675	-	0.0%	\$35,000	\$23,325
5400	Insurance			-	-	-	0.0%	\$24,448	\$24,448
5500	Operation and Housekeeping Services	\$620	\$620	\$1,620	\$1,620	-	0.0%	\$6,000	\$4,380
5501	Utilities	\$58	\$58	\$544	\$544	\$0	0.0%	\$3,000	\$2,456
5600	Space Rental/Leases Expense	\$8,683	\$8,683	\$99,263	\$99,263	\$0	0.0%	\$246,242	\$146,979
5601	Building Maintenance			-	-	-	0.0%	\$1,000	\$1,000
5602	Other Space Rental			-	-	-	0.0%	\$40,000	\$40,000
5605	Equipment Rental/Lease Expense	\$681	\$681	\$1,951	\$1,951	(\$0)	0.0%	\$25,000	\$23,049
5610	Equipment Repair			-	-	-	0.0%	\$500	\$500
5800	Professional/Consulting Services and Operating Expenditures	\$2,014	\$2,014	\$5,434	\$5,434	-	0.0%	\$30,000	\$24,566
5803	Banking and Payroll Service Fees	\$157	\$157	\$15	\$15	(\$0)	-1.0%	\$7,000	\$6,960
5805	Legal Services	(\$541)	(\$541)	\$4,641	\$4,641	\$0	0.0%	\$100,000	\$87,977
5806	Audit Services			\$18,250	\$18,250	-	0.0%	\$38,000	\$19,750
5809	Employee Tuition Reimbursement			-	-	-	0.0%	\$5,000	\$5,000
5810	Educational Consultants	\$125,126	\$125,126	\$141,194	\$141,194	(\$0)	0.0%	\$322,500	\$180,516
5811	Student Transportation	\$24	\$24	\$337	\$855	\$518	60.6%	\$75,000	\$74,298
5812	Other Student Activities	\$168	-	\$168	-	(\$168)	0.0%	-	(\$168)
5815	Advertising/Recruiting	\$15,478	\$15,478	\$16,668	\$16,668	\$0	0.0%	\$300,000	\$283,332
5830	Field Trip Expenses			\$518	-	(\$518)	0.0%	-	(\$518)
5873	Financial Services	\$21,400	\$21,400	\$42,800	\$42,800	-	0.0%	\$256,866	\$214,066
5874	Personnel Services	\$128	\$128	\$128	\$128	-	0.0%	\$10,000	\$9,872
5875	District Oversight Fee			-	-	-	0.0%	\$227,554	\$227,554
5877	IT Services			\$1,300	\$1,300	-	0.0%	\$15,000	\$13,700
5890	Interest Expense/Fees			\$252	\$252	\$0	0.1%	\$15,000	\$14,748
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	\$482	\$482	\$1,173	\$1,173	\$0	0.0%	\$75,000	\$73,827
Services & Other Operating Expenses		\$182,998	\$182,831	\$361,943	\$361,777	(\$166)	0.0%	\$2,008,110	\$1,637,605
Total Operational Expenses		\$206,919	\$206,920	\$391,418	\$391,420	\$2	0.0%	\$4,879,071	\$4,476,874
Total Expenses		\$508,534	\$508,535	\$1,035,219	\$1,035,222	\$3	0.0%	\$12,765,188	\$11,673,506
Net Income		(\$296,917)	(\$296,919)	(\$629,051)	(\$629,055)	\$4	0.0%	\$20,973	\$706,486

Cover Sheet

Review and Approval of the 2017-18 Unaudited Actuals

Section:	IX. New Business
Item:	A. Review and Approval of the 2017-18 Unaudited Actuals
Purpose:	Vote
Key Result:	Cash Reserve Ratio
Submitted by:	Scott Warner
Related Material:	A 2017-18 Unaudited Actuals Presentation.pdf B CCS of Fresno 2017-18 Unaudited Actuals.pdf C CCS of Los Angeles 2017-18 Unaudited Actuals.pdf D CCS of San Diego 2017-18 Unaudited Actuals.pdf

RECOMMENDATION:

A motion to approve the 2017-18 unaudited actuals.



COMPASS

CHARTER SCHOOLS

2017-18 Unaudited Actuals Overview

(855) 937- 4227

CompassCharters.org



Agenda

- Financial Overview
- Total Revenue Overview
- Total Expenditures Overview
- Q & A

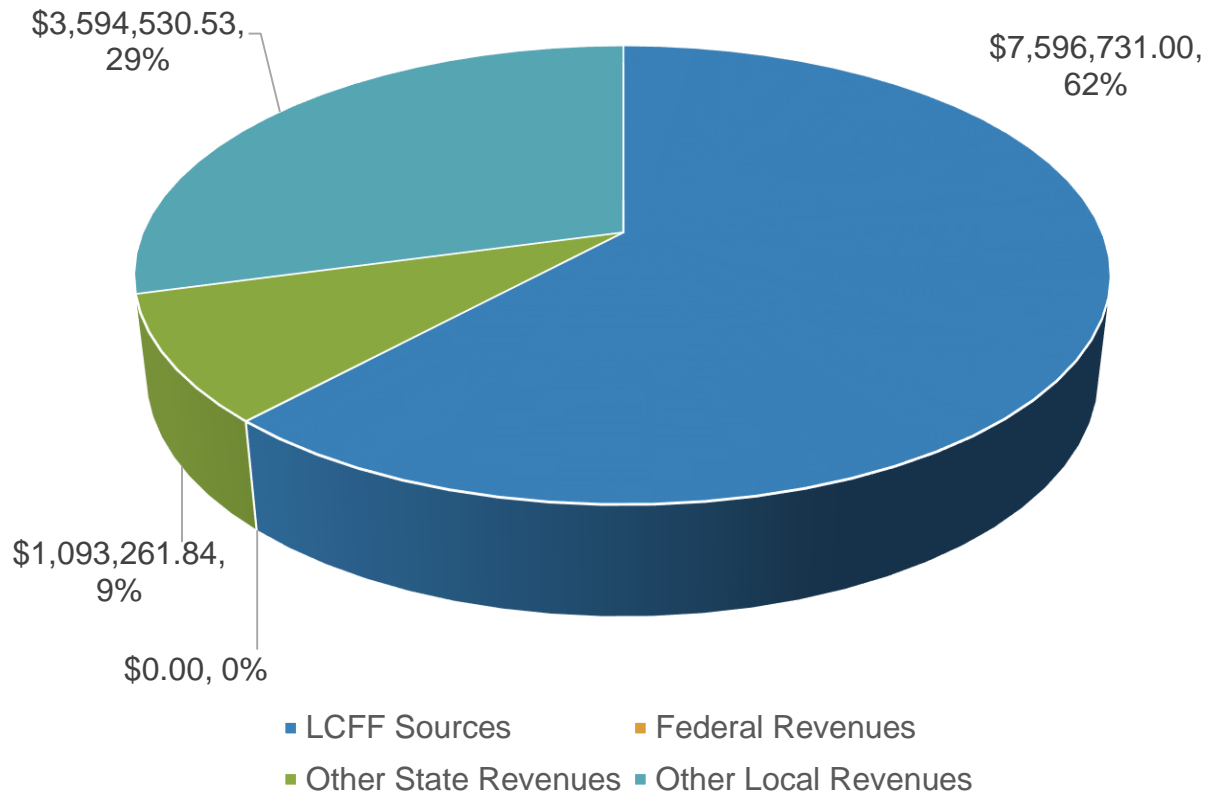


Financial Overview

Beginning Fund Balance	Ending Fund Balance
\$101,471.38	\$591,482.60

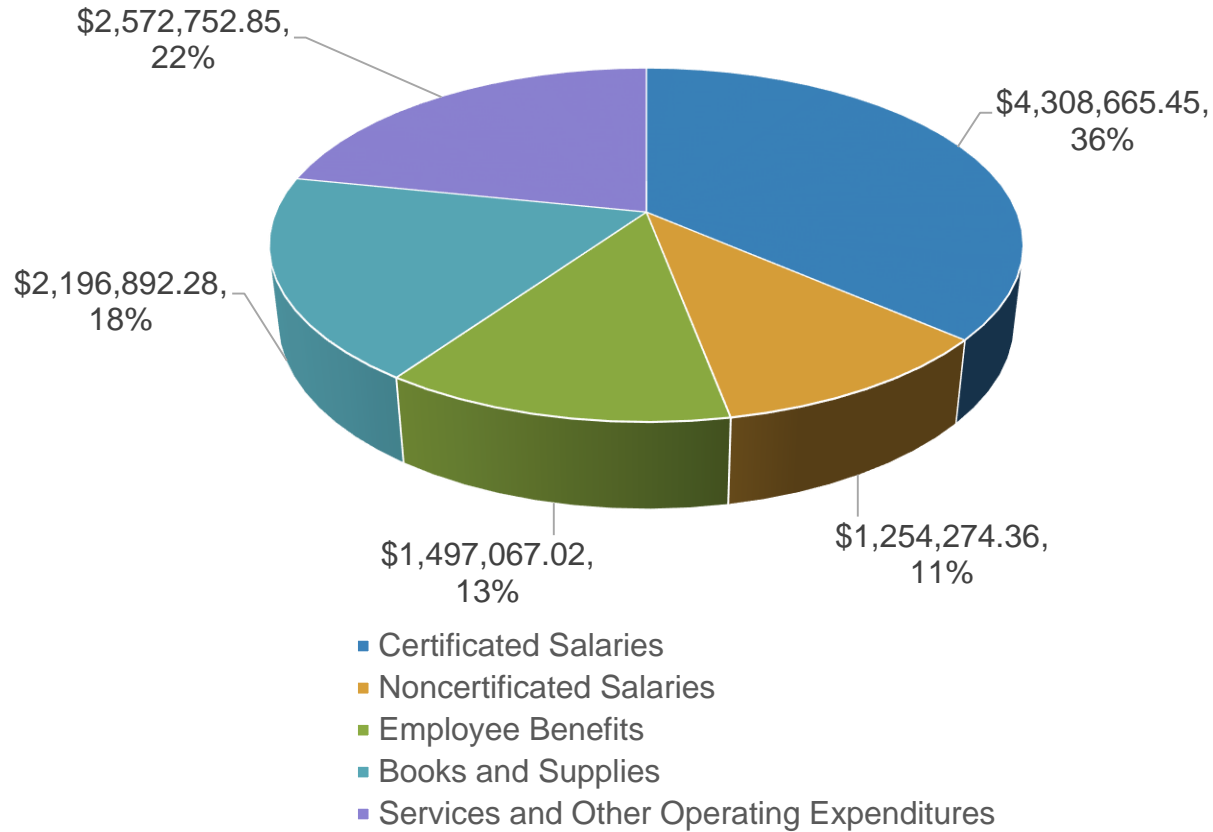


Total Revenue Overview





Total Expenditures Overview





Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)



CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

Charter Approving Entity: Orange Center Elementary

County: Fresno

Charter #: 1631

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,029,230.00		1,029,230.00
Education Protection Account State Aid - Current Year	8012	25,678.00		25,678.00
State Aid - Prior Years	8019	(16,708.00)		(16,708.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	63,435.00		63,435.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,101,635.00	0.00	1,101,635.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE		63,352.00	63,352.00
All Other State Revenues	StateRevAO	41,025.67	46,038.02	87,063.69
Total, Other State Revenues		41,025.67	109,390.02	150,415.69
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	377,479.00		377,479.00
Total, Local Revenues		377,479.00	0.00	377,479.00
5. TOTAL REVENUES				
		1,520,139.67	109,390.02	1,629,529.69
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	435,751.84	28,429.74	464,181.58
Certificated Pupil Support Salaries	1200	84,467.86	16,099.98	100,567.84
Certificated Supervisors' and Administrators' Salaries	1300	23,753.19	9,774.52	33,527.71
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		543,972.89	54,304.24	598,277.13
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	38,517.73	6,106.59	44,624.32
Noncertificated Supervisors' and Administrators' Salaries	2300	69,236.21		69,236.21
Clerical and Office Salaries	2400	60,000.49		60,000.49
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		167,754.43	6,106.59	173,861.02

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	93,346.47	4,628.26	97,974.73
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	19,132.54	922.35	20,054.89
Health and Welfare Benefits	3401-3402	62,146.81	5,382.72	67,529.53
Unemployment Insurance	3501-3502	6,096.92	374.52	6,471.44
Workers' Compensation Insurance	3601-3602	8,762.63	587.59	9,350.22
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	2,983.16		2,983.16
Total, Employee Benefits		192,468.53	11,895.44	204,363.97
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	194,941.18	9,933.02	204,874.20
Books and Other Reference Materials	4200	109,904.43	23.34	109,927.77
Materials and Supplies	4300	3,401.76	328.55	3,730.31
Noncapitalized Equipment	4400			0.00
Food	4700			0.00
Total, Books and Supplies		308,247.37	10,284.91	318,532.28
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	24,472.86	1,509.91	25,982.77
Dues and Memberships	5300	5,076.97		5,076.97
Insurance	5400	3,838.52		3,838.52
Operations and Housekeeping Services	5500	1,321.58		1,321.58
Rentals, Leases, Repairs, and Noncap. Improvements	5600	117,278.27		117,278.27
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	134,354.05	52,969.04	187,323.09
Communications	5900	11,415.92		11,415.92
Total, Services and Other Operating Expenditures		297,758.17	54,478.95	352,237.12
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,510,201.39	137,070.13	1,647,271.52

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		9,938.28	(27,680.11)	(17,741.83)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699	(42,851.48)	42,851.48	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		42,851.48	(42,851.48)	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		52,789.76	(70,531.59)	(17,741.83)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	57,428.82	70,531.59	127,960.41
b. Adjustments/Restatements	9793, 9795	(27,855.00)		(27,855.00)
c. Adjusted Beginning Fund Balance /Net Position		29,573.82	70,531.59	100,105.41
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		82,363.58	0.00	82,363.58
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	82,363.58	0.00	82,363.58

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	177,977.32		177,977.32
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	29,350.42		29,350.42
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		207,327.74	0.00	207,327.74
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	12,055.55		12,055.55
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	112,908.61		112,908.61
6. TOTAL LIABILITIES		124,964.16	0.00	124,964.16
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		82,363.58	0.00	82,363.58

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	except 3801-	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - Fresno

CDS #: 10623310130880

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	1,647,271.52
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	0.00
c. Subtotal of State & Local Expenditures [a minus b]	1,647,271.52
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,647,271.52

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Charter Approving Entity: Acton-Agua Dulce Unified

County: Los Angeles

Charter #: 1651

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,651,990.00		3,651,990.00
Education Protection Account State Aid - Current Year	8012	85,222.00		85,222.00
State Aid - Prior Years	8019	(65,320.00)		(65,320.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	129,230.00		129,230.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,801,122.00	0.00	3,801,122.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE		210,260.00	210,260.00
All Other State Revenues	StateRevAO	142,533.52	176,338.00	318,871.52
Total, Other State Revenues		142,533.52	386,598.00	529,131.52
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	1,588,261.29		1,588,261.29
Total, Local Revenues		1,588,261.29	0.00	1,588,261.29
5. TOTAL REVENUES				
		5,531,916.81	386,598.00	5,918,514.81
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,480,734.16	96,624.99	1,577,359.15
Certificated Pupil Support Salaries	1200	311,872.09	30,113.95	341,986.04
Certificated Supervisors' and Administrators' Salaries	1300	80,892.99	33,243.90	114,136.89
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,873,499.24	159,982.84	2,033,482.08
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	131,236.80	20,755.06	151,991.86
Noncertificated Supervisors' and Administrators' Salaries	2300	235,848.77		235,848.77
Clerical and Office Salaries	2400	204,259.98		204,259.98
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		571,345.55	20,755.06	592,100.61

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	313,381.22	19,402.38	332,783.60
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	64,465.11	3,788.95	68,254.06
Health and Welfare Benefits	3401-3402	206,988.07	22,224.43	229,212.50
Unemployment Insurance	3501-3502	21,222.51	1,310.58	22,533.09
Workers' Compensation Insurance	3601-3602	30,185.68	2,017.18	32,202.86
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	10,024.45		10,024.45
Total, Employee Benefits		646,267.04	48,743.52	695,010.56
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	635,118.87	31,862.00	666,980.87
Books and Other Reference Materials	4200	371,719.39	76.42	371,795.81
Materials and Supplies	4300	11,756.88	1,158.58	12,915.46
Noncapitalized Equipment	4400			0.00
Food	4700			0.00
Total, Books and Supplies		1,018,595.14	33,097.00	1,051,692.14
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	84,757.79	5,253.09	90,010.88
Dues and Memberships	5300	14,875.00		14,875.00
Insurance	5400	13,381.42		13,381.42
Operations and Housekeeping Services	5500	4,522.23		4,522.23
Rentals, Leases, Repairs, and Noncap. Improvements	5600	400,409.37		400,409.37
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	571,039.36	148,880.44	719,919.80
Communications	5900	38,604.52		38,604.52
Total, Services and Other Operating Expenditures		1,127,589.69	154,133.53	1,281,723.22
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,237,296.66	416,711.95	5,654,008.61

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		294,620.15	(30,113.95)	264,506.20
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		294,620.15	(30,113.95)	264,506.20
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	770,714.28	30,113.95	800,828.23
b. Adjustments/Restatements	9793, 9795	(782,634.00)		(782,634.00)
c. Adjusted Beginning Fund Balance /Net Position		(11,919.72)	30,113.95	18,194.23
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		282,700.43	0.00	282,700.43
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	282,700.43	0.00	282,700.43

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	642,112.40		642,112.40
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		642,112.40	0.00	642,112.40
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	359,411.97		359,411.97
6. TOTAL LIABILITIES		359,411.97	0.00	359,411.97
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		282,700.43	0.00	282,700.43

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	except 3801-	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	5,654,008.61
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	0.00
c. Subtotal of State & Local Expenditures [a minus b]	5,654,008.61
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 5,654,008.61

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

Charter Approving Entity: Mountain Empire Unified

County: San Diego

Charter #: 1454

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,607,949.00		1,607,949.00
Education Protection Account State Aid - Current Year	8012	478,566.00		478,566.00
State Aid - Prior Years	8019	(7,857.00)		(7,857.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	615,316.00		615,316.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,693,974.00	0.00	2,693,974.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE		165,729.00	165,729.00
All Other State Revenues	StateRevAO	129,914.79	118,070.84	247,985.63
Total, Other State Revenues		129,914.79	283,799.84	413,714.63
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	1,628,790.24		1,628,790.24
Total, Local Revenues		1,628,790.24	0.00	1,628,790.24
5. TOTAL REVENUES				
		4,452,679.03	283,799.84	4,736,478.87
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,220,812.68	79,704.46	1,300,517.14
Certificated Pupil Support Salaries	1200	251,083.27	31,169.70	282,252.97
Certificated Supervisors' and Administrators' Salaries	1300	66,713.85	27,422.28	94,136.13
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,538,609.80	138,296.44	1,676,906.24
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	107,972.04	17,298.36	125,270.40
Noncertificated Supervisors' and Administrators' Salaries	2300	194,570.89		194,570.89
Clerical and Office Salaries	2400	168,471.44		168,471.44
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		471,014.37	17,298.36	488,312.73

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	260,708.48	13,136.76	273,845.24
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	53,665.22	2,626.82	56,292.04
Health and Welfare Benefits	3401-3402	175,443.40	15,316.84	190,760.24
Unemployment Insurance	3501-3502	17,987.36	1,108.29	19,095.65
Workers' Compensation Insurance	3601-3602	42,785.66	1,715.06	44,500.72
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	13,198.60		13,198.60
Total, Employee Benefits		563,788.72	33,903.77	597,692.49
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	479,527.38	31,177.83	510,705.21
Books and Other Reference Materials	4200	305,487.69	61.41	305,549.10
Materials and Supplies	4300	9,430.62	982.93	10,413.55
Noncapitalized Equipment	4400			0.00
Food	4700			0.00
Total, Books and Supplies		794,445.69	32,222.17	826,667.86
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	66,877.74	8,362.51	75,240.25
Dues and Memberships	5300	12,871.53		12,871.53
Insurance	5400	11,339.01		11,339.01
Operations and Housekeeping Services	5500	3,748.43		3,748.43
Rentals, Leases, Repairs, and Noncap. Improvements	5600	341,031.10		341,031.10
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	374,128.24	88,830.07	462,958.31
Communications	5900	31,603.88		31,603.88
Total, Services and Other Operating Expenditures		841,599.93	97,192.58	938,792.51
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,209,458.51	318,913.32	4,528,371.83

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		243,220.52	(35,113.48)	208,107.04
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		243,220.52	(35,113.48)	208,107.04
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	4,089,242.20	(42,630.65)	4,046,611.55
b. Adjustments/Restatements	9793, 9795	(4,106,044.13)	77,744.13	(4,028,300.00)
c. Adjusted Beginning Fund Balance /Net Position		(16,801.93)	35,113.48	18,311.55
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		226,418.59	0.00	226,418.59
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	226,418.59	0.00	226,418.59

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	2,138,371.89		2,138,371.89
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	41,868.48		41,868.48
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		2,180,240.37	0.00	2,180,240.37
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	97,411.74		97,411.74
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	1,856,410.04		1,856,410.04
6. TOTAL LIABILITIES		1,953,821.78	0.00	1,953,821.78
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		226,418.59	0.00	226,418.59

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	except 3801-	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Compass Charter - San Diego

CDS #: 37682130127084

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	4,528,371.83
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	0.00
c. Subtotal of State & Local Expenditures [a minus b]	4,528,371.83
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 4,528,371.83

Cover Sheet

Review and Approval of the Charter Renewal Petitions

Section: IX. New Business
Item: B. Review and Approval of the Charter Renewal Petitions
Purpose: Vote
Key Result: Enrollment
Submitted by: J.J. Lewis
Related Material:

A Compass Charter Schools of Fresno - Charter Renewal Petition.pdf
B Compass Charter Schools of Los Angeles - Charter Renewal Petition.pdf

RECOMMENDATION:

A motion to approve the renewal petitions for Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles.



Compass Charter Schools of
Fresno

Charter Renewal Petition

For the term July 1, 2019 – June 30, 2024

Submitted to the Orange Center School District
September 28, 2018

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i. Affirmations and Declaration

Compass Charter Schools of Fresno (“CCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to CCS, including but not limited to:

1. CCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1).]
2. Compass Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6).]
3. CCS shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1).]
4. CCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1).]
5. CCS shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1).]
6. CCS shall admit all pupils who wish to attend CCS, unless CCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to CCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C).]
7. CCS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Section 47612(b).]
8. CCS shall not require any child to attend CCS or any employee to work at CCS. [Ref. Education Code Section 47605(e)-(f).]
9. If a pupil is expelled or leaves CCS without graduating or completing the school year for any reason, CCS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a

copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3).]

10. CCS shall adhere to all provisions of federal law related to students 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 and the Individuals with Disabilities Education Improvement Act of 2004.
11. CCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C).]
12. CCS shall ensure that teachers in CCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)].
13. CCS shall at all times maintain all necessary and appropriate insurance coverage.
14. CCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
15. CCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]
16. CCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2).]
17. CCS shall, on a regular basis, consult with its parents and teachers regarding CCS' educational programs. [Ref. Education Code Section 47605(c).]
18. CCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1.]
19. CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610.]
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

21. CCS shall comply with the Public Records Act.
22. CCS shall comply with the Family Educational Rights and Privacy Act.
23. CCS shall comply with the Ralph M. Brown Act.
24. CCS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations, Section 11960.]

Submitted by: _____
Mr. J.J. Lewis, Superintendent & CEO

Date: _____

ii. Charter Renewal

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Introduction

Compass Charter Schools of Fresno (“CCS”) was founded and received its first charter in 2014. With a handful of scholars and teachers, CCS was determined to offer the community an educational program that was different than those more commonly available. By offering a rigorous curriculum and dedicated staff, CCS was able to reach scholars that might otherwise fall through the cracks. Scholars with extracurricular activities, such as sports, dance, and acting, were able to continue with training schedules and commitments without jeopardizing their education. Scholars that were home bound, or those with negative experiences in large, comprehensive traditional schools, now had a safe place to learn. Some of our scholars believed that CCS was their last option before dropping out, finding traditional schools incompatible with work schedules and family obligations. CCS was also able to offer scholars an opportunity to learn at a pace conducive to various learning styles. Regardless of personal situations or experiences, activities, or learning styles, CCS has been able to offer all scholars a place to learn and express themselves.

CCS provides scholars the ability to work from their home or just about anywhere or anytime. This unique benefit of a virtual school allows scholars to gain a great education by fulfilling their need for flexible schedules, personalized learning and social emotional support. CCS provides convenient access to education with more flexibility than traditional brick-and-mortar schools. In addition, scholars are encouraged and given the flexibility to interact with other classmates, join scholar-led clubs, attend field trips, and participate in many other activities that are offered by the Charter School.

Five years and hundreds of scholars later, CCS has continuously reflected upon and improved our educational program, opportunities for scholar and family engagement, and scholar/teacher

interactions. We have refined best practices and contributed to the evolution of virtual learning through our participation in organizations such as the California Charter Schools Association, Charter Schools Development Center, the Association of Personalized Learning Schools & Services, Michigan Virtual Learning Research Institute, and the International Association for TK-12 Online Learning (“iNACOL”).

According to the National Survey of Scholar Engagement, online learners experienced “better use of higher order thinking skills, integrative thinking, and reflective learning” (NSSE, 2008). Through our program offerings, we promote higher level thinking, provide tools for better time management and organizational skills, and encourage reflective practice.

Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment patterns.

Charter Renewal Criteria

Education Code section 47607(b) states that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

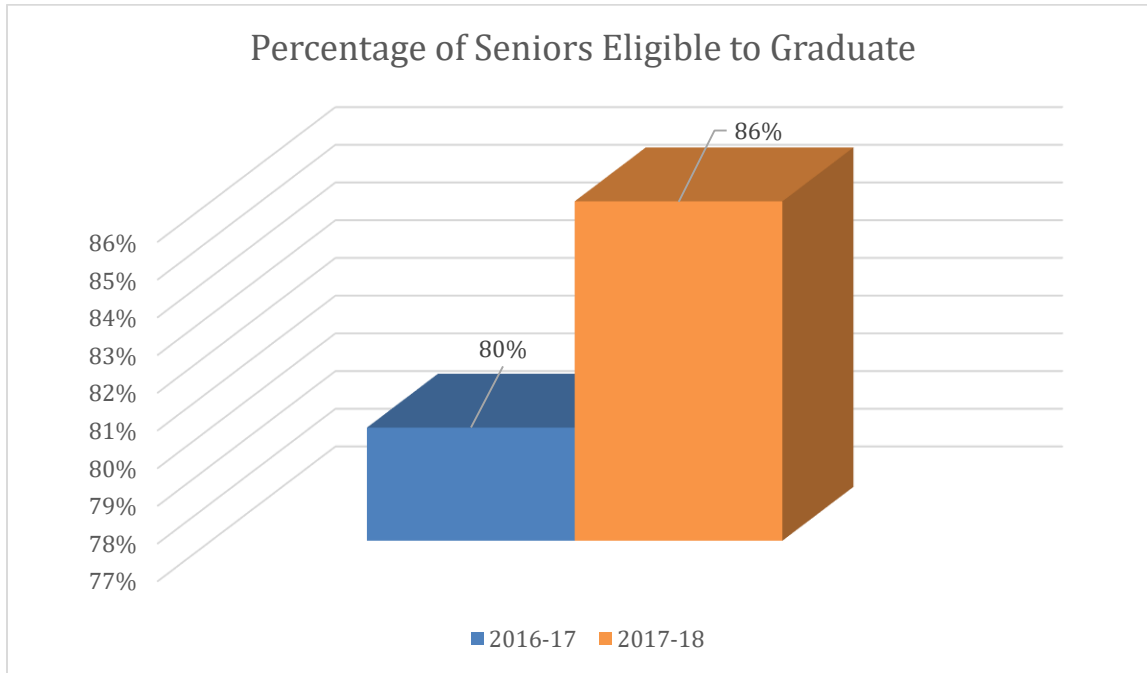
The following shall serve as documentation confirming that Compass Charter Schools of Fresno meets the charter renewal criteria established in Education Code Section 47607(b)(4) as further specified below.

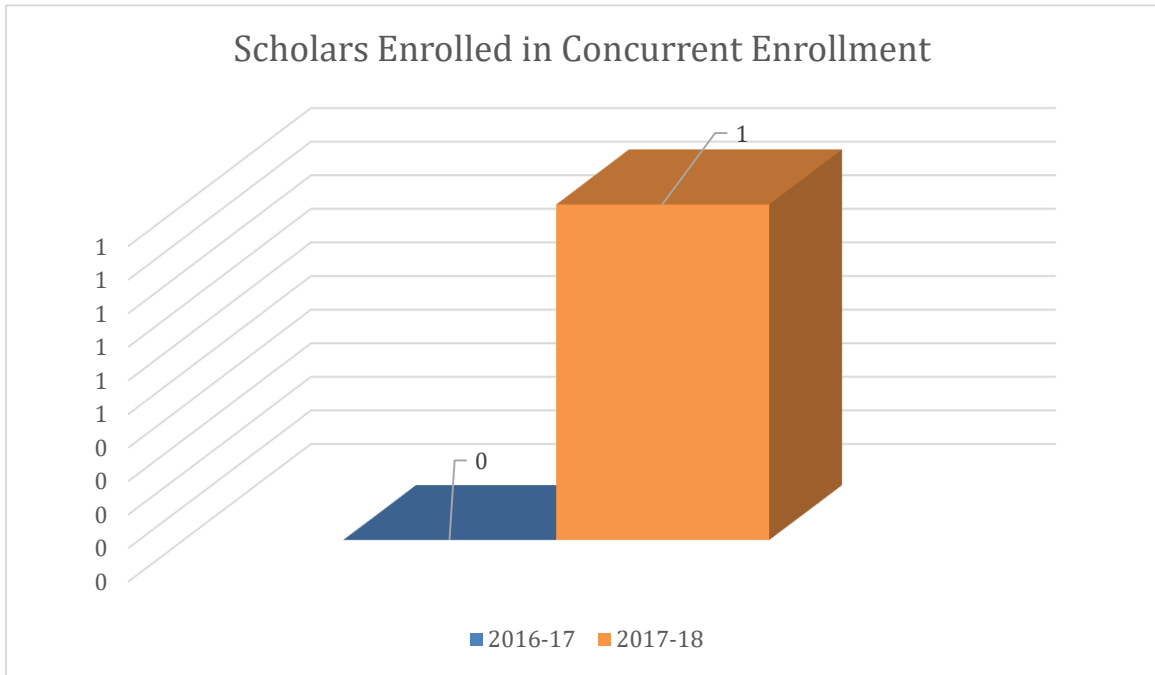
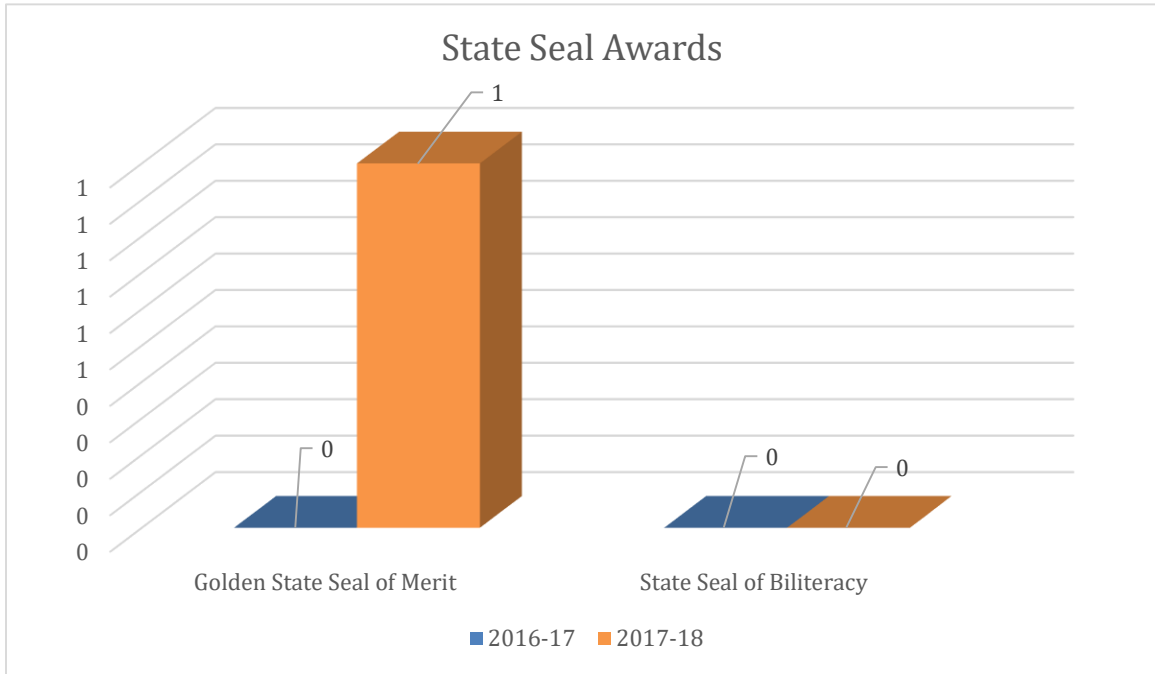
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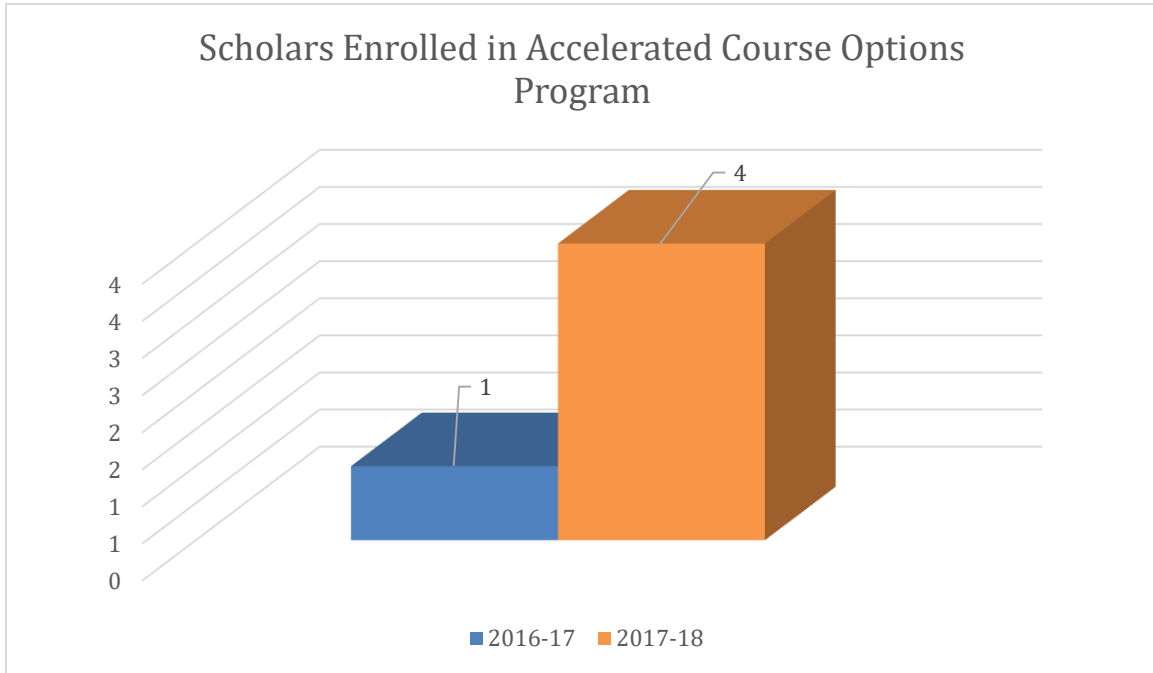
Compass Charter Schools has high expectations for all scholars, staff, and the entire school community, with a mission to develop and inspire innovative, creative, self-directed learners, one scholar at a time. Through these high expectations of the entire school community, CCS is preparing scholars to take responsibility for their future success.

The Counseling Services Team was established during the 2015-16 school year. Over the course of three years, the team has grown to consist of a Director of Counseling Services, four counselors, a College & Career Readiness Counselor, Scholar Success Coordinator, and Transcript Technician. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Counseling Services Team below includes the percentage of seniors who are eligible to graduate, the number of scholars who earn state seals on their high school diplomas, and the number of scholars who participate in both accelerated course options program and concurrent enrollment:



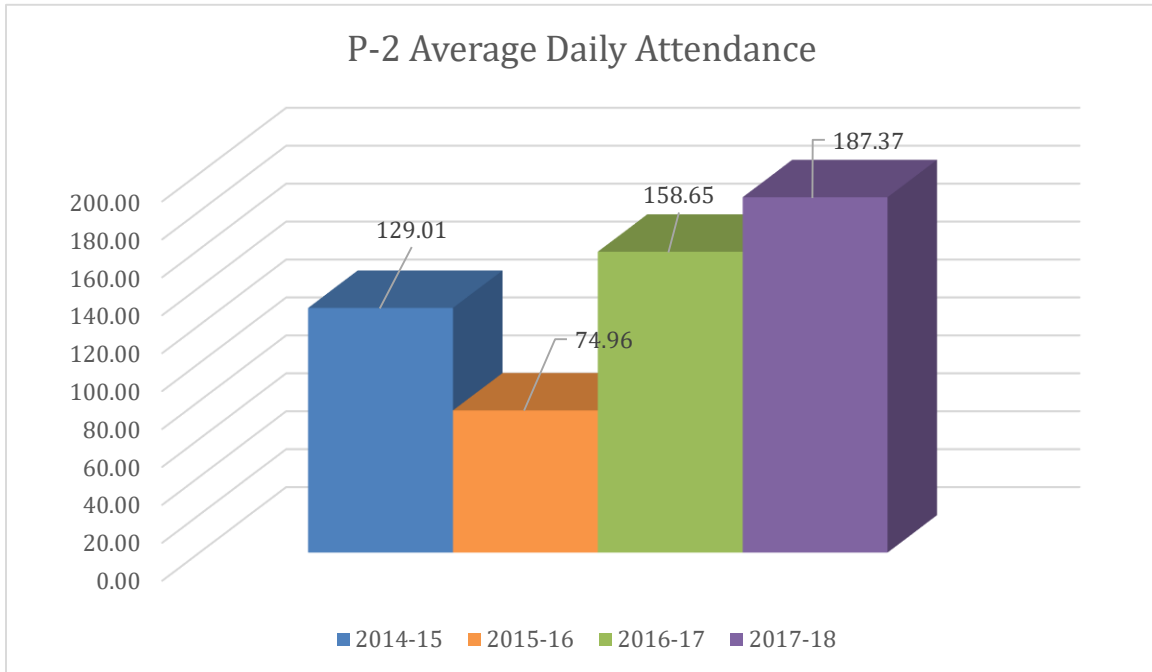
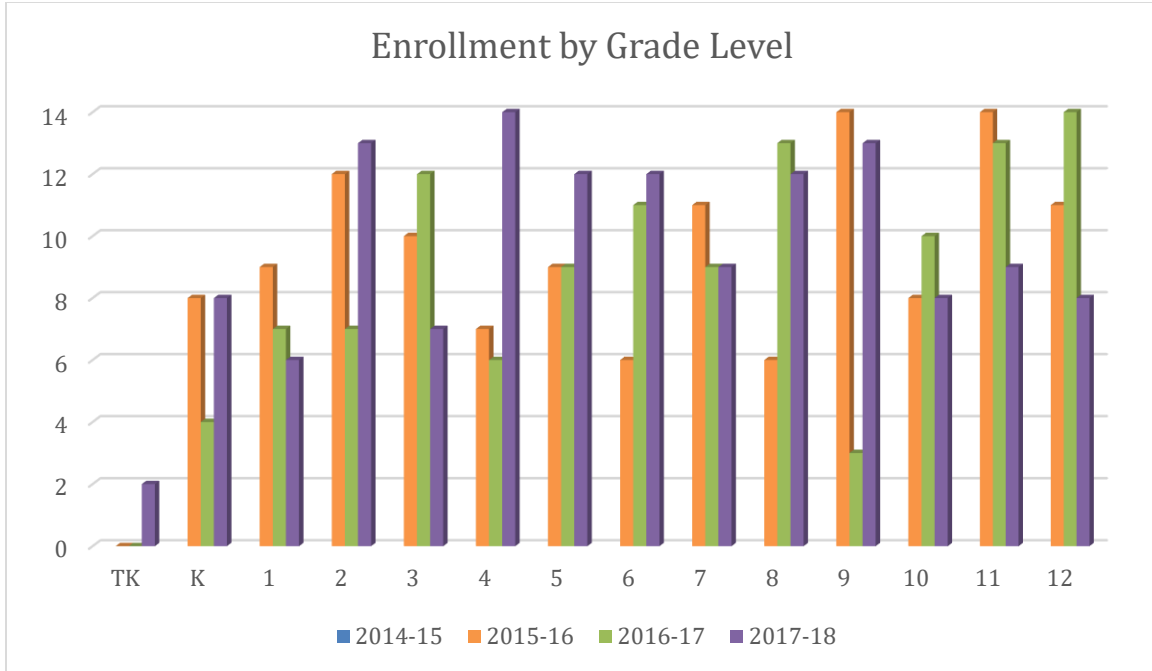


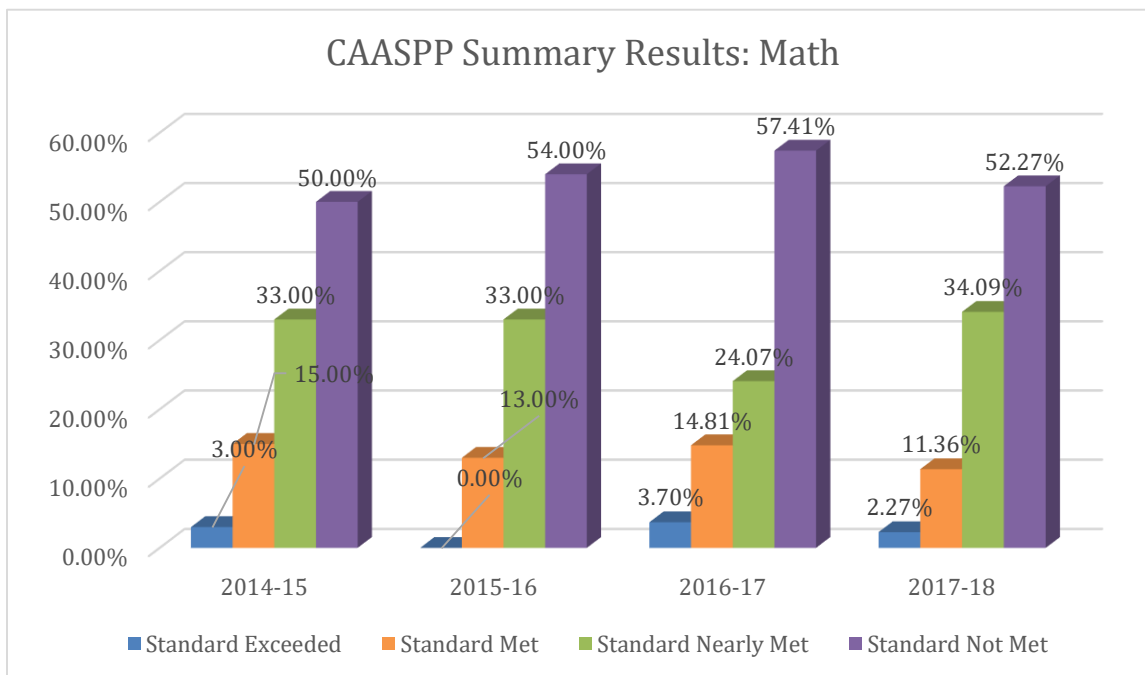
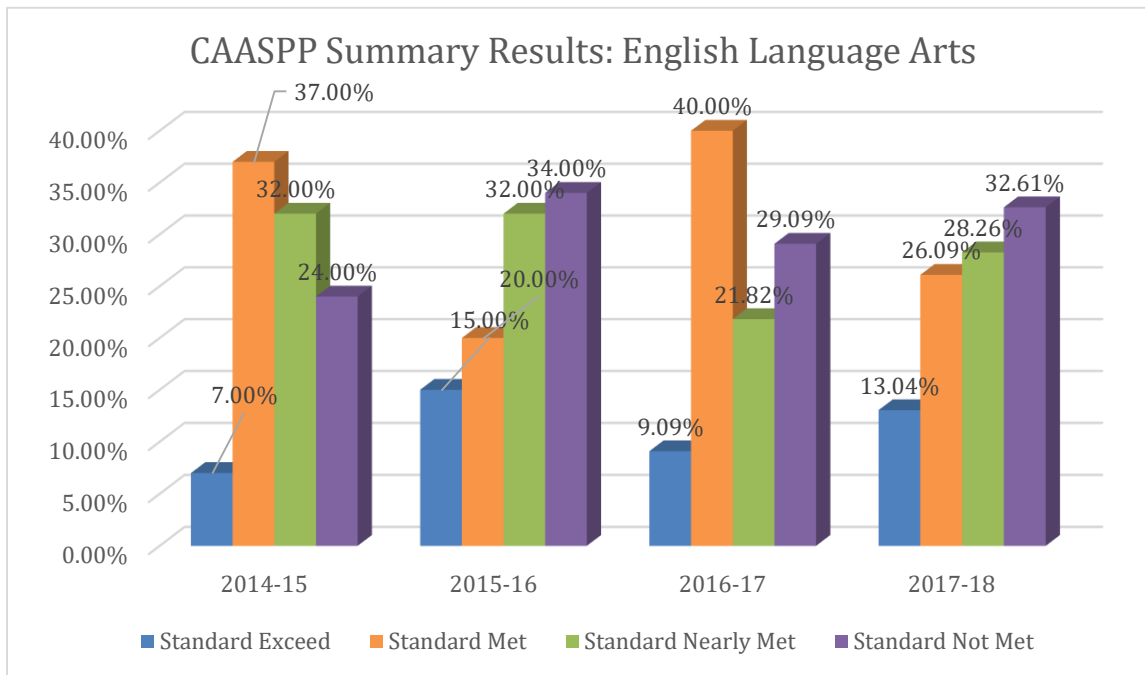


The Operations Team consists of a Director of Operations, Assessment Coordinator, Attendance Coordinator, Compliance Coordinator, Enrollment Specialist and Records Specialist. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Operations Team below includes enrollment by grade level on the annual Census Day, P-2 attendance, and results from the California Assessment of Student Performance and Progress (“CAASPP”) (internal numbers, which show all data even if grade or sub-group numbers are under 30):

* Note – the Operations Team also monitors data on the California School Dashboard, as well as Ed Data. The California School Dashboard is in its second year of operation, and informs our Local Control and Accountability Plan (“LCAP”) goals and actions; data from Ed Data does not reflect all years of operation as the state is currently making data available to this site.





Analysis

CCS has made great strides since its founding in 2014. During the 2016-17 school year, we underwent a rebrand designed to completely transform the organization. This involved the creation of a new mission, vision, and values, as well as a new name, Compass Charter Schools, with the goal to reflect our innovative, scholar-centered independent study model. We researched and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider. The Operations Department worked diligently to improve its reporting procedures and increase enrollment number, Average Daily Attendance (“ADA”), and compliance performance. Through implementation of improved systems, P2 attendance has increased by 58.6 (2014-15 compared to 2017-18). The CAASPP summary results in English and math also reflect performance advances within the past school year.

Since the 2015-16 school year, all of our teachers have provided live virtual Learning Labs each week within each content area. The sessions allow scholars to interact with their teachers and be instructed in real time. Each year these sessions have improved, from the 2016-17 school year when we received National Collegiate Athletic Association (“NCAA”) approval for our online high school courses, to the 2017-18 school year when we became an AVID school and began to use Advancement Via Individual Determination (“AVID”) strategies in these session. Teachers also host regularly scheduled Q&A sessions each week where scholars can receive tutoring and assistance on coursework in real time. Scholars are also encouraged to schedule appointments outside of the scheduled “office hours” if the teacher’s schedule does not work with theirs or if they need additional support.

With the assistance and support of our instructional teams, coupled with various partnerships such as ThinkingStorm for tutoring, we are seeing growth in our overall CAASPP scores. Our scholars are being provided the resources and tools they need to be successful on state-mandated tests, in the classroom, and outside the classroom. While not always showing large increases, the scores allow staff to provide individualized and personalized support to each scholar, part of our mission and vision for the Charter School.

In addition to a strong academic program, we expanded and enhanced the supports CCS provides scholars. Through the Counseling Services Department, every scholar in grades 6-12 is assigned a counselor. The counselor provides support on academic, social/emotional, and college and career readiness. Scholars also have access to a College & Career Readiness Counselor. Through the Exceptional Scholar Services Department, scholars are supported through virtual Specialized Academic Instruction (SAI). Scholars are also supported through referrals for related services, including occupational and physical therapy, speech, and more. Through the Engagement Department, scholars are provided opportunities for field trips, scholar-led clubs, graduation and promotion celebrations, and much more.

We created our Counseling Services Department during the 2015-16 school year, and have expanded the team each year. Expansion has been based on feedback from scholars and parents, as well as a review of data from assessments, graduation rates and more. Seniors eligible to graduate has increased by six percent between 2016-17 and 2017-18, which is significant because a considerable number of our scholars are considered at risk of dropping out when they

come to us. There has also been significant growth in the number of scholars who have participated in our Accelerated Course Options Program (“ACOP”), allowing them to complete work at an accelerated pace in order to add courses and recover course credits. The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the Scholar Success Coordinator will be building a Multi-Tiered Systems of Support (“MTSS”) program to support our scholars.

With the assistance and support of our Counseling Services Team, coupled with the direct work of our instructional staff, CCS is seeing growth in scholar achievement. This is evident by the year over year growth in the percent of scholars eligible for graduation, along with the number of scholars participating in concurrent enrollment opportunities and our ACOP program.

Analyzing data is important and allows us to make decisions that can benefit our scholars. Utilizing resources provided by the state and state sponsored organizations help in the collecting and reading of results.

The value in this data is that it helps us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational program, as well as our scholars.

I. Education Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by CCS, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Description of Program

Compass Charter Schools of Fresno shall be an innovative California independent study public charter school, open to scholars in grades Transitional Kindergarten through 12th grade. CCS shall attract scholars seeking an alternative educational program where parents have the role of "Learning Coach" and play an important role of partnering with CCS teachers to educate their children at home.

CCS shall offer two virtual educational program options for families: online and traditional home school. We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with the California content standards, which include the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Standards, English Language Development ("ELD") Standards, and any other applicable state content standards (hereinafter, collectively "State Standards"). Enrollment in CCS is contingent on the parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement. *See Appendix B for a copy of our Master Agreement.*

Our Mission and Vision describe our purpose and philosophy that shall guide our educational 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
Communication
Integrity
Respect
Teamwork

We will meet our scholars' needs by:

- Implementing an academically rigorous, 21st century, inquiry-based college preparatory curriculum which will meet State Standards.
- Combining cutting edge curriculum with a dynamic and innovative educational practices to meet the needs of our diverse scholars.

CCS has also developed Schoolwide Learning Outcomes (“SLOs”), which are closely aligned with our Mission, Vision, Core Values, and LCAP goals. The SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars.

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

We will meet our families' needs by allowing them to:

- Create a compelling learning environment
- Provide challenging lessons on a daily basis
- Be a responsible and available learning coach

A Day in the Life of an Online CCS Scholar

We encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the teacher-created pacing plan for each course. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

Scholars may seek support and answers to questions either through email, telephone, or by attending their teacher's weekly synchronous Learning Lab and Q&A sessions. Every teacher holds weekly online sessions, using real time web conferencing software. Scholars may also schedule appointments with teachers to obtain help on coursework. Scholars can also communicate with their teachers by logging into their account on our Learning Management System ("LMS").

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure LMS. Scholars' progress and grades can be viewed 24/7 so that both scholar and Learning Coach are always aware of their progress.

Every CCS teacher conducts at least one, one-hour virtual classroom sessions of direct instruction for their class every week, known as "Learning Labs." Scholars are required to attend these either synchronously or asynchronously. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to two hours a week, and more if they schedule appointments with their teachers. Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholars work collaboratively with their teachers and Learning Coach in creating a plan that will allow them to complete all courses by the end of the semester. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Each and every day is unique for an online CCS scholar – the flexibility we offer allows our scholars to, as our mission states, inspire and develop into innovative, creative, and self-directed learners.

A Day in the Life of a Home School CCS Scholar

We encourage scholars to set a schedule for their day with the help of both their Learning Coach and Educational Facilitator (“EF”), one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules.

Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars and learning coaches work with the EF to ensure that they are pacing themselves to complete each course within the semester. This generally means scholars need to make daily progress in their courses to finish by the end of the semester. However, some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Scholars may seek support and answers to questions either through email or telephone. Scholars may also schedule appointments with EFs to obtain help on coursework. Scholars can also communicate with their EFs through Seesaw, an app used to provide feedback on their work samples. Scholars and Learning Coaches check in with their EFs on a consistent basis. There is the expectation that meetings with EFs will be kept and that work will be completed each day.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Each and every day is unique for a home school CCS scholar – the flexibility we offer allows our scholars to, as our mission states, inspire and develop into innovative, creative, and self-directed learners.

Whom the School is Attempting to Educate

Our educational program is based on the instructional needs of our scholar profile, which is scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who reside in Fresno County and its contiguous counties and have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Family relationships, personal beliefs and values, and families who prefer virtual or home school instruction.
- Family schedules (i.e. sports, actors, military, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs.

- Scholars of all ability levels seeking additional academic and learning opportunities.
- Scholars that may have faced challenges such as bullying in traditional settings.
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule.
- Scholars from various backgrounds and ethnicities.
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

In education, one size does not fit all, and CCS is dedicated to providing scholars and families with an online or homeschool learning environment that can meet an individual scholar’s needs.

21st Century Learner

Information is multiplying as quickly as it is becoming obsolete, and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly dependent on technology. These challenges mean that scholars must learn in a technological environment in order to participate effectively in the 21st century. As such, CCS believes an educated person in the 21st century has a mastery of 21st century learning skills and tools as well as a solid foundation in the State Standards, and core academic subjects.

CCS will prepare innovative, creative, self-directed learners for the 21st century. To do this, CCS will employ a blend of independent study curriculum and methods to ensure all scholars gain the knowledge and skills that are valued in the modern world, and necessary for future success. As a result, scholars graduating from CCS will demonstrate the core characteristics of an educated person in the 21st Century:

1. Solid foundations in core academic subjects (Math, English, Science, History, Foreign Language)
2. 21st Century learning skills. Scholars will graduate with the following:
 - Research and Communication skills
 - Thinking and problem-solving skills
 - Interpersonal and self-directional skills



3. **Mastery of 21st Century Tools:** According to Elizabeth Rich of EdWeek.org, “*The term ‘21st-century skills’ is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today’s world.*” (EdWeek, 2010) CCS scholars will graduate with a proficiency in the use of digital technology and communication tools to access, manage, integrate, and evaluate information; construct new knowledge; and effectively communicate with others.

How Learning Best Occurs

CCS believes that effective application of instructional technology in independent study learning best serves to meet the learning needs of our scholars. CCS is structured to support high scholar achievement by creating a rigorous independent study environment in both our online and homeschool programs for all our scholars. CCS also firmly believes that learning occurs best through the application of INACOL’s five standards for quality online learning: Equity, Stakeholder Involvement, Continuous Improvement, Personalization, Scholar Engagement, and Collaboration.

Equity

Scholars enrolled at CCS shall have access to challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare them for success at the next level. They shall be exposed to real world, scholar-centered, authentic, and inquiry-based learning experiences by teachers who utilize 21st century teaching practices.

Stakeholder Involvement

All stakeholders, not just teachers, shall be involved in the scholar’s educational experiences.

Continuous Improvement

Continuous improvement practices shall lead to improved scholar performance. Every staff member at CCS shall develop performance goals that are tied to their job description, teaching practice, and CCS’s LCAP goals. All staff members shall review progress towards their performance goals quarterly with their immediate supervisors in order to reflect, adjust and evaluate improvement goals. Teachers shall meet on a regular basis by department, grade level, and/or subject as appropriate in order to analyze scholar work, collaborate on best teaching practices, and plan lessons and curriculum. This will allow our scholars to be offered a rigorous core curriculum. Teachers shall be observed regularly by their supervisor and school leaders in order to continually improve our instructional practices.

Personalization

The scholar experience shall be personalized both in and out of the classroom. Teachers will get to know their scholars’ learning needs through regular interaction with them. They will assist them with those needs through the LMS, Learning Labs, Q&A sessions, phone calls, and emails. Scholars shall have the opportunity to choose their time, their place, and their pace for studying,

thereby empowering scholars to become independent, self-directed learners. Flexibility shall be offered to families as to how to educate their children.

Scholar Engagement

Research shows that scholar engagement has a positive effect on academic achievement (Heng, 2013; Leithwood & Jantzi, 2000; Skinner, Wellborn, & Connell, 1990). Because of the impact of scholar engagement on scholar achievement, scholars shall have additional opportunities in which to participate.

Scholars will be monitored and required to engage in their education. This will be accomplished through our virtual classrooms called “Learning Labs” which teachers conduct weekly, for online scholars to participate in synchronous sessions in front of their computers with their teachers. Teachers also host regularly scheduled “Q&A” sessions for 1:1 or group tutoring through their virtual classrooms. Teachers will utilize a variety of teaching techniques, including Universal Design for Learning (“UDL”) and AVID strategies to engage their scholars during instruction. Scholars will be held to high standards and expectations. The instructional techniques CCS will utilize are research-based. Quality instructional time will be devoted to working with individual scholar needs.

Additionally, CCS has several scholar-led clubs, such as a Scholar Leadership Council and National Honor Society, that are created based on scholar interests. CCS will encourage our scholar clubs to meet and plan activities with a CCS staff member that shall serve as the advisor.

Collaboration

All stakeholders will have opportunities to collaborate. This involves hiring qualified staff, fostering scholar to teacher relationships, scholar to scholar relationships, teacher to learning coach relationships, and learning coach to learning coach relationships. One example of this is our Coaches’ Corner where we address difference issues Learning Coaches might face when working with their scholars. These sessions will be hosted by CCS staff and viewed by learning coaches. The goal is to increase scholar success in a virtual environment by providing their learning coaches resources such as these.

A Challenging Learning Environment

CCS shall provide scholars with a demanding educational program and effective teachers. CCS is committed to establishing high standards and expectations for all scholars. Our courses are rigorous, requiring significant amounts of writing, and they provide scholars with opportunities to demonstrate higher-order thinking skills and apply concepts they have learned. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with the State Standards.

Program Features

The following variety of strategies and features provide the best opportunities for all scholars to learn at high levels:

1. Virtual “Learning Labs” – uses a combination of synchronous and asynchronous learning environments.
2. Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis. Teachers have three days to return work with constructive feedback to scholars.
3. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress.
4. Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
5. Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

CCS’s programs are designed using an independent, learner-centered model that helps scholars become more self-disciplined, better time managers, and more effective problem solvers. CCS’ courses make use of the latest educational techniques. CCS uses curriculum that integrates graphical enhancements, games, and multimedia activities with academic content.

Curriculum and Instructional Design

Overview of Learning Environment

CCS shall provide scholars with a demanding education program and qualified teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. CCS is Western Association of Schools and Colleges (“WASC”) accredited, and the online high school curriculum is A-G accredited.

While some of the components of our program will be offered offline, such as coursework in grades TK-5 and our home school option, most of our curriculum will be delivered through an online LMS. CCS shall utilize an interactive, scholar-centered, e-learning curriculum that builds on prior knowledge and cultivates higher-order thinking skills using instructional methods such as examples, practice, and feedback to promote learning.

Our self-paced virtual curriculum will foster and develop a love of learning in each scholar by providing an engaging State Standards-based curriculum with real world connections that is flexible enough to fit all schedules. This rigorous education shall provide a wide variety of content regardless of ability level, and strives to ready scholars for the next grade level.

CCS's curriculum shall be effective in meeting the individual needs of its scholars because our teachers practice three key principles of effective virtual pedagogy.

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Q&As, you will rarely see our teachers practice "I talk, you listen." Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar-led discussions, peer to peer learning, inquiry-based instruction, case study analysis, individual and group projects.
2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it's posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group breakout sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.
3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

Researchers advocate virtual learning for instructional effectiveness because scholars have 24/7 access to learning, are exposed to a variety of learning modes, and because scholars can control their pace of learning.

All of our unit lessons are followed by assessments, ensuring that each scholar has mastered content before moving on. The assessments are integrated with planning and progress tools, making it easy to find the right pace by subject and to stay on track. This unique, individualized approach allows each scholar to go as fast or slow as needed as long as they follow the pacing guides, keep track of semester end dates, and follow instructions provided by their teachers. Scholars in grades 6 through 12 will submit their assignments, tests, and quizzes online through our LMS. Both scholar and learning coach are able to see real time updates on progress and grades in all of their courses.

Scholars grades Kindergarten through 5th grade in our online program will each receive online delivery of our curriculum along with a physical box of materials which includes textbooks, hands-on materials, and assignments to complete. CCS believes this combination of interactive online lessons with offline materials fits the developmental needs and caters to a variety of learning styles.

Online Instructional Methods

Web-based Virtual Classrooms

Our teachers will host live synchronous web-based classroom instruction, or Learning Labs, up to one hour a week for each subject to conduct State Standards-based instruction. These lessons will be used to introduce new content, build on the prior knowledge of the self-paced work scholars are completing through the LMS, do test prep, review for tests, and answer scholar questions. Teachers will often conduct breakout sessions during the live sessions to allow scholars to participate in group activities, discussions, or projects. Parents of scholars in grades Kindergarten through 5th grade shall be encouraged to attend with them. In the elementary grades, these synchronous sessions will sometimes take the form of teacher- and scholar-guided reading groups. Teachers will also hold open office hours, or Q&A sessions, for each course once a week and be available to meet with scholars and learning coaches by appointment when necessary. This type of individualized assistance is what sets CCS apart from other virtual programs.

Learning Management System (LMS)

The Charter School's LMS is designed to enable scholar learning and teacher support. The LMS is where the scholar and learning coach can log into their individual courses. The LMS includes web-style access, and content is organized in courses by unit topics with clear instructions. Each lesson and unit has embedded multimedia, activities, and assignments. Teachers can imbed their own content as well.

Technology-based Skills Instruction

The use of instructional technology underpins the pedagogical strategy of CCS. Scholars will participate in Learning Labs either synchronously or asynchronously. Teachers will use web-based real-time software to teach these lessons and record them for later use for scholars as needed. Teachers will also embed content into the LMS using a variety of web 2.0 tools and scholars will submit their classwork through the LMS. Every scholar in grades 6-12 will be assigned a Gmail account and be taught how to use the Google Suite during his/her My Compass orientation class. The use of these skills is an important part of 21st century learning and a part of the State Standards.

Digital Age Learning Practices

Our teachers will apply both Connectivism and Social Constructivism to their teaching practices. Connectivism explains how all the new technology available through the internet has created new opportunities for how people learn. Social Constructivism is scholar centered learning. At CCS, scholars will be allowed to discover meaning for themselves rather than being told what to learn. Scholars will build their own knowledge through social experiences using online resources. The application of these two digital age theories increases scholar satisfaction and therefore the effectiveness of online learning at CCS. Furthermore, the application of these learning theories allows for immediate feedback and progress reports, personalized learning, frequent checks for

understanding, scholar led discussions during Learning Labs and the use of discussion boards, and the use of project-based learning. (*Connectivism for the Digital Age (2005) George Siemens, International Journal of Instructional Technology and Distance Learning.*)

Regular feedback on progress

Feedback will be given to scholars and parents frequently in a variety of ways:

- Scholars receive written feedback from teachers on written assignments, tests, and quizzes
- Scholars and parents access this feedback in the gradebook of the LMS
- Scholars and parent receive weekly progress reports to their emails each Monday
- Every teacher has a school-provided cell phone. Scholars and parents can get specific feedback by calling or emailing their teacher directly or using the messaging center in the LMS

Flexible Course Scheduling

All online courses have built in pacing plans with due dates that help guide the scholar in submitting their course work and assignments. Although scholars may work at their own pace, work ahead, etc., these due dates will ensure scholars complete the course by the end of the semester.

Advantages of Virtual Learning

There are many benefits to virtual learning. Professionals that teach in an independent study environment are able to focus less on planning and content development, and more time to be spent on the other value-added tasks undertaken by highly effective teachers. In other words, more quality instructional time is spent working 1:1 with scholars or in small groups and interacting with them in the learning environment than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for scholars and creates a clearer focus for teachers.

The table below describes six primary tasks executed by highly effective teachers and the differences between the independent study environment and a traditional classroom setting.

Task	Traditional Classroom	Virtual Classroom
Lesson Planning – Content Development	Lesson plan for daily teaching Prepare materials used for lessons Teach lessons Review lessons not learned	Material already planned and content already prepared – minimal planning and preparation required.

Grading	Grading all scholar work Short turnaround on math and daily assignments Longer turnaround times in Language Arts on research papers or essays Other subjects fall in the middle	Much scholar work graded automatically Math work done largely by computer with some answers graded by teachers Language Arts heavy on writing and require grading time equal to Face-to-Face More time available for “value- added” grading
Checks for Understanding	Must respond to scholars in the classroom Have one hour a day to answer questions	Questions come via email or in online chat sessions Can receive questions anytime Can respond to questions within 24 hours Many questions are repeats and teachers develop pre-arranged answers
Monitoring Scholar Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review scholar data and adjust teaching	Monitor online Refer to gradebook Respond to parent/scholar concerns Alert parents when problems arise Review student data and coach student progress
Monitoring Behavior	Keep scholars in line with classroom rules	Keep scholars in line on chats

Curriculum

My Compass/Start Up Orientation

All scholars in grades Transitional Kindergarten through 12th who are enrolling in CCS for the first will time take My Compass, an orientation course designed to prepare scholars on how to be successful in independent study and/or online learning. This course will help scholars familiarize themselves with the CCS program, show them how to submit course work using their accounts in the Charter School’s LMS, and more. The emphasis of this course is 21st century communication skills. This course also assists them in setting up daily routines and schedule to stay on track. Writing is an important communication skill and scholars are asked to complete a variety of types of writing and research throughout their courses. One of the lessons in My Compass is how to prevent plagiarism. Scholars are exposed to plagiarism prevention during their core courses as well and teachers use a plagiarism detection program to keep scholars accountable. Scholars also take the Charter School’s benchmark test for math and reading in order to establish a baseline for where they are academically. Throughout their time at CCS, scholars will have access to My Compass to review the orientation materials and presentations.

Arts

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning. Our mission is to inspire and develop innovative and creative learners. CCS believes that the arts nurture a curiosity for lifelong learning. In grades TK-5, our program may partner with Technology Enhanced Arts Learning Project (“TEAL”) (www.tealarts.org), or another similar program.

Sciences

CCS also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web-based classrooms take on the feel of “labs” and are known as “Learning Labs” because of the investigative and inquiry-based teaching practices that CCS teachers emphasize throughout its curriculum. Additionally, CCS offer a science club in the middle school and in person wet labs at the high school for our lab science courses.

Blended Learning Wet Labs

CCS is one of the few independent study virtual charter schools to have its biology, chemistry, and physics labs A-G accredited. As a result, our biology, chemistry, and physics courses offer a blended learning component. Scholars will complete their course work for their biology, chemistry, and physics courses as they do the rest of their classes. However, for the wet lab portion of the course, they will attend our real-time hands on labs. These labs will be taught in-person. The goal of these labs is to provide scholars with the science lab experiences that will prepare them to meet the demands of university laboratory courses.

Scholar Engagement

As reflected in our LCAP goals, increasing scholar engagement is a priority for CCS. Our Director of Engagement is responsible for overseeing all aspects of Scholar Engagement. From monthly Scholar Awards to our Coaches’ Corner, the Director of Engagement will research, plan, execute, and analyze the events and activities that we offer our scholars and families.

As will be outlined in our LCAP, our goal is to increase pupil engagement by offering more scholar specific activities, workshops, and live lessons along with tracking attendance and truancy rates. We will do this by offering college and career information sessions with our counselors, monitoring of weekly attendance, plan field trips and activities early in the year and make sure they are on our online master calendar, and enforce our truancy policy.

Additionally, as noted earlier, we will have several scholar-led clubs that will be created based on scholar interests as identified in family survey results, such as a Scholar Leadership Council, Performing Arts, Creative Writing, Photography, Chess, and a National Honor Society program.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section, “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities,” in Element II of this Charter for a description of CCS’ annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Independent Study Assurances and Attendance

CCS shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that CCS shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and CCS must file for a funding determination as a condition of funding.

CCS will offer the same number of instructional minutes as set forth in Education Code Section 47612.5(a) for the appropriate grade levels and will operate for the required minimum of 175 days as set forth in the California Code of Regulations, Title 5, Section 11960. CCS will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Master Agreement

Pursuant to Education Code Section 51747, enrollment in CCS is contingent on scholar, parent, and teacher signing a Master Agreement Form (“MA”) prior to the first day of class each year. This is a legal document and must be signed, dated, and returned to CCS. Parent and scholar will not have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting courses will result in the withdrawal of the scholar from CCS. The signed MA is the agreement that parent and scholar wish to continue enrollment in CCS. All scholars enrolled in Independent Study must sign a new Master Agreement each year.

Excellence Pledge for Independent Study

A group of independent-study charter school leaders ... have signed an “Excellence Pledge,” and banded together to dispel what they say are myths about virtual charters they believe have been fueled by recent controversies involving legal battles, charter brokering and turf wars. (The San Diego Union-Tribune, 2016)

The Pledge reads:

Independent study in the state of California is defined as non-classroom-based instruction. Non-classroom-based instruction includes, but is not limited to, independent study, homeschool, work-study, and distance and computer-based education.

We, the undersigned, pledge to the following in the operation and management of our charter schools offering independent study.

1. As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional offices of education, and the California Department of Education.
4. As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media draw comparisons speaks to the fact that they are unaware of what we do or are acting on rumor and misinformation.
5. As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that offer innovative and tested methods of instruction and self-paced learning. We are helping scholars to think, communicate, and achieve.
7. The undersigned represent schools and organizations serving scholars in 26 Counties. Our programs, events, and activities align with personalized and adaptive learning elements to meet scholars where they are educationally to promote and achieve their academic success.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an independent study school looks very different than a brick and mortar school.

Work Samples

Independent study attendance credit is determined using the time value method which is based on assignments (work samples) given and evaluated by the certificated teacher and recorded by the school. (EC Section 51747.5, California Code of Regulations, Title 5, Section 11703.)

Attendance is determined by amount of work samples submitted rather than time in seat. Recorded attendance in days should not exceed more than five (5) days in one school week, unless on a specific attendance track. Attendance should be counted in days not hours.

Learning Periods

Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated by the collecting of work samples during each learning period. (EC Section 517470(a).)

Virtual Classroom Attendance – Learning Labs

All CCS teachers in our online program host two live synchronous sessions per course; one Learning Lab and one Q&A. Learning Labs focus on standards based live instruction taught by content area teachers. These sessions allow scholars to interact with their teachers and fellow classmates in real time. All scholars are expected to participate in the sessions for each of their classes. Attendance in Learning Lab sessions are a part of the scholar's participation grade for their classes. Q&A sessions are also live and hosted by content area teachers. These sessions are scheduled for 1:1 support, tutoring, intervention, enrichment or group tutoring.

Truancy Policy

Excessive absences are considered truant. In these cases, CCS may deem that enrollment at CCS is not in the best interest of a scholar. CCS will follow due process to determine if independent study is a good match for a child to succeed.

CCS scholars are considered truant if they fail to complete five assignments during any period of ten school days.

Plan for Scholars that are Academically High Achieving

Scholars who are high achieving will thrive at CCS. This is because our curriculum is self-paced and highly personalized, allowing scholars to move ahead at their own pace. Teachers differentiate lessons and activities for high achieving scholars just as they do for low achieving scholars. Scholars will be encouraged to explore content in greater depth and incorporate scholar interests and strengths. CCS identifies high achieving scholars through the results of their i-Ready diagnostic assessment, progress reports, and SBAC test results. Scholars in high school are able to take advantage of our ACOP; described below, and concurrent enrollment at community colleges.

Plans for Scholars that are Academically Low Achieving

Identification

We believe that early intervention is critical for all scholars who are in need of support. CCS will seek to quickly identify scholars who may be low-achieving in the first weeks of the academic year, and will implement an early intervention program. All scholars who are achieving substantially below grade level will be identified through multiple measures including diagnostic baseline testing for all scholars and regular performance measures in the classroom. As part of the enrollment process for each scholar, previous academic history will be reviewed, and parents will be asked to provide information on their scholar's academic history.

Parents will be asked to provide information on the scholar's past academic history for those who are identified as achieving substantially below grade level based on assessments and classroom performance. Written notification will be provided for parents of scholars who are identified as mildly experiencing an achievement gap, while a collaborative meeting will be scheduled with appropriate staff and parents to review the assessment data and develop a plan to support the scholar and close the achievement gap for those experiencing significant achievement gaps. Parents will continue to be actively involved in the process and kept up to date on the progress or lack of progress (which will require additional supports) of their scholars on a continuing basis. CCS believes strongly that a cohesive plan involving the scholar, parents or guardians and the Charter School provides the best process to ensure scholar learning and achievement.

Support

CCS will provide all scholars identified as low achieving with an intervention program that best suits their needs and takes into consideration their individual learning styles.

CCS will implement the Response to Intervention model, a multi-tier system of supports to create an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, scholar-centered learning, individualized scholar needs, and the alignment of systems necessary for academic, behavior, and social success. CCS is committed to the success of ALL scholars and to training and maintaining staff that is knowledgeable and effective at achieving this

goal.

At CCS, RTI is set up as a three-tier system of support:

Tier 1: Universal Screening and Core Classroom Instruction

Within Tier 1, all scholars receive high-quality differentiated instruction and are screened to determine an academic baseline and identify struggling learners.

- At all levels TK-12, teachers will provide small group instruction to meet the differentiated needs of scholars.
- Scholars who are not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Supplemental Interventions and Supports

Tier 2 Interventions will be provided in the areas of Math and Language Arts based on results from the i-Ready Diagnostic assessments, or referral through the Scholar Success Team (“SST”) process.

- Teachers will monitor and adjust the computer assisted instruction as appropriate for scholar needs.
- For scholars in Tier 2, progress monitoring will occur regularly (six weeks’ maximum) to ensure that progress is being made with these interventions.
- Scholars who are not showing adequate progress are moved to Tier 3.

Tier 3: Intensive Interventions

We anticipate that a small percentage of scholars will require additional support beyond the Tier 2 intervention. Tier 3 scholars are provided the most intensive instruction, which typically means one-on-one intervention or working in very small groups (2-5 scholars).

- Skill-specific interventions are delivered by teachers to those small groups.
- Progress monitoring occurs more frequently (four weeks’ maximum) to ensure progress is being made with the intervention.
- Scholars who do not achieve the desired level of progress may be referred for a comprehensive evaluation and may possibly be eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004.

Scholar Success Team Procedures

The purpose of a Scholar Success Team is to assist scholars who are performing below or above grade level or are academically challenged by developing a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist scholars with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and scholar.

The function of the Scholar Success Team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral. The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths.

English Learners

CCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCS will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness, to assure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents.

Home Language Survey

The Charter School will administer the home language survey upon a scholar's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All scholars who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a scholar's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to scholars in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to scholars who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the scholar is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seventh grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual scholar. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any scholar whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedure

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

CCS understands that we have obligations to our EL scholars, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). CCS has partnered with the El Dorado SELPA to train its teachers in the use of Universal Design for Learning (“UDL”) teaching strategies and implemented AVID (Advancement Via Individual Determination) with use of WICOR strategies to help further support instruction.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring scholar identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Academic Dishonesty

Integrity and honesty are important traits in both 21st century learners and online learners. Because of this, CCS has a stringent Academic Dishonesty and Plagiarism Policy. Upon enrollment, scholars must read the Scholar Handbook and Academic Dishonesty and Plagiarism Policy. We want our scholars to know what our expectations and beliefs are on this subject.

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. CCS takes academic dishonesty in any form seriously and it will not be tolerated.

Some examples of this include:

- Using another person’s work and claiming it as your own
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials or information in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person’s work
- Turning in another person’s work and claiming it as your own
- Letting a friend or parent do the work for you

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as “the act of using another person’s words or ideas without giving credit to that person: the act of plagiarizing something.”

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one’s own.
- to use (another’s production) without crediting the source.
- to commit literary theft or fraud.
- to present as new and original an idea or product derived from another source.

How to Avoid Plagiarism?

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should to ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of the CCS Parent/Scholar handbook which outlines the Charter School’s policy on plagiarism during enrollment. *See Appendix C for the Parent/Scholar Handbook.*
2. Scholars in grades 6-12 complete a lesson in My Compass with the following objectives and outcomes.
 - a. Scholars review CCS policy on plagiarism
 - b. Plagiarism is defined, and examples are given
 - c. Scholars complete an assignment demonstrating their understanding of how serious plagiarism is and the consequences of plagiarizing while at CCS
3. Scholars in grades 6-12 complete a lesson on plagiarism during their first unit of a core course.
4. Teachers will use “Turnitin,” a program embedded into the LMS or other recognized plagiarism detection program, to check for plagiarism as necessary.

If a scholar is found to have plagiarized, CCS will implement a series of consequences including parent conferences, Disciplinary Action Committee hearings, and failing of an assignment or class.

Course Placement and Graduation Requirements

Elementary School Program (TK-5)

Our elementary school program is a reflection of the Charter School’s mission and vision. Each scholar is assigned grade level specific math, language arts, social science, science, and physical education courses. The curriculum is aligned with the State Standards.

Our homeschool TK-5 grade scholars are assigned to their EF by family. The EF works collaboratively with the learning coach of the scholars in the family to choose an appropriate standards-based curriculum for each of their courses, taking into account the scholar’s learning style, interests, and needs. The EF and learning coach communicate on a regular basis to discuss progress. Additional needs based off learning coach input, assessments within curriculum, and i-Ready results are also addressed collaboratively.

Our online K-5 grade classes are taught in self-contained, virtual groupings by grade level. and teachers are assigned to specific grade levels. Teachers partner with their scholars’ learning coaches by inviting them to attend the Learning Labs together. Teachers individualize learning by getting to know their scholars’ interests and needs and by using the formative and summative assessment data and iReady data to inform instruction. The K-5 teachers incorporate virtual “reading circles” and teacher-directed reading regularly throughout the year. Instruction is self-paced, and scholars can work ahead. There are varying levels of both art and music, depending on the scholar’s grade, ability, and interest level.

Following is a brief description of the various elementary grade level curricula:

English Language Arts (“ELA”)

Scholars receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading. These courses cover reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable scholars to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches scholars to identify and clarify meanings of grade level-appropriate and domain specific words.

Math

The research-based math courses focus on computational fluency, conceptual understanding, and problem solving. Math courses also feature new graphics, learning tools, and games; adaptive activities that help struggling scholars master concepts and skills before moving on and more support for Learning Coaches to guide their scholars to success. Each math course builds on scholar’s understanding of numbers and operations and makes connections from the previous year’s content to the next level of math content.

Science

Scholars begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Scholars will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), the seasonal cycle, our Earth (geography, taking care of Earth), motion, and astronomy. Each year will expand on the material introduced the previous year. As they progress, scholars learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Scholars will also explore topics such as matter, weather, animal classification and adaptation, habitats, the oceans, plants (germination, functions of roots, stems), and the human body. Scholars will explore topics such as the metric system, force (motion and simple machines, physicist Isaac Newton), magnetism, sound, and geology. They will also learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. Scholars will develop scientific reasoning and perform hands on experiments in Earth, life, and physical sciences.

Social Studies

The beginning social studies courses teach the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Spanning the elementary grades, courses will provide an overview of world geography and history from the Stone Age to the Space Age.

Middle School Course Placement and Course Scheduling

All middle school scholars are required to enroll in four (4) academic courses (English, Math, Science, Social Science), physical education, and one elective course each semester of the academic school year.

Our middle school academic program utilizes semester scheduling for all tracks. This helps prepare them for the high school experience. The number of courses a scholar is eligible to enroll in is dependent upon the scholar start date.

High School Course Placements and Graduation Requirements

High School Course Scheduling

Course selection for online scholars is a team process that involves the scholar, learning coach and counselor to ensure proper placement. The number of courses and credits a scholar is eligible to enroll in is dependent upon the scholar start date.

Course selection for homeschool scholars is done collaboratively with the scholar, learning coach, counselor, and EF. The scholar start date is taken into account when determining the number of courses and credits a scholar is eligible to enroll in.

ACOP – Accelerated Course Options Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding up to ten additional credits (two courses) to their schedule per semester.

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 years required)	40
Science (2 years required: Life Science & Physical Science)	20
Mathematics (3 years required minimum, through Geometry)	30
History/Social Science (3 years required)	30
Foreign Language (1 year required)	10
Visual and Performing Arts (1 year required)	10
Physical Education (2 years required)	20
Health (1 semester required)	5
Electives	55
Total	220

CCS' graduation requirements comply with the California Education Code. CCS offers the following two paths to graduation:

The Compass Plan: 220 credits

Course Transferability and Eligibility

CCS will seek WASC accreditation. High school scholars will receive information on the transferability of courses to other public high schools and how said courses meet college entrance requirements for the University of California and the California State Universities through regular meetings with the scholar's assigned counselor. The College and Career counselor will present information to parents and scholars during college workshops to make sure that our scholars are fully informed of their choices. CCS will inform parents of course transferability through the distribution of a parent/scholar handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all scholars and parents. Counselors will provide an A-G course list that meet University of California and California State University entrance requirements. The A-G course list and transferability of courses will be updated on an annual basis. A state-certified high school diploma will be issued to all scholars who meet the CCS graduation requirements.

Special Education

CCS shall comply with all applicable state and federal laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in the El Dorado Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA allocation plan.

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

It is understood and agreed that all children will have access and no scholar shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the scholar’s request for, or actual need for, special education services.

CCS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities to be utilized by the Charter School shall be accessible for all scholars with disabilities.

Services for Scholars under the “IDEA”

CCS is a member of the El Dorado Charter SELPA in accordance with Education Code Section 47641(a). As an LEA, CCS shall be solely responsible for IDEA and state special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the CCS is a member.

CCS will provide services for special education students enrolled in CCS. CCS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

CCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to CCS students, staff, facilities, equipment and records

as required or imposed by law.

Staffing

All special education services at CCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. CCS staff shall participate in SELPA in-service training relating to special education.

CCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. CCS shall ensure that all special education staff hired or contracted by CCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. CCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

CCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. CCS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

CCS shall have the responsibility to identify, refer, and work cooperatively in locating CCS scholars who have or may have exceptional needs that qualify them to receive special education services. CCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

CCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. CCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CCS shall obtain parent/guardian consent to assess CCS students.

IEP Meetings

CCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the President & CEO and/or the CCS designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other CCS representatives who are knowledgeable about the regular education program at CCS and/or about the student. CCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

CCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible CCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

CCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, CCS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. CCS shall also provide all home-school coordination and information exchange. CCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CCS from a district operated program under the same special education local plan area of CCS within the same academic year, CCS shall

continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to CCS with an IEP from outside of California during the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

CCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to CCS and no student shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

CCS shall adopt policies for responding to parental concerns or complaints related to special education services. CCS shall receive any concerns raised by parents/guardians regarding related services and rights.

CCS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

CCS may initiate a due process hearing or request for mediation with respect to a student enrolled in CCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, CCS shall defend the case.

SELPA Representation

CCS understands that it shall represent itself at all SELPA meetings.

Funding

CCS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

CCS recognizes its legal responsibility to ensure that no qualified person with a disability may, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent, or designee, and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, such as the teacher, evaluators, and any other person deemed necessary, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the scholar in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education ("FAPE") at CCS. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop

the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCS' professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification and services that may be necessary to allow the disabled scholar access to CCS. CCS understands it is entirely responsible for compliance with Section 504, including by way of implementing 504 Plans.

All 504 team participants, parents, guardians, teachers and any other participants in the scholar's education, including substitutes and tutors, must have a copy of the scholar's 504 Plan. A copy of the 504 Plan shall be maintained in the scholar's file. The scholar's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints.

II. Measurable Scholar Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CCS’ annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all scholars, including numerically significant scholar subgroups, as applicable. The metrics associated with these goals shall help CCS ensure that its scholar subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. These goals, actions and outcomes as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5.

Local Control and Accountability Plan

CCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Charter through the annual LCAP update. CCS shall submit the LCAP to the District and Fresno County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Goals, Actions and Measurable Outcomes

CCS’ annual school goals shall be created via a collaborative effort involving all stakeholders. The goals shall contribute to our ability to meet of mission which is to inspire and develop innovative, creative self-directed learners, one scholar at a time.

Our annual school goals, which shall be finalized and stated in our LCAP, are:

Goal #1- Increase academic achievement at Compass Charter Schools.

Goal #2- Increase scholar and parent engagement at Compass Charter Schools.

The following tables provide the actions, measurable outcomes, methods of assessment, and points of accountability that will guide CCS in achieving the goals set by California’s Eight State Priorities and our own LCAP goals.

<p>#1— BASIC SERVICES</p> <p>100% of our teachers are appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair (Education Code Section 52060(d)(1).)</p>	
<p>A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● CCS will identify, attract, and hire innovative, culturally competent teachers who are fully credentialed. ● All teachers will be appropriately assigned.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● The CCS Human Resources Department (“HR”) will be sure that all teachers hold a valid Teaching Credential as defined by the Commission on Teacher Credentialing. ● Have all new teacher candidates go through a rigorous hiring process, which includes paper screening, interviews, and reference checks ● Advertise for open positions in an educationally focused environment.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of teachers are fully credentialed. ● 100% of teachers are appropriately assigned.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● All new teachers will undergo completion of a rigorous interview process that incorporates screening, interviews, and reference checks. ● Annual review by HR of Commission on Teacher Credentialing records to assure teachers have appropriate and valid credentials.
<p>B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars will have access to instructional strategies and CCSS aligned materials.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Teachers will review CCSS aligned instructional materials. ● Materials will be appropriately included in the school budget.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 100% of scholars will have access to standards-aligned materials and additional instructional materials as needed.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Annual review of instructional materials will be conducted by academic directors. ● Annual budget and allocation review.

<p>#2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of state-adopted standards, including how EL scholars will be enabled to gain academic content knowledge and English language proficiency</p>	
<p>A – CCSS IMPLEMENTATION</p>	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS curricula will be aligned to the CCSS and NGSS. ● CCS will ensure that all scholars engage in rigorous, motivating, personalized learning experiences that integrate communication, creativity, and the use of technology.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCS teachers will participate in annual professional development or trainings on the CCSS and NGSS best practices along with periodic staff check-ins and monitoring during the school year. ● Ensure instructional materials used for ELA and math are CCSS aligned. ● Ensure instructional materials used for science are NGSS aligned.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 90% of teachers will participate in professional development or trainings on CCSS and/or NGSS. ● All instructional materials in ELA/Literacy and mathematics will be aligned to CCSS. ● All instructional materials in science will be aligned to NGSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● School master calendar and professional development calendar will serve as evidence of participation by teachers in professional development activities. ● Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned.

B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> All scholars, including EL scholars, will have full access to academic content knowledge through the implementation of CCSS materials.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide EL scholars access to ELA instruction and resources Place EL scholars with bilingual supporting teachers when possible. Provide professional development for teachers on scaffolding the CCSS for access for all scholars.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of EL scholars will gain academic content knowledge through the implementation of CCS’ multi-tiered support system. Reclassification rate increase by at least one percentage point per year 100% of EL scholars receive ongoing support from teacher or supporting coordinator. 90% of teachers will receive professional development from county offices of education, WestEd and other training organizations.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Teacher/class roster LMS reporting system Qualitative observations from teachers and coordinators
<p>#3— PARENTAL INVOLVEMENT Parental involvement, including parent participation and efforts to seek parent input for decision-making</p>	
A – PARENT INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Parents will be an important part of the community and will participate in the governance of the Charter School. Parents will view themselves as an important component of success for both the Charter School and their child. Parents will demonstrate high satisfaction with CCS’ program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Promote and involve parents in the LCAP planning and WASC study. Promote and involve parents in CCS engagement events. Get parent feedback by conducting regular surveys CCS will host at least 2 parent activities/events per semester.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Active parent participation in engagement activities. ● Parents will participate in Parent Advisory Committee. ● Parent survey will show high satisfaction with CCS’ program.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● CCS events calendar ● CCS Parent attendance in WASC parent meetings ● Survey completion percentages ● Minutes from Parent Advisory Committee ● Collect data on engagement activities, such as event sign-in sheets
B – PARENT INPUT	
GOAL TO ACHIEVE	<ul style="list-style-type: none"> ● CCS will provide opportunities for parents to give input regarding the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Have at least 2 parents sit on the Parent Advisory Committee. ● Implementation of our parent communication and notification system
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Minimum of 2 parents on Parent Advisory Committee ● Regular use of our communications system by parents
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Feedback from parent surveys ● Tracking of Parent Square messages

#4— STUDENT ACHIEVEMENT
 A. CAASPP B.. Percentage of pupils who are college and career ready C. Percentage of ELs who make progress toward English language proficiency as measured by the (ELPAC D. EL reclassification rate

A – STATEWIDE ASSESSMENTS: ELA AND MATH	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● All CCS scholars will meet or exceed the average performance levels of scholars in schools with similar demographics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide parents information about incorporating diagnostic assessments and instruction as part of the enrollment packet to support statewide assessments.

	<ul style="list-style-type: none"> ● Provide parents and scholars access to the Smarter Balanced Assessment Consortium Digital Library as part of the enrollment packet. ● Direct and implement the use of the Smarter Balanced Interim Assessments to teachers for ongoing progress monitoring.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● All scholars who participate on the CAASPP will meet or exceed the average performance of scholars in schools with similar demographics.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scores on CAASPP ● Data shared on the California Dashboard
B – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will be on track to be college and career ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide scholars access to the AVID program for college readiness ● Counselors will provide scholars with individual college and career planning. ● Provide scholars access to college and career readiness materials ● Provide supports in college admission and financial aid supports to scholars ● Provide scholars opportunities to participate in concurrent enrollment at various colleges ● Provide scholars access to a full sequence of courses in each ‘a-g’ content area Provide scholars the opportunity to obtain work permits for career exploration and exposure.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased participation in a-g and college prep courses
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scholars completing the ‘a-g’ requirements/pathway
C – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● EL scholars will make progress toward English language proficiency.

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Provide EL scholars high quality in-class instructional support which may include 1- on-1 teacher support or small group instruction, as well as have access to instructional strategies and materials. ● Provide intervention program access to EL scholars ● Provide 6th to 12th grade EL scholars with access to courses in elective courses and visual and performing arts (clubs and courses) to develop language skills across mediums.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● Increased percentage of scholars reclassified by the ELPAC and CCS tracking rubrics ● Improved scores on diagnostic assessments ● Registration of EL scholars in elective and/or visual and performing arts classes and clubs.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● ELPAC scores ● Testing Results ● Class schedules
<p>D – EL RECLASSIFICATION RATES</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Improved rates of EL reclassification.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● EL scholars will receive high quality instructional support which may include small group or 1-on-1 instruction, as well as have access to instructional strategies and materials. ● Use of ELD instructional strategies ● Access to instructional materials and testing materials in primary language
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● EL reclassification rates will increase annually
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Testing results ● Reclassification reports and documents from scholar Information Systems ● CALPADS

#5— STUDENT ENGAGEMENT
 Pupil engagement, as measured by all of the following, as applicable:
 A. Chronic absenteeism rates
 B. Middle school dropout rates
 C. High school dropout rates
 D. High school graduation rates

A – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will maintain a higher ADA rate, and fewer than 4% of scholars will be marked as absent.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Parents and scholars will be informed of the attendance policies written in our handbook(s) provided upon enrollment. ● CCS will provide a safe, nurturing and engaging learning environment for all enrolled scholars ● CCS will engage parents and families during the school year ● Scholars not meeting attendance standards will be supported through the Charter School truancy policy including potential assessment as to whether Independent Study is an appropriate placement..
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Annual ADA will be at least 96%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Activity logs ● Attendance tracking & reports on Scholar Information System ● CALPADS

B – MIDDLE SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize Middle School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased scholar participation in Learning Labs ● Increase in educational activities listed on Activity Logs ● Increase in participation in Learning Labs and clubs.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
C – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize High School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increase in the number of high school scholars qualified for graduation from high school. ● Increase in educational activities listed on Activity Logs. ● Increase in participation in Learning Labs and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will increase the number of High School seniors qualified for graduation annually.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Planning, promoting and implementing 12th grade graduation ceremony ● Use of multi-tiered system of support and intervention
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● The number of High School seniors qualified for graduation increases annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Senior tracking ● CALPADS

<p>#6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Scholars, families, and school community will feel a sense of connectedness through active involvement
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Implementation of family engagement activities ● Involvement of parents in Parent Advisory Council ● Involvement of scholars in Scholar Leadership Council ● Implementation of positive school culture program
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● Stakeholders will feel a sense of community and connectedness.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Feedback from stakeholder surveys ● End of program review from the positive school culture program.

<p>#7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated scholars and scholars with exceptional needs. “Broad course of study” includes the following, as applicable</p> <p>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</p> <p>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.</p>	
<p>GOAL TO ACHIEVE PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars will have access to CCSS aligned courses with academic support as needed

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Have a course list accessible to all scholars who enroll ● Provide ‘a-g’ approved courses as options for scholars. ● Provide a path that allows qualified scholars to register for college courses through concurrent enrollment
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and can enroll in CCSS aligned courses.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Course Lists published and offered to scholars ● Class lists on Scholar Information Systems reports
<p>#8 — STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described in Outcome #7.</p>	
<p>A – ENGLISH LANGUAGE ARTS SUBJECT PROFICIENCY</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in reading and writing of the English Language.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in ELA
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Report cards ● Internal diagnostic assessments ● ELA CAASPP test scores

B – MATH SUBJECT PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in mathematics skills and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
MEASURABLE OUTCOMES	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in math
METHODS OF MEASUREMENT	<p>Report cards</p> <ul style="list-style-type: none"> ● Internal diagnostic assessments ● Math CAASPP test scores

III. Measuring Scholar Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. EC Section 47605(b)(5)(C).

Measuring scholar outcomes is essential and allows us to reflect, analyze, and direct instruction regarding the skills and knowledge our scholars have gained.

CCS affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

In addition to the unit tests, quizzes, and writing assessment supplied by the curriculum provider, CCS shall use i-Ready, an adaptive assessment program that provides instruction and supplemental work based on scholar test results. Through these resources, CCS shall monitor and adjust instruction based on scholar, class, and grade level results.

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State Required Tests	CAASPP, CAST, PFT, ELPAC	Annually, as available
Placement Exams	i-Ready, ELPAC, Placement	Annually, semester
School Designed Assessment	Tests, quizzes, Writing Prompts	As determined by Pacing Plans
Local Control Accountability Plan	SBE template & requirements per EC 47606.5 and LCFF regulations	Annually
Summative Assessments	CCSS-aligned	Bi-annually
Teacher observations	Observations	As needed
High School Graduation	Number of scholars graduating	End of School Year
A-G Course Completion	A-G Course completion rates for High School scholars	End of the Year

State Required Tests

CCS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). CCS understands the importance of meeting achievement goals and the role it plays in charter renewal. To help us routinely meet our goals, CCS will use interim assessments provided by CAASPP to scholars in the appropriate grades. Additionally, CCS will administer the ELPAC and the Physical Fitness Test.

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Compass. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these assessments will be used to help guide instruction and monitor progress. As scholars take the

assessment, i-Ready provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component for additional tools and resources for scholars.

Curriculum Assessments

Throughout the online curriculum, there are quizzes after each section and tests after each unit. These curricula-based exams allow teachers to monitor for understanding and reteach areas as necessary. Material used in Learning Labs can come from these exams. These tests and quizzes, along with writing prompts and samples, allow teachers to target areas for individualized instruction and assistance.

IV. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. EC Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

CCS will be a directly funded independent charter school, and will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Compass Charter Schools currently operates and governs three charter schools: Compass Charter Schools of Fresno, which is authorized by the governing board of the Orange Center School District, (“OCSD” or the “District”) Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District, and Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District. Upon approval of this charter renewal for CCS of Fresno, Compass Charter Schools will operate as a charter management organization (“CMO”) organized as a single nonprofit corporation, as described herein. The Board may also operate and govern additional charter schools Directors.

CCS will operate autonomously from the Orange Center School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Orange Center School District and CCS. Pursuant to Education Code Section 47604(c), Orange Center School District shall not be liable for the debts and obligations of CCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCS as long as the Orange Center School District has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by the Compass Charter Schools Board of Directors (“Board”), who shall be selected, serve, and govern CCS in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

The Compass Charter Schools Board of Directors will have no less than five (5), and no more than seven (7) members, who shall hold office for a three-year term, with no term limitations. Directors shall be chosen at the Board’s annual meeting.

The directors may include (a) parent representatives and/or (b) community representatives.

In accordance with Education Code Section 47604(b), Orange Center School District may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

The Board of Directors meetings will be headed by a Board Chair, who will be elected annually by the Board at its Annual Meeting.

As long as quorum exists as defined by the bylaws, measures voted on by the Board of Directors may be passed with a simple majority of members present.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CCS, including but not limited to:

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies for Charter School operation
- Approval of all changes to the charter to be submitted to the Orange Center School District as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of CCS and taking necessary action to ensure that CCS remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in the CCS' independent fiscal audit
- Increasing public awareness of CCS

CCS will update the District of any changes to the Board of Directors.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

If more than one charter school is operated and governed by Compass Charter Schools, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual scholar demographics and will view each school as a separate entity and will govern each school according to the identified needs and scholar composition of each school governed by Compass Charter Schools.

Compass Charter Schools will operate with a Central Office to support each independent school under the Board's governance. The Central Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent, and Administrative Team. Offices will also be maintained at the Central Office for use by the Superintendent and other Compass Charter Schools staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a CMO organized as a single nonprofit corporation, Compass Charter Schools has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and its non-profit CMO, Compass Charter Schools, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the School. CCS, as well as its CMO, will generate legally compliant, GAAP-aligned financial statements. While a

complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the school level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such scholars generate.
- Generate financial statements at the school level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, Compass Charter Schools will use the above data to generate financial statements and budgets that are specific to CCS, as well as a consolidated statement for CMO purposes. Doing so will allow us to meet both state and federal requirements.

Board Meetings

The Compass Charter Schools Board of Directors will meet at least four (4) times yearly pursuant to the approved master calendar and shall set additional special board meetings as necessary. The Board shall comply with the Brown Act.

CCS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and Government Code Section 1090, *et seq.*, and which shall be updated with any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to CCS.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on

- the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Superintendent

The Superintendent will be the leader of CCS. The Superintendent will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of CCS, including but not limited to:

- Provide leadership to CCS
- Attend meetings at Orange Center School District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties
- Supervise all employees of CCS
- Hire and fire employees as necessary
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with CCS' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to Orange Center School District
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all CCS Board of Directors meetings and attend as necessary Orange Center School District Board meetings
- Foster an amicable relationship between the District and CCS and facilitate a sharing of resources between both entities
- Present Annual Report to the CCS Board and, upon review by the CCS Board, present report to the Orange Center School District Board and the Orange Center School District Superintendent

Parent Involvement in Governance

CCS will ensure parents have an opportunity to participate in governance of CCS through involvement in the Board of Directors, as noted above, and the Parent Advisory Council. The Parent Advisory Council shall be composed of parents who have children currently enrolled in CCS. The Parent Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Superintendent or their designee shall attend all Parent Advisory Council meetings and shall report Parent Advisory Council recommendations to the Board of Directors.

V. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. EC Section 47605(b)(5)(E).

Superintendent

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Minimum five (5) years relevant experience.
- Collaborative leader who demonstrates the ability to work with staff and community partners in a cohesive and integrated way by bringing people together. When appropriate, provides opportunities for collaboration. Demonstrates compassion, but has the ability to make hard decisions.
- Strong experience in school finance and fundraising. This would include developing and monitoring the district budget while keeping the Board well informed.
- Be able to spearhead the development, communication and implementation of systemic growth strategies and processes that leverage cross-departmental assets and collaborations.
- Willing to create and articulate a vision for Compass Charter Schools which is aligned with a results oriented strategic plan that will move this Charter School to a new and improved level.
- Be able to use technology efficiently and effectively.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Business Services

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Charter Business Officer certification.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Personalized Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Counseling Services

Requirements, Qualifications, Responsibilities

- Master's degree in related field.
- California Pupil Personnel Services Credential.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Engagement

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree
- Minimum two (2) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Exceptional Scholar Services

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Clear California Mild/Moderate and/or Moderate/Severe Special Education Teaching Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Human Resources

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- HR Certification preferred.
- Must be able to travel throughout the State of California for school-related activities.

Director of Information Technology

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Online Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Operations

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Options Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Educational Facilitator

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Familiarity with homeschooling and homeschool teaching approaches preferred.
- Must be able to travel throughout the State of California for school-related activities.

Teacher

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple and/or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate preferred.
- Must be able to travel throughout the State of California for school-related activities.

In accordance with Education Code Section 47605(l), teachers of core, college preparatory subjects (i.e., English/language arts, math, science, history/social science) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions. As specified in Education Code Section 47605(l), CCS shall have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas.

In accordance with Education Code Section 48000(g), CCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by Compass Charter Schools, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development teacher permit issued by the Commission on Teacher Credentialing.

A teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. This person is responsible for organizing and implementing an instructional program that will

result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract qualified, credentialed teachers. CCS's recruitment strategies for employing qualified teachers include using established teacher recruiting services, such as Ed Join, and other generally acceptable strategies.

Candidates are evaluated using these standards:

- Committed to scholars and learning
- Experience teaching in an online environment
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

VI. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. EC Section 47605(b)(5)(F).

In order to provide safety for all scholars and staff, Compass Charter Schools maintains full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the CCS Injury and Illness Prevention Program (I.I.P.P.) and be reviewed on an ongoing basis by the Director of HR, Assistant Superintendent of Business Services and Superintendent.

All non-certificated and certificated staff shall receive online compliance training annually on Child Abuse Reporting, Blood Borne Pathogens and Anti-Harassment. CCS shall ensure that staff is trained annually on its health and safety policies. A complete copy of the Charter School's health and safety policies and procedures shall be made available upon request.

The following is a summary of the health and safety policies of CCS:

Procedures for Background Checks

Employees and contractors of CCS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of HR of CCS shall monitor compliance with this policy and report to the Charter School Superintendent on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of the Director of HR. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All CCS employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. CCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with scholars, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

CCS shall function as a drug-, alcohol-, and smoke-free environment.

Immunizations

All enrolled scholars who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade scholars must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CCS shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Scholars shall be screened for vision, hearing and scoliosis. CCS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by CCS.

Diabetes

CCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on scholar suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

CCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

CCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

If CCS utilizes facilities in its program, CCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS' anti-discrimination and harassment policies.

VII. Means to Achieve Racial and Ethnic Balance of the District

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. EC Section 47605(b)(5)(G).

CCS is a public charter school, open to all children with in grades TK-12 who live within Fresno County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, CCS will market and recruit in areas that can assist in achieving a racially and ethnically diverse scholar body. Participating in community events and activities is useful in reaching students of diverse cultures and ethnicities. CCS will participate in community events and activities to reach students of various cultures and ethnicities, including but not limited to local Farmers' Markets, street fairs, Harvest Festivals, and Holiday Open Houses. We will also work with military families and centers.

Additionally, CCS will utilize social media by announcing events and promoting activities in which we are taking part, which will allow CCS to stay active in groups that might benefit from our program and might not be aware of CCS and its program option. CCS will work towards creating community partnerships that will allow the Charter School to reach scholars in the areas that we serve. Additionally, CCS' enrollment team will consist of a bilingual staff to allow for the answering of questions from prospective families in multiple languages.

CCS will implement a scholar recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of the Orange Center School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the Orange Center School District.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in the Orange Center School District.

VIII. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). EC Section 47605(b)(5)(H).

Compass Charter Schools will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Charter School. CCS shall comply with all applicable legally required minimum and maximum age requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A scholar must be five (5) years old on or before September 1st in order to be admitted to Kindergarten at CCS at any time during the school year. For those young scholars who will turn five between September 2 and December 2, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after his/her 19th birthday, he/she may not enroll with CCS.

To complete enrollment at the Charter School, scholars must submit a completed CCS Enrollment Packet, signed Master Agreement, and applicable compliance documents. In accordance with Education Code Section 51747.3, scholars must reside within Fresno County, or a contiguous county, and provide proof of residency. Scholars may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college). At any time throughout the enrollment period with CCS, parents/guardians may be requested to provide updated information. All scholars must have an email address to enroll with CCS. Upon enrollment the Charter School will provide each scholar with a school email address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a Scholar Registration Form
- Proof of Immunization
- Proof of Residency
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements

- Execution of a Master Agreement
- Completion of Technology Use and Parent Permission Forms

All scholars who wish to attend CCS shall be admitted, subject only to capacity.

Public Random Drawing

While we do not currently have an enrollment cap, we do have a procedure in place if a cap were ever imposed. If the number of scholars who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing scholars of CCS who are guaranteed admission in the following school year, shall be determined by a public random drawing ("lottery"). In the case of a public random drawing, the following students will be given preference for admission to the Charter School in the following order:

1. Siblings of scholars admitted to or attending CCS
2. Children of Charter School staff
3. Residents of Orange Center School District
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on CCS' website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

If a lottery is needed, the Charter School will conduct the lottery in the spring for enrollment in fall of that year.

IX. Annual Independent Financial Audit

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. EC Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of CCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The CCS Board of Directors shall have a Finance Committee to oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Orange Center School District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the Finance Committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Orange Center School District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of CCS is a public record to be provided to the public upon request.

X. Suspension and Expulsion Procedures

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). EC Section 47605(b)(5)(J).

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 IDEA or who is qualified for services under 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.
- w) 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).
- x) 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 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.
 - v) 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 (3)(a)-(b).
 - w) 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.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that 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.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the 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 parent 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.

XI. Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. EC Section 47605(b)(5)(K).

CCS's certificated staff shall participate in California's State Teachers' Retirement System ("STRS"), and non-certificated staff shall participate in federal Social Security and/or the school sponsored 403(b) plan, a U.S. tax-advantaged retirement savings plan available for public education organizations according to the employee's position and eligibility. CCS shall participate in federal Social Security as required by law. As shall be arranged with the County, CCS shall pay the County a reasonable percentage for the provision of such services. The CCS Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all CCS employees.

XII. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school who choose not to attend charter schools. EC Section 47605(b)(5)(L).

No student may be required to attend CCS. Students who reside within the District who choose not to attend CCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each scholar enrolled in CCS will be informed on admissions forms that scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCS, except to the extent that such a right is extended by the local education agency.

XIII. Employee Return Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. EC Section 47605(b)(5)(M).

No public school district employee shall be required to work at CCS. Employees of the District who choose to leave the employment of the District to work at CCS will have no automatic rights of return to the District after employment by CCS unless specifically granted by the District through a leave of absence or other agreement. CCS employees shall have any right upon leaving the District to work in CCS that the District may specify, any rights of return to employment in a school district after employment in CCS that the District may specify, and any other rights upon leaving employment to work in CCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCS will be considered the exclusive employees of Compass Charter Schools and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCS. Employment by CCS provides no rights of employment at any other entity, including any rights in the case of closure of CCS.

XIV. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. EC Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

CCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CCS is willing to consider changes to the process outlined below as suggested by the District.

CCS and Orange Center School District will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCS and Orange Center School District, CCS staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Superintendent of CCS, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCS Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and CCS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the CCS Superintendent, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the District Superintendent and CCS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between Orange Center School District and CCS. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by Orange Center School District and CCS.

If the dispute remains unresolved after mediation, both CCS and Orange Center School District may pursue any further available legal remedy under the law.

Internal Disputes

CCS shall have an internal dispute resolution process to be used for all internal disputes related to CCS' operations, and shall adopt and maintain a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at CCS shall be provided with a copy of CCS' policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to CCS.

XV. Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. EC Section 47605(b)(5)(O).

Closure of CCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CCS will promptly notify parents and scholars of CCS, Orange Center School District, the Fresno County Office of Education, the Charter School's SELPA, the retirement systems in which CCS's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CCS will ensure that the notification to the parents and scholars of CCS of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCS.

CCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCS will provide parents, scholars and Orange Center School District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. CCS will ask Orange Center School District to store original records of CCS scholars. All scholar records of CCS shall be transferred to Orange Center School District upon school closure. If Orange Center School District will not or cannot store the records, CCS shall work with the Fresno County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CCS will prepare final financial records. CCS will also have an independent audit completed within six months after closure. CCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCS and will be provided to Orange Center School District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities,

including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCS.

CCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of CCS, all assets of CCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending CCS, remain the sole property of the Compass Charter Schools non-profit public benefit corporation and, upon dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Orange Center School District or Orange Center School District property will be promptly returned upon school closure to Orange Center School District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As CCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix J, CCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. EC Section 47605(g).*

Attached, as Appendix J, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

CCS will annually prepare and submit to the Orange Center School District and the County Superintendent of Schools the following reports in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1st, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year, which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of CCS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year, which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all CCS's receipts and expenditures for the preceding fiscal year.

CCS shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

CCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance and Indemnification

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from CCS' insurance company. The Orange Center School District Board of Trustees shall be named as an additional insured on all policies of CCS. Prior to opening, CCS shall provide evidence of the above insurance coverage to Orange Center School District.

CCS shall hold harmless, defend, and indemnify Orange Center School District, its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the Charter School, its Board members, officers, employees, vendors, affiliates or agents.

C. Transportation

No transportation to and from school will be provided for scholars by CCS except as required by law.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. EC Section 47605(g).

CCS will provide or procure its own administrative services through an appropriately qualified third-party contractor. CCS currently contracts with Charter School Management Corporation ("CSMC"), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting

- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

CCS reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the CCS Board of Directors.

Compass Charter Schools shall manage the business aspects on behalf of the Charter School on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from Compass Charter Schools at its Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361. Such services shall be carried out by Compass Charter Schools staff with oversight and monitoring by the Compass Charter Schools Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Board of Directors.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. EC Section 47605(g).

As an independent study program, CCS requires limited facilities to operate its program. At this time, CCS does not anticipate requiring facilities or resource center locations to implement the program described in this charter. In the future, should CCS wish to add, change, or remove resource center locations, it will enter into and/or revise a separately-executed memorandum of understanding with the Orange Center School District.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. EC Section 47605(g).

CCS shall be operated by Compass Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operations of public charter schools for educational services in accordance with the EC Section 47600 *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated in the Governance Section of this Charter, the Compass Charter

Schools' Articles of Incorporation and bylaws are enclosed in the Appendix. CCS shall work diligently to assist the Orange Center School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Orange Center School District shall not be liable for the operation of CCS.

Further, CCS intends to enter into a memorandum of understanding with the Orange Center School District, wherein CCS shall indemnify Orange Center School District for the actions of CCS under this charter.

The bylaws of Compass Charter Schools shall provide for indemnification of CCS' Board of Directors, officers, agents, and employees, and CCS will purchase general liability insurance, Directors' and Officers' insurance, and fidelity bonding to secure against financial risks. The DISTRICT shall be named an additional insured on the general liability insurance of CCS.

As stated above, insurance amounts will be determined by recommendation of CCS' insurance company and the Orange Center School District for schools of similar size, location, and scholar population.

The Board of Directors of Compass Charter Schools shall maintain appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

Appendices

Appendix A 2018-19 School Calendar

Appendix B Master Agreement

Appendix C Scholar Handbook

Appendix D Articles of Incorporation

Appendix E Board By-Laws

Appendix F Board Policy Manual

Appendix G Staff Handbook

Appendix H Middle School Course Catalog

Appendix I High School Course Catalog

Appendix J Budget Report

Appendix K Organization Chart



Compass Charter Schools of
Los Angeles

Charter Renewal Petition

For the term July 1, 2019 – June 30, 2024

Submitted to the Acton Agua-Dulce
Unified School District
September 28, 2018

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i. Affirmations and Declaration

Compass Charter Schools of Los Angeles (“CCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to CCS, including but not limited to:

1. CCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1).]
2. Compass Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6).]
3. CCS shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1).]
4. CCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1).]
5. CCS shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1).]
6. CCS shall admit all pupils who wish to attend CCS, unless CCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to CCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C).]
7. CCS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Section 47612(b).]
8. CCS shall not require any child to attend CCS or any employee to work at CCS. [Ref. Education Code Section 47605(e)-(f).]
9. If a pupil is expelled or leaves CCS without graduating or completing the school year for any reason, CCS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a

copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3).]

10. CCS shall adhere to all provisions of federal law related to students 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 and the Individuals with Disabilities Education Improvement Act of 2004.
11. CCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C).]
12. CCS shall ensure that teachers in CCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)].
13. CCS shall at all times maintain all necessary and appropriate insurance coverage.
14. CCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
15. CCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]
16. CCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2).]
17. CCS shall, on a regular basis, consult with its parents and teachers regarding CCS' educational programs. [Ref. Education Code Section 47605(c).]
18. CCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1.]
19. CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610.]
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

21. CCS shall comply with the Public Records Act.
22. CCS shall comply with the Family Educational Rights and Privacy Act.
23. CCS shall comply with the Ralph M. Brown Act.
24. CCS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations, Section 11960.]

Submitted by: _____
Mr. J.J. Lewis, Superintendent & CEO

Date: _____

ii. Charter Renewal

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Introduction

Compass Charter Schools of Los Angeles (“CCS”) was founded and received its first charter in 2014. With a handful of scholars and teachers, CCS was determined to offer the community an educational program that was different than those more commonly available. By offering a rigorous curriculum and dedicated staff, CCS was able to reach scholars that might otherwise fall through the cracks. Scholars with extracurricular activities, such as sports, dance, and acting, were able to continue with training schedules and commitments without jeopardizing their education. Scholars that were home bound, or those with negative experiences in large, comprehensive traditional schools, now had a safe place to learn. Some of our scholars believed that CCS was their last option before dropping out, finding traditional schools incompatible with work schedules and family obligations. CCS was also able to offer scholars an opportunity to learn at a pace conducive to various learning styles. Regardless of personal situations or experiences, activities, or learning styles, CCS has been able to offer all scholars a place to learn and express themselves.

CCS provides scholars the ability to work from their home or just about anywhere or anytime. This unique benefit of a virtual school allows scholars to gain a great education by fulfilling their need for flexible schedules, personalized learning and social emotional support. CCS provides convenient access to education with more flexibility than traditional brick-and-mortar schools. In addition, scholars are encouraged and given the flexibility to interact with other classmates, join scholar-led clubs, attend field trips, and participate in many other activities that are offered by the Charter School.

Five years and hundreds of scholars later, CCS has continuously reflected upon and improved

our educational program, opportunities for scholar and family engagement, and scholar/teacher interactions. We have refined best practices and contributed to the evolution of virtual learning through our participation in organizations such as the California Charter Schools Association, Charter Schools Development Center, the Association of Personalized Learning Schools & Services, Michigan Virtual Learning Research Institute, and the International Association for TK-12 Online Learning (“iNACOL”).

According to the National Survey of Scholar Engagement, online learners experienced “better use of higher order thinking skills, integrative thinking, and reflective learning” (NSSE, 2008). Through our program offerings, we promote higher level thinking, provide tools for better time management and organizational skills, and encourage reflective practice.

Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment patterns.

Charter Renewal Criteria

Education Code section 47607(b) states that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Compass Charter Schools of Los Angeles meets the charter renewal criteria established in Education Code Section 47607(b)(4) as further specified below.

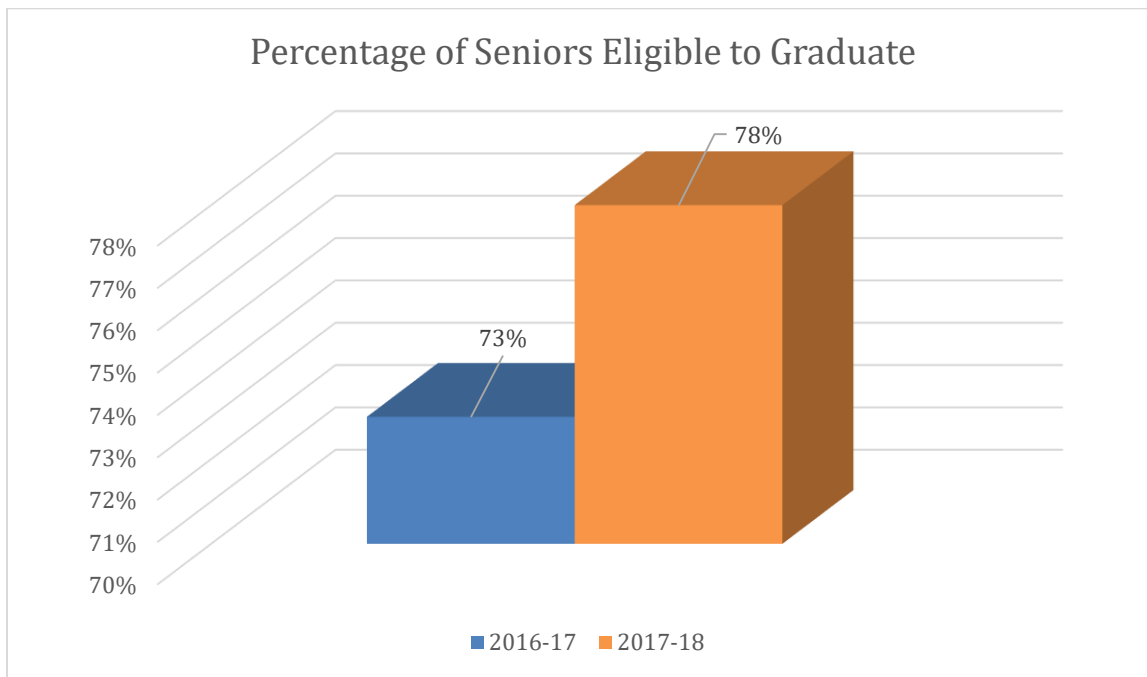
Results

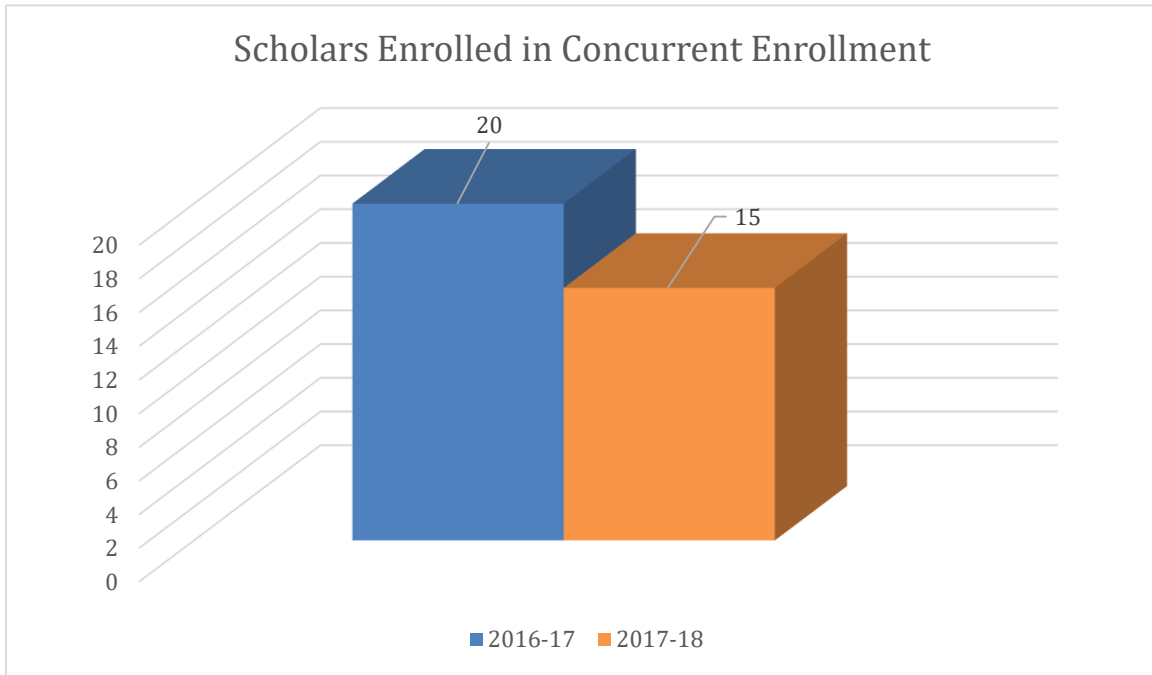
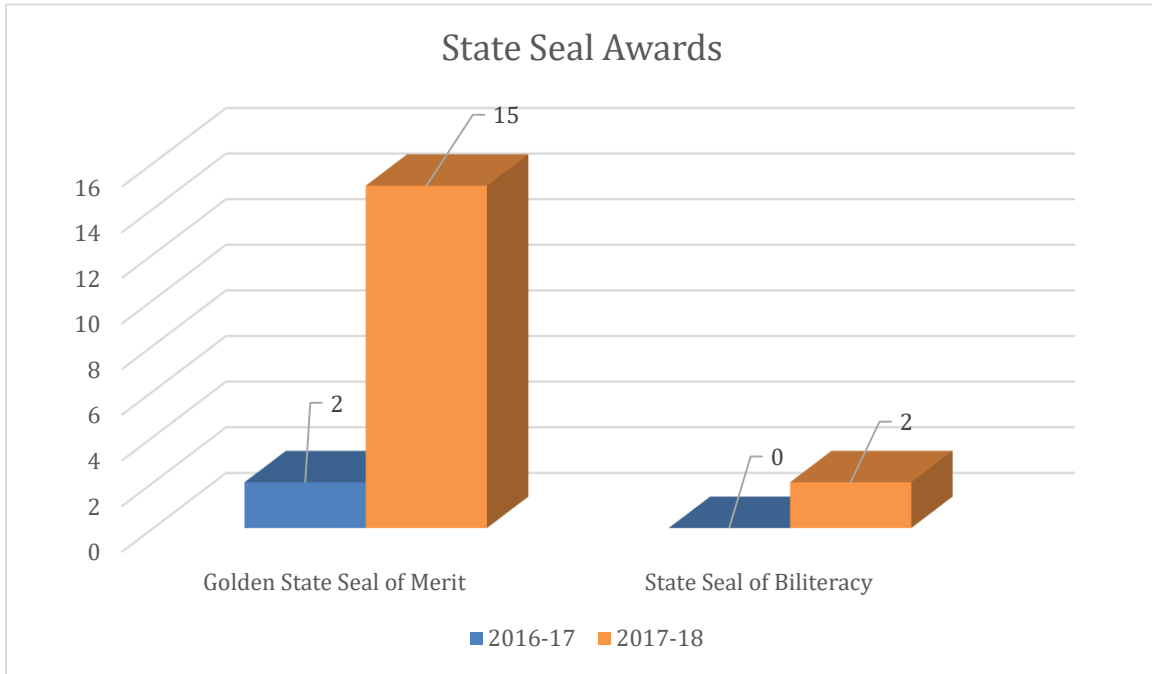
Compass Charter Schools has high expectations for all scholars, staff, and the entire school community, with a mission to develop and inspire innovative, creative, self-directed learners, one scholar at a time. Through these high expectations of the entire school community, CCS is

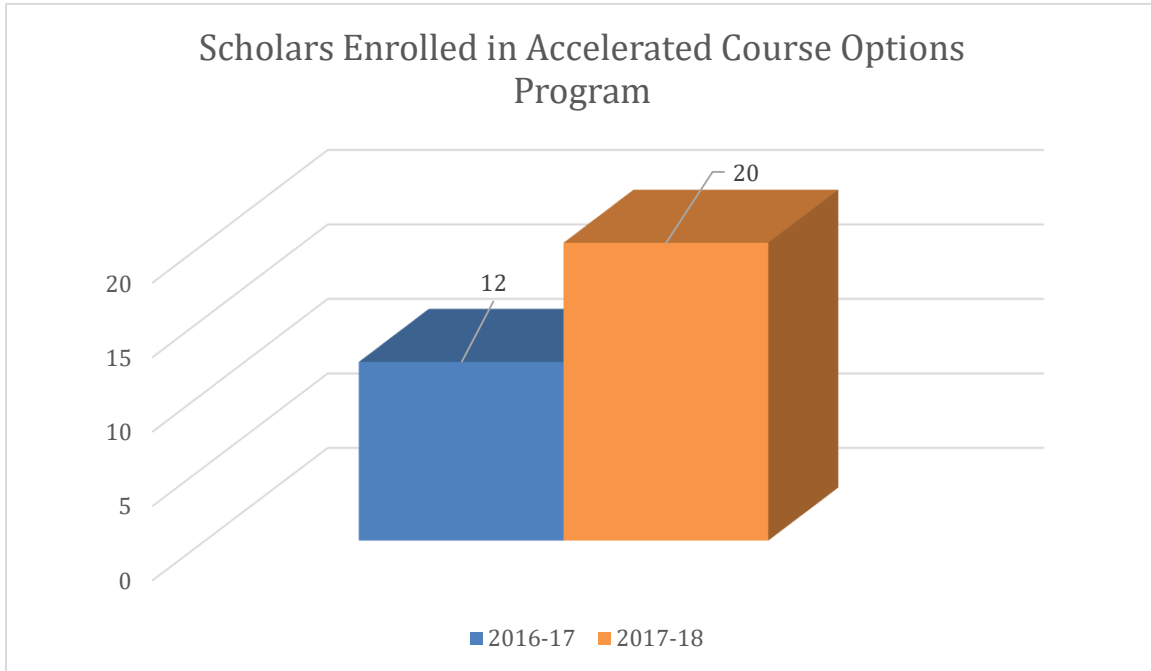
preparing scholars to take responsibility for their future success.

The Counseling Services Team was established during the 2015-16 school year. Over the course of three years, the team has grown to consist of a Director of Counseling Services, four counselors, a College & Career Readiness Counselor, Scholar Success Coordinator, and Transcript Technician. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Counseling Services Team below includes the percentage of seniors who are eligible to graduate, the number of scholars who earn state seals on their high school diplomas, and the number of scholars who participate in both accelerated course options program and concurrent enrollment:



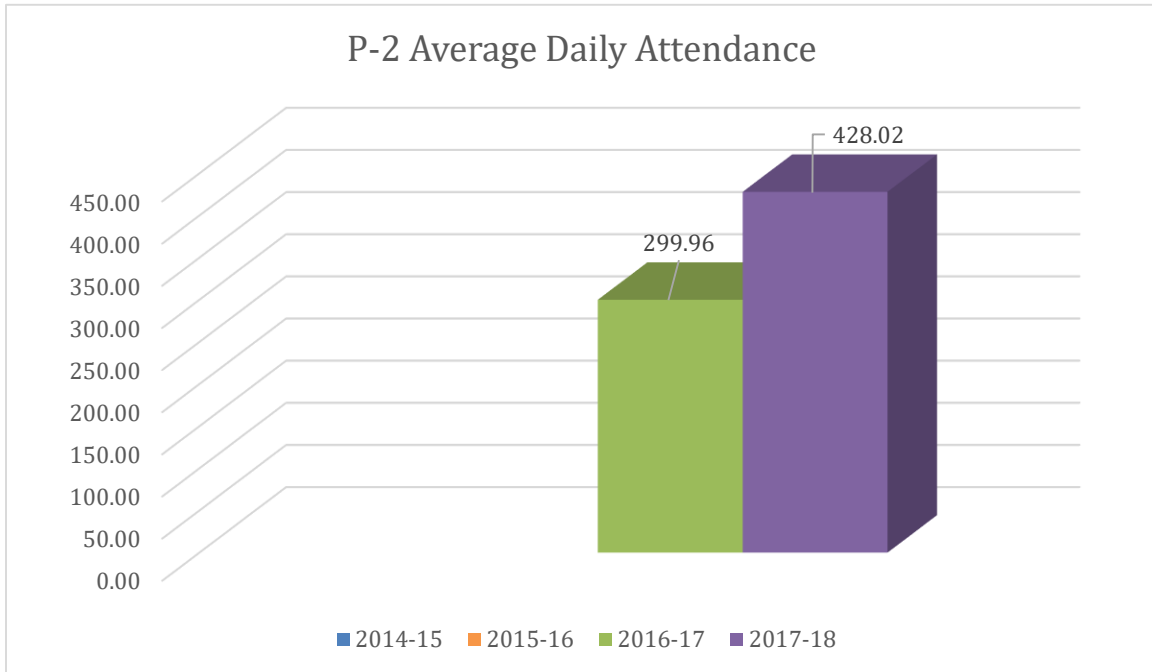
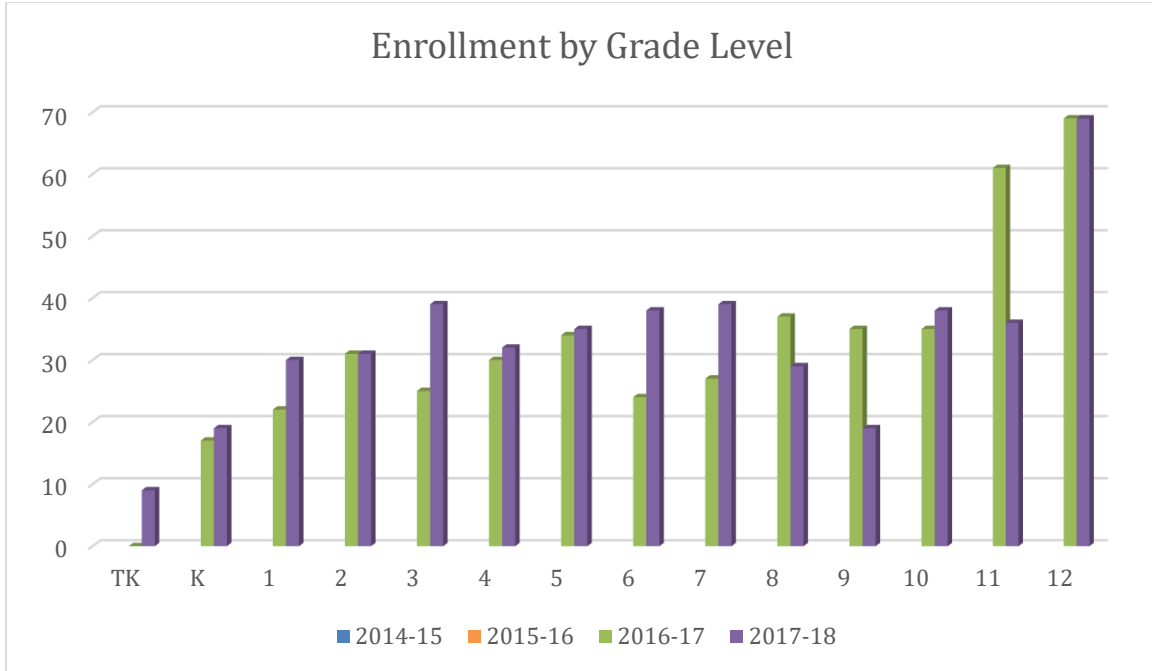


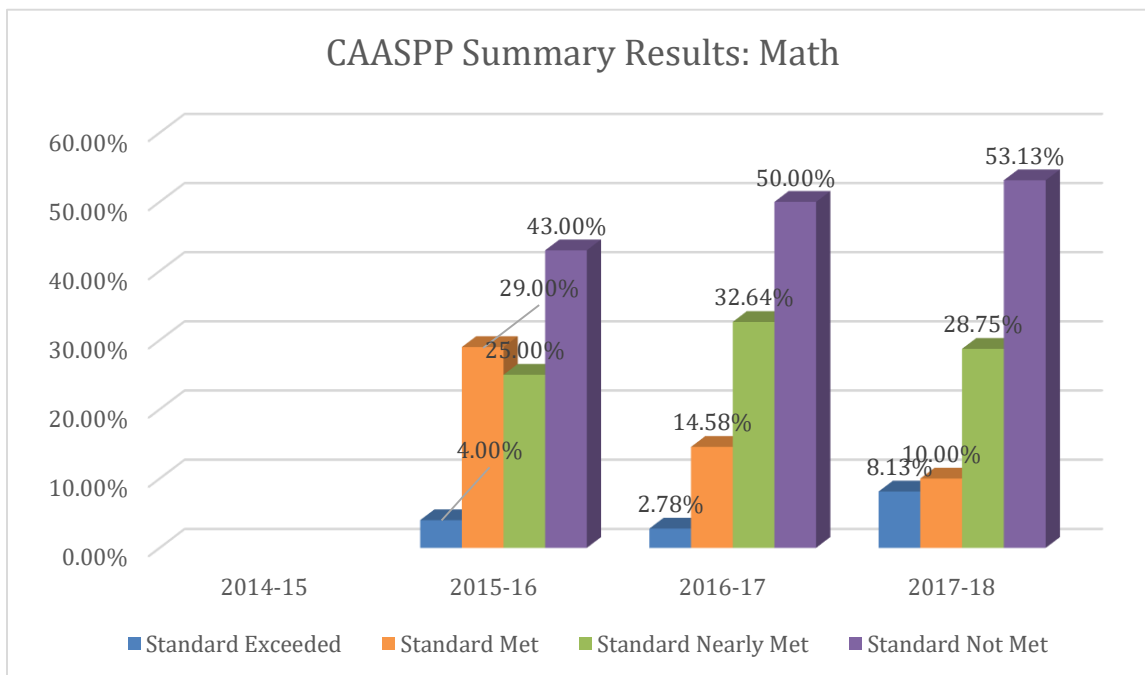
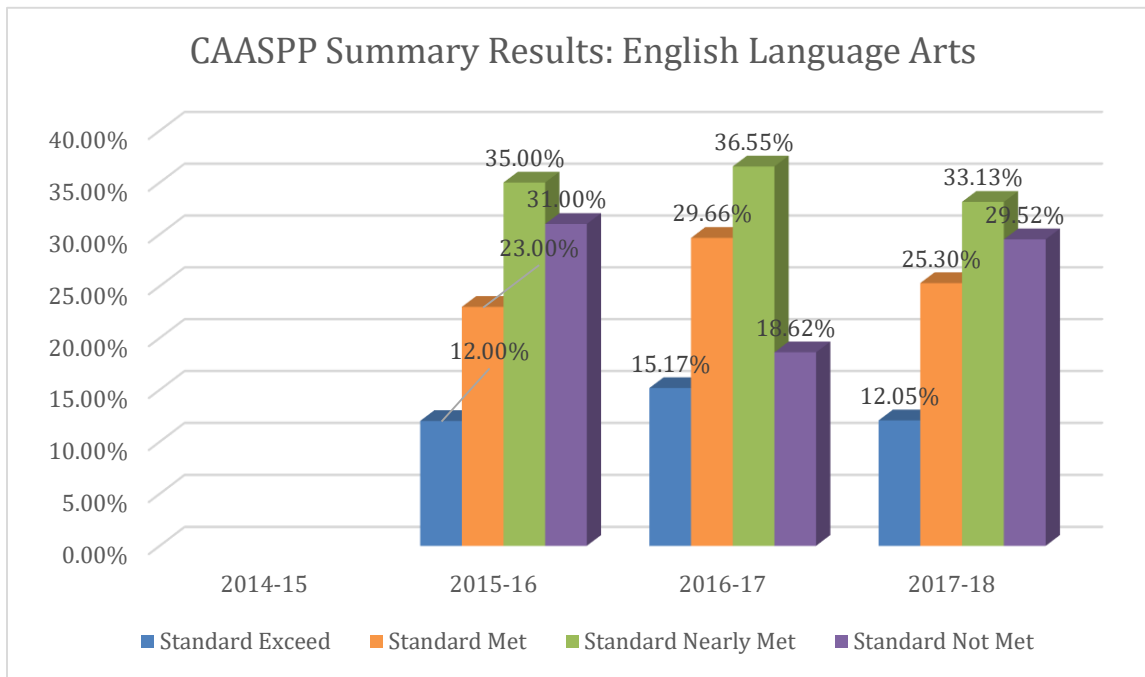


The Operations Team consists of a Director of Operations, Assessment Coordinator, Attendance Coordinator, Compliance Coordinator, Enrollment Specialist and Records Specialist. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Operations Team below includes enrollment by grade level on the annual Census Day, P-2 attendance, and results from the California Assessment of Student Performance and Progress (“CAASPP”) internal numbers, which show all data even if grade or sub-group numbers are under 30):

* Note – the Operations Team also monitors data on the California School Dashboard, as well as Ed Data. The California School Dashboard is in its second year of operation, and informs our Local Control and Accountability Plan (“LCAP”) goals and actions; data from Ed Data does not reflect all years of operation as the state is currently making data available to this site.





Analysis

CCS has made great strides since its founding in 2014. During the 2016-17 school year, we underwent a rebrand designed to completely transform the organization. This involved the creation of a new mission, vision, and values, as well as a new name, Compass Charter Schools, with the goal to reflect our innovative, scholar-centered independent study model. We researched and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider. The Operations Department worked diligently to improve its reporting procedures and increase enrollment number, Average Daily Attendance (“ADA”), and compliance performance. Through implementation of improved systems, P2 attendance has increased by 128.06 (2016-17 compared to 2017-18). The CAASPP summary results in English and math also reflect performance advances within the past school year.

Since the 2015-16 school year, all of our teachers have provided live virtual Learning Labs each week within each content area. The sessions allow scholars to interact with their teachers and be instructed in real time. Each year these sessions have improved, from the 2016-17 school year when we received National Collegiate Athletic Association (“NCAA”) approval for our online high school courses, to the 2017-18 school year when we became an Advancement Via Individual Determination (“AVID”) school and began to use AVID strategies in these session. Teachers also host regularly scheduled Q&A sessions each week where scholars can receive tutoring and assistance on coursework in real time. Scholars are also encouraged to schedule appointments outside of the scheduled “office hours” if the teacher’s schedule does not work with theirs or if they need additional support.

With the assistance and support of our instructional teams, coupled with various partnerships such as ThinkingStorm for tutoring, we are seeing growth in our overall CAASPP scores. Our scholars are being provided the resources and tools they need to be successful on state-mandated tests, in the classroom, and outside the classroom. While not always showing large increases, the scores allow staff to provide individualized and personalized support to each scholar, part of our mission and vision for the Charter School.

In addition to a strong academic program, we expanded and enhanced the supports CCS provides scholars. Through the Counseling Services Department, every scholar in grades 6-12 is assigned a counselor. The counselor provides support on academic, social/emotional, and college and career readiness. Scholars also have access to a College & Career Readiness Counselor. Through the Exceptional Scholar Services Department, scholars are supported through virtual Specialized Academic Instruction (SAI). Scholars are also supported through referrals for related services, including occupational and physical therapy, speech, and more. Through the Engagement Department, scholars are provided opportunities for field trips, scholar-led clubs, graduation and promotion celebrations, and much more.

We created our Counseling Services Department during the 2015-16 school year, and have expanded the team each year. Expansion has been based on feedback from scholars and parents, as well as a review of data from assessments, graduation rates and more. Seniors eligible to graduate has increased by five percent between 2016-17 and 2017-18, which is significant because a considerable number of our scholars are considered at risk of dropping out when they

come to us. There has also been significant growth in the number of scholars who have participated in our Accelerated Course Options Program (“ACOP”), allowing them to complete work at an accelerated pace in order to add courses and recover course credits. The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the Scholar Success Coordinator will be building a Multi-Tiered Systems of Support (“MTSS”) program to support our scholars.

With the assistance and support of our Counseling Services Team, coupled with the direct work of our instructional staff, CCS is seeing growth in scholar achievement. This is evident by the year over year growth in the percent of scholars eligible for graduation, along with the number of scholars participating in concurrent enrollment opportunities and our ACOP program.

Analyzing data is important and allows us to make decisions that can benefit our scholars. Utilizing resources provided by the state and state sponsored organizations help in the collecting and reading of results.

The value in this data is that it helps us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational program, as well as our scholars.

I. Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by CCS, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Description of Program

Compass Charter Schools of Los Angeles shall be an innovative California independent study public charter school, open to scholars in grades Transitional Kindergarten through 12th grade. CCS shall attract scholars seeking an alternative educational program where parents have the role of "Learning Coach" and play an important role of partnering with CCS teachers to educate their children at home.

CCS shall offer two virtual educational program options for families: online and traditional home school. We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with the California content standards, which include the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Standards, English Language Development ("ELD") Standards, and any other applicable state content standards (hereinafter, collectively "State Standards"). Enrollment in CCS is contingent on the parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement. *See Appendix B for a copy of our Master Agreement.*

Our Mission and Vision describe our purpose and philosophy that shall guide our educational 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
Communication
Integrity
Respect
Teamwork

We will meet our scholars' needs by:

- Implementing an academically rigorous, 21st century, inquiry-based college preparatory curriculum which will meet State Standards.
- Combining cutting edge curriculum with a dynamic and innovative educational practices to meet the needs of our diverse scholars.

CCS has also developed Schoolwide Learning Outcomes (“SLOs”), which are closely aligned with our Mission, Vision, Core Values, and LCAP goals. The SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars.

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

We will meet our families' needs by allowing them to:

- Create a compelling learning environment
- Provide challenging lessons on a daily basis
- Be a responsible and available learning coach

A Day in the Life of an Online CCS Scholar

We encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the teacher-created pacing plan for each course. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

Scholars may seek support and answers to questions either through email, telephone, or by attending their teacher's weekly synchronous Learning Lab and Q&A sessions. Every teacher holds weekly online sessions, using real time web conferencing software. Scholars may also schedule appointments with teachers to obtain help on coursework. Scholars can also communicate with their teachers by logging into their account on our Learning Management System ("LMS").

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure LMS. Scholars' progress and grades can be viewed 24/7 so that both scholar and Learning Coach are always aware of their progress.

Every CCS teacher conducts at least one, one-hour virtual classroom sessions of direct instruction for their class every week, known as "Learning Labs." Scholars are required to attend these either synchronously or asynchronously. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to two hours a week, and more if they schedule appointments with their teachers. Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholars work collaboratively with their teachers and Learning Coach in creating a plan that will allow them to complete all courses by the end of the semester. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Each and every day is unique for an online CCS scholar – the flexibility we offer allows our scholars to, as our mission states, inspire and develop into innovative, creative, and self-directed learners.

A Day in the Life of a Home School CCS Scholar

We encourage scholars to set a schedule for their day with the help of both their Learning Coach and Educational Facilitator (“EF”), one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules.

Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars and learning coaches work with the EF to ensure that they are pacing themselves to complete each course within the semester. This generally means scholars need to make daily progress in their courses to finish by the end of the semester. However, some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Scholars may seek support and answers to questions either through email or telephone. Scholars may also schedule appointments with EFs to obtain help on coursework. Scholars can also communicate with their EFs through Seesaw, an app used to provide feedback on their work samples. Scholars and Learning Coaches check in with their EFs on a consistent basis. There is the expectation that meetings with EFs will be kept and that work will be completed each day.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Each and every day is unique for a home school CCS scholar – the flexibility we offer allows our scholars to, as our mission states, inspire and develop into innovative, creative, and self-directed learners.

Whom the School is Attempting to Educate

Our educational program is based on the instructional needs of our scholar profile, which is scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who reside in Los Angeles County and its contiguous counties and have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Family relationships, personal beliefs and values, and families who prefer virtual or home school instruction.
- Family schedules (i.e. sports, actors, military, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs.

- Scholars of all ability levels seeking additional academic and learning opportunities.
- Scholars that may have faced challenges such as bullying in traditional settings.
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule.
- Scholars from various backgrounds and ethnicities.
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

In education, one size does not fit all, and CCS is dedicated to providing scholars and families with an online or homeschool learning environment that can meet an individual scholar’s needs.

21st Century Learner

Information is multiplying as quickly as it is becoming obsolete, and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly dependent on technology. These challenges mean that scholars must learn in a technological environment in order to participate effectively in the 21st century. As such, CCS believes an educated person in the 21st century has a mastery of 21st century learning skills and tools as well as a solid foundation in the State Standards, and core academic subjects.

CCS will prepare innovative, creative, self-directed learners for the 21st century. To do this, CCS will employ a blend of independent study curriculum and methods to ensure all scholars gain the knowledge and skills that are valued in the modern world, and necessary for future success. As a result, scholars graduating from CCS will demonstrate the core characteristics of an educated person in the 21st Century:

1. Solid foundations in core academic subjects (Math, English, Science, History, Foreign Language)
2. 21st Century learning skills. Scholars will graduate with the following:
 - Research and Communication skills
 - Thinking and problem-solving skills
 - Interpersonal and self-directional skills



3. **Mastery of 21st Century Tools:** According to Elizabeth Rich of EdWeek.org, “*The term ‘21st-century skills’ is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today’s world.*” (EdWeek, 2010) CCS scholars will graduate with a proficiency in the use of digital technology and communication tools to access, manage, integrate, and evaluate information; construct new knowledge; and effectively communicate with others.

How Learning Best Occurs

CCS believes that effective application of instructional technology in independent study learning best serves to meet the learning needs of our scholars. CCS is structured to support high scholar achievement by creating a rigorous independent study environment in both our online and homeschool programs for all our scholars. CCS also firmly believes that learning occurs best through the application of INACOL’s five standards for quality online learning: Equity, Stakeholder Involvement, Continuous Improvement, Personalization, Scholar Engagement, and Collaboration.

Equity

Scholars enrolled at CCS shall have access to challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare them for success at the next level. They shall be exposed to real world, scholar-centered, authentic, and inquiry-based learning experiences by teachers who utilize 21st century teaching practices.

Stakeholder Involvement

All stakeholders, not just teachers, shall be involved in the scholar’s educational experiences.

Continuous Improvement

Continuous improvement practices shall lead to improved scholar performance. Every staff member at CCS shall develop performance goals that are tied to their job description, teaching practice, and CCS’s LCAP goals. All staff members shall review progress towards their performance goals quarterly with their immediate supervisors in order to reflect, adjust and evaluate improvement goals. Teachers shall meet on a regular basis by department, grade level, and/or subject as appropriate in order to analyze scholar work, collaborate on best teaching practices, and plan lessons and curriculum. This will allow our scholars to be offered a rigorous core curriculum. Teachers shall be observed regularly by their supervisor and school leaders in order to continually improve our instructional practices.

Personalization

The scholar experience shall be personalized both in and out of the classroom. Teachers will get to know their scholars’ learning needs through regular interaction with them. They will assist them with those needs through the LMS, Learning Labs, Q&A sessions, phone calls, and emails. Scholars shall have the opportunity to choose their time, their place, and their pace for studying,

thereby empowering scholars to become independent, self-directed learners. Flexibility shall be offered to families as to how to educate their children.

Scholar Engagement

Research shows that scholar engagement has a positive effect on academic achievement (Heng, 2013; Leithwood & Jantzi, 2000; Skinner, Wellborn, & Connell, 1990). Because of the impact of scholar engagement on scholar achievement, scholars shall have additional opportunities in which to participate.

Scholars will be monitored and required to engage in their education. This will be accomplished through our virtual classrooms called “Learning Labs” which teachers conduct weekly, for online scholars to participate in synchronous sessions in front of their computers with their teachers. Teachers also host regularly scheduled “Q&A” sessions for 1:1 or group tutoring through their virtual classrooms. Teachers will utilize a variety of teaching techniques, including Universal Design for Learning (“UDL”) and AVID strategies to engage their scholars during instruction. Scholars will be held to high standards and expectations. The instructional techniques CCS will utilize are research-based. Quality instructional time will be devoted to working with individual scholar needs.

Additionally, CCS has several scholar-led clubs, such as a Scholar Leadership Council and National Honor Society, that are created based on scholar interests. CCS will encourage our scholar clubs to meet and plan activities with a CCS staff member that shall serve as the advisor.

Collaboration

All stakeholders will have opportunities to collaborate. This involves hiring qualified staff, fostering scholar to teacher relationships, scholar to scholar relationships, teacher to learning coach relationships, and learning coach to learning coach relationships. One example of this is our Coaches’ Corner where we address difference issues Learning Coaches might face when working with their scholars. These sessions will be hosted by CCS staff and viewed by learning coaches. The goal is to increase scholar success in a virtual environment by providing their learning coaches resources such as these.

A Challenging Learning Environment

CCS shall provide scholars with a demanding educational program and effective teachers. CCS is committed to establishing high standards and expectations for all scholars. Our courses are rigorous, requiring significant amounts of writing, and they provide scholars with opportunities to demonstrate higher-order thinking skills and apply concepts they have learned. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with the State Standards.

Program Features

The following variety of strategies and features provide the best opportunities for all scholars to learn at high levels:

1. Virtual “Learning Labs” – uses a combination of synchronous and asynchronous learning environments.
2. Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis. Teachers have three days to return work with constructive feedback to scholars.
3. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress.
4. Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
5. Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

CCS’s programs are designed using an independent, learner-centered model that helps scholars become more self-disciplined, better time managers, and more effective problem solvers. CCS’ courses make use of the latest educational techniques. CCS uses curriculum that integrates graphical enhancements, games, and multimedia activities with academic content.

Curriculum and Instructional Design

Overview of Learning Environment

CCS shall provide scholars with a demanding education program and qualified teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. CCS is Western Association of Schools and Colleges (“WASC”) accredited, and the online high school curriculum is A-G accredited.

While some of the components of our program will be offered offline, such as coursework in grades TK-5 and our home school option, most of our curriculum will be delivered through an online LMS. CCS shall utilize an interactive, scholar-centered, e-learning curriculum that builds on prior knowledge and cultivates higher-order thinking skills using instructional methods such as examples, practice, and feedback to promote learning.

Our self-paced virtual curriculum will foster and develop a love of learning in each scholar by providing an engaging State Standards-based curriculum with real world connections that is flexible enough to fit all schedules. This rigorous education shall provide a wide variety of content regardless of ability level, and strives to ready scholars for the next grade level.

CCS's curriculum shall be effective in meeting the individual needs of its scholars because our teachers practice three key principles of effective virtual pedagogy.

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Q&As, you will rarely see our teachers practice "I talk, you listen." Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar-led discussions, peer to peer learning, inquiry-based instruction, case study analysis, individual and group projects.
2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it's posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group breakout sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.
3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

Researchers advocate virtual learning for instructional effectiveness because scholars have 24/7 access to learning, are exposed to a variety of learning modes, and because scholars can control their pace of learning.

All of our unit lessons are followed by assessments, ensuring that each scholar has mastered content before moving on. The assessments are integrated with planning and progress tools, making it easy to find the right pace by subject and to stay on track. This unique, individualized approach allows each scholar to go as fast or slow as needed as long as they follow the pacing guides, keep track of semester end dates, and follow instructions provided by their teachers. Scholars in grades 6 through 12 will submit their assignments, tests, and quizzes online through our LMS. Both scholar and learning coach are able to see real time updates on progress and grades in all of their courses.

Scholars grades Kindergarten through 5th grade in our online program will each receive online delivery of our curriculum along with a physical box of materials which includes textbooks, hands-on materials, and assignments to complete. CCS believes this combination of interactive online lessons with offline materials fits the developmental needs and caters to a variety of learning styles.

Online Instructional Methods

Web-based Virtual Classrooms

Our teachers will host live synchronous web-based classroom instruction, or Learning Labs, up to one hour a week for each subject to conduct State Standards-based instruction. These lessons will be used to introduce new content, build on the prior knowledge of the self-paced work scholars are completing through the LMS, do test prep, review for tests, and answer scholar questions. Teachers will often conduct breakout sessions during the live sessions to allow scholars to participate in group activities, discussions, or projects. Parents of scholars in grades Kindergarten through 5th grade shall be encouraged to attend with them. In the elementary grades, these synchronous sessions will sometimes take the form of teacher- and scholar-guided reading groups. Teachers will also hold open office hours, or Q&A sessions, for each course once a week and be available to meet with scholars and learning coaches by appointment when necessary. This type of individualized assistance is what sets CCS apart from other virtual programs.

Learning Management System (LMS)

The Charter School's LMS is designed to enable scholar learning and teacher support. The LMS is where the scholar and learning coach can log into their individual courses. The LMS includes web-style access, and content is organized in courses by unit topics with clear instructions. Each lesson and unit has embedded multimedia, activities, and assignments. Teachers can imbed their own content as well.

Technology-based Skills Instruction

The use of instructional technology underpins the pedagogical strategy of CCS. Scholars will participate in Learning Labs either synchronously or asynchronously. Teachers will use web-based real-time software to teach these lessons and record them for later use for scholars as needed. Teachers will also embed content into the LMS using a variety of web 2.0 tools and scholars will submit their classwork through the LMS. Every scholar in grades 6-12 will be assigned a Gmail account and be taught how to use the Google Suite during his/her My Compass orientation class. The use of these skills is an important part of 21st century learning and a part of the State Standards.

Digital Age Learning Practices

Our teachers will apply both Connectivism and Social Constructivism to their teaching practices. Connectivism explains how all the new technology available through the internet has created new opportunities for how people learn. Social Constructivism is scholar centered learning. At CCS, scholars will be allowed to discover meaning for themselves rather than being told what to learn. Scholars will build their own knowledge through social experiences using online resources. The application of these two digital age theories increases scholar satisfaction and therefore the effectiveness of online learning at CCS. Furthermore, the application of these learning theories allows for immediate feedback and progress reports, personalized learning, frequent checks for

understanding, scholar led discussions during Learning Labs and the use of discussion boards, and the use of project-based learning. (*Connectivism for the Digital Age (2005) George Siemens, International Journal of Instructional Technology and Distance Learning.*)

Regular feedback on progress

Feedback will be given to scholars and parents frequently in a variety of ways:

- Scholars receive written feedback from teachers on written assignments, tests, and quizzes
- Scholars and parents access this feedback in the gradebook of the LMS
- Scholars and parent receive weekly progress reports to their emails each Monday
- Every teacher has a school-provided cell phone. Scholars and parents can get specific feedback by calling or emailing their teacher directly or using the messaging center in the LMS

Flexible Course Scheduling

All online courses have built in pacing plans with due dates that help guide the scholar in submitting their course work and assignments. Although scholars may work at their own pace, work ahead, etc., these due dates will ensure scholars complete the course by the end of the semester.

Advantages of Virtual Learning

There are many benefits to virtual learning. Professionals that teach in an independent study environment are able to focus less on planning and content development, and more time to be spent on the other value-added tasks undertaken by highly effective teachers. In other words, more quality instructional time is spent working 1:1 with scholars or in small groups and interacting with them in the learning environment than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for scholars and creates a clearer focus for teachers.

The table below describes six primary tasks executed by highly effective teachers and the differences between the independent study environment and a traditional classroom setting.

Task	Traditional Classroom	Virtual Classroom
Lesson Planning – Content Development	Lesson plan for daily teaching Prepare materials used for lessons Teach lessons Review lessons not learned	Material already planned and content already prepared – minimal planning and preparation required.

Grading	Grading all scholar work Short turnaround on math and daily assignments Longer turnaround times in Language Arts on research papers or essays Other subjects fall in the middle	Much scholar work graded automatically Math work done largely by computer with some answers graded by teachers Language Arts heavy on writing and require grading time equal to Face-to-Face More time available for “value- added” grading
Checks for Understanding	Must respond to scholars in the classroom Have one hour a day to answer questions	Questions come via email or in online chat sessions Can receive questions anytime Can respond to questions within 24 hours Many questions are repeats and teachers develop pre-arranged answers
Monitoring Scholar Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review scholar data and adjust teaching	Monitor online Refer to gradebook Respond to parent/scholar concerns Alert parents when problems arise Review student data and coach student progress
Monitoring Behavior	Keep scholars in line with classroom rules	Keep scholars in line on chats

Curriculum

My Compass/Start Up Orientation

All scholars in grades Transitional Kindergarten through 12th who are enrolling in CCS for the first will time take My Compass, an orientation course designed to prepare scholars on how to be successful in independent study and/or online learning. This course will help scholars familiarize themselves with the CCS program, show them how to submit course work using their accounts in the Charter School’s LMS, and more. The emphasis of this course is 21st century communication skills. This course also assists them in setting up daily routines and schedule to stay on track. Writing is an important communication skill and scholars are asked to complete a variety of types of writing and research throughout their courses. One of the lessons in My Compass is how to prevent plagiarism. Scholars are exposed to plagiarism prevention during their core courses as well and teachers use a plagiarism detection program to keep scholars accountable. Scholars also take the Charter School’s benchmark test for math and reading in order to establish a baseline for where they are academically. Throughout their time at CCS, scholars will have access to My Compass to review the orientation materials and presentations.

Arts

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning. Our mission is to inspire and develop innovative and creative learners. CCS believes that the arts nurture a curiosity for lifelong learning. In grades TK-5, our program may partner with Technology Enhanced Arts Learning Project (“TEAL”) (www.tealarts.org), or another similar program.

Sciences

CCS also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web-based classrooms take on the feel of “labs” and are known as “Learning Labs” because of the investigative and inquiry-based teaching practices that CCS teachers emphasize throughout its curriculum. Additionally, CCS offer a science club in the middle school and in person wet labs at the high school for our lab science courses.

Blended Learning Wet Labs

CCS is one of the few independent study virtual charter schools to have its biology, chemistry, and physics labs A-G accredited. As a result, our biology, chemistry, and physics courses offer a blended learning component. Scholars will complete their course work for their biology, chemistry, and physics courses as they do the rest of their classes. However, for the wet lab portion of the course, they will attend our real-time hands on labs. These labs will be taught in-person. The goal of these labs is to provide scholars with the science lab experiences that will prepare them to meet the demands of university laboratory courses.

Scholar Engagement

As reflected in our LCAP goals, increasing scholar engagement is a priority for CCS. Our Director of Engagement is responsible for overseeing all aspects of Scholar Engagement. From monthly Scholar Awards to our Coaches’ Corner, the Director of Engagement will research, plan, execute, and analyze the events and activities that we offer our scholars and families.

As will be outlined in our LCAP, our goal is to increase pupil engagement by offering more scholar specific activities, workshops, and live lessons along with tracking attendance and truancy rates. We will do this by offering college and career information sessions with our counselors, monitoring of weekly attendance, plan field trips and activities early in the year and make sure they are on our online master calendar, and enforce our truancy policy.

Additionally, as noted earlier, we will have several scholar-led clubs that will be created based on scholar interests as identified in family survey results, such as a Scholar Leadership Council, Performing Arts, Creative Writing, Photography, Chess, and a National Honor Society program.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section, “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities,” in Element II of this Charter for a description of CCS’ annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Independent Study Assurances and Attendance

CCS shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that CCS shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and CCS must file for a funding determination as a condition of funding.

CCS will offer the same number of instructional minutes as set forth in Education Code Section 47612.5(a) for the appropriate grade levels and will operate for the required minimum of 175 days as set forth in the California Code of Regulations, Title 5, Section 11960. CCS will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Master Agreement

Pursuant to Education Code Section 51747, enrollment in CCS is contingent on scholar, parent, and teacher signing a Master Agreement Form (“MA”) prior to the first day of class each year. This is a legal document and must be signed, dated, and returned to CCS. Parent and scholar will not have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting courses will result in the withdrawal of the scholar from CCS. The signed MA is the agreement that parent and scholar wish to continue enrollment in CCS. All scholars enrolled in Independent Study must sign a new Master Agreement each year.

Excellence Pledge for Independent Study

A group of independent-study charter school leaders ... have signed an “Excellence Pledge,” and banded together to dispel what they say are myths about virtual charters they believe have been fueled by recent controversies involving legal battles, charter brokering and turf wars. (The San Diego Union-Tribune, 2016)

The Pledge reads:

Independent study in the state of California is defined as non-classroom-based instruction. Non-classroom-based instruction includes, but is not limited to, independent study, homeschool, work-study, and distance and computer-based education.

We, the undersigned, pledge to the following in the operation and management of our charter schools offering independent study.

1. As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional offices of education, and the California Department of Education.
4. As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media draw comparisons speaks to the fact that they are unaware of what we do or are acting on rumor and misinformation.
5. As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that offer innovative and tested methods of instruction and self-paced learning. We are helping scholars to think, communicate, and achieve.
7. The undersigned represent schools and organizations serving scholars in 26 Counties. Our programs, events, and activities align with personalized and adaptive learning elements to meet scholars where they are educationally to promote and achieve their academic success.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an independent study school looks very different than a brick and mortar school.

Work Samples

Independent study attendance credit is determined using the time value method which is based on assignments (work samples) given and evaluated by the certificated teacher and recorded by the Charter School. (Education Code Section 51747.5, California Code of Regulations, Title 5, Section 11703.)

Attendance is determined by amount of work samples submitted rather than time in seat. Recorded attendance in days should not exceed more than five (5) days in one school week, unless on a specific attendance track. Attendance should be counted in days not hours.

Learning Periods

Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated by the collecting of work samples during each learning period. (EC Section 517470(a).)

Virtual Classroom Attendance – Learning Labs

All CCS teachers in our online program host two live synchronous sessions per course; one Learning Lab and one Q&A. Learning Labs focus on standards based live instruction taught by content area teachers. These sessions allow scholars to interact with their teachers and fellow classmates in real time. All scholars are expected to participate in the sessions for each of their classes. Attendance in Learning Lab sessions are a part of the scholar's participation grade for their classes. Q&A sessions are also live and hosted by content area teachers. These sessions are scheduled for 1:1 support, tutoring, intervention, enrichment or group tutoring.

Truancy Policy

Excessive absences are considered truant. In these cases, CCS may deem that enrollment at CCS is not in the best interest of a scholar. CCS will follow due process to determine if independent study is a good match for a child to succeed.

CCS scholars are considered truant if they fail to complete five assignments during any period of ten school days.

Plan for Scholars that are Academically High Achieving

Scholars who are high achieving will thrive at CCS. This is because our curriculum is self-paced and highly personalized, allowing scholars to move ahead at their own pace. Teachers differentiate lessons and activities for high achieving scholars just as they do for low achieving scholars. Scholars will be encouraged to explore content in greater depth and incorporate scholar interests and strengths. CCS identifies high achieving scholars through the results of their i-Ready diagnostic assessment, progress reports, and SBAC test results. Scholars in high school are able to take advantage of our ACOP; described below, and concurrent enrollment at community colleges.

Plans for Scholars that are Academically Low Achieving

Identification

We believe that early intervention is critical for all scholars who are in need of support. CCS will seek to quickly identify scholars who may be low-achieving in the first weeks of the academic year, and will implement an early intervention program. All scholars who are achieving substantially below grade level will be identified through multiple measures including diagnostic baseline testing for all scholars and regular performance measures in the classroom. As part of the enrollment process for each scholar, previous academic history will be reviewed, and parents will be asked to provide information on their scholar's academic history.

Parents will be asked to provide information on the scholar's past academic history for those who are identified as achieving substantially below grade level based on assessments and classroom performance. Written notification will be provided for parents of scholars who are identified as mildly experiencing an achievement gap, while a collaborative meeting will be scheduled with appropriate staff and parents to review the assessment data and develop a plan to support the scholar and close the achievement gap for those experiencing significant achievement gaps. Parents will continue to be actively involved in the process and kept up to date on the progress or lack of progress (which will require additional supports) of their scholars on a continuing basis. CCS believes strongly that a cohesive plan involving the scholar, parents or guardians and the Charter School provides the best process to ensure scholar learning and achievement.

Support

CCS will provide all scholars identified as low achieving with an intervention program that best suits their needs and takes into consideration their individual learning styles.

CCS will implement the Response to Intervention model, a multi-tier system of supports to create an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, scholar-centered learning, individualized scholar needs, and the alignment of systems necessary for academic, behavior, and social success. CCS is committed to the success of ALL scholars and to training and maintaining staff that is knowledgeable and effective at achieving this goal.

At CCS, RTI is set up as a three-tier system of support:

Tier 1: Universal Screening and Core Classroom Instruction

Within Tier 1, all scholars receive high-quality differentiated instruction and are screened to determine an academic baseline and identify struggling learners.

- At all levels TK-12, teachers will provide small group instruction to meet the differentiated needs of scholars.
- Scholars who are not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Supplemental Interventions and Supports

Tier 2 Interventions will be provided in the areas of Math and Language Arts based on results from the i-Ready Diagnostic assessments, or referral through the Scholar Success Team (“SST”) process.

- Teachers will monitor and adjust the computer assisted instruction as appropriate for scholar needs.
- For scholars in Tier 2, progress monitoring will occur regularly (six weeks’ maximum) to ensure that progress is being made with these interventions.
- Scholars who are not showing adequate progress are moved to Tier 3.

Tier 3: Intensive Interventions

We anticipate that a small percentage of scholars will require additional support beyond the Tier 2 intervention. Tier 3 scholars are provided the most intensive instruction, which typically means one-on-one intervention or working in very small groups (2-5 scholars).

- Skill-specific interventions are delivered by teachers to those small groups.
- Progress monitoring occurs more frequently (four weeks’ maximum) to ensure progress is being made with the intervention.
- Scholars who do not achieve the desired level of progress may be referred for a comprehensive evaluation and may possibly be eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004.

Scholar Success Team Procedures

The purpose of a Scholar Success Team is to assist scholars who are performing below or above grade level or are academically challenged by developing a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist scholars with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and scholar.

The function of the Scholar Success Team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member’s unique viewpoint. The

expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral. The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths.

English Learners

CCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCS will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness, to assure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents.

Home Language Survey

The Charter School will administer the home language survey upon a scholar’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All scholars who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a scholar’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to scholars in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to scholars who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the scholar is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seventh grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual scholar. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any scholar whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedure

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

CCS understands that we have obligations to our EL scholars, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). CCS has partnered with the El Dorado SELPA to train its teachers in the use of Universal Design for Learning (“UDL”) teaching strategies and implemented AVID (Advancement Via Individual Determination) with use of WICOR strategies to help further support instruction.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring scholar identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Academic Dishonesty

Integrity and honesty are important traits in both 21st century learners and online learners. Because of this, CCS has a stringent Academic Dishonesty and Plagiarism Policy. Upon enrollment, scholars must read the Scholar Handbook and Academic Dishonesty and Plagiarism Policy. We want our scholars to know what our expectations and beliefs are on this subject.

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. CCS takes academic dishonesty in any form seriously and it will not be tolerated.

Some examples of this include:

- Using another person’s work and claiming it as your own
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials or information in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person’s work
- Turning in another person’s work and claiming it as your own
- Letting a friend or parent do the work for you

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as “the act of using another person’s words or ideas without giving credit to that person: the act of plagiarizing something.”

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one’s own.
- to use (another’s production) without crediting the source.
- to commit literary theft or fraud.
- to present as new and original an idea or product derived from another source.

How to Avoid Plagiarism?

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should to ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of the CCS Parent/Scholar handbook which outlines the Charter School’s policy on plagiarism during enrollment. *See Appendix C for the Parent/Scholar Handbook.*
2. Scholars in grades 6-12 complete a lesson in My Compass with the following objectives and outcomes.
 - a. Scholars review CCS policy on plagiarism
 - b. Plagiarism is defined, and examples are given
 - c. Scholars complete an assignment demonstrating their understanding of how serious plagiarism is and the consequences of plagiarizing while at CCS
3. Scholars in grades 6-12 complete a lesson on plagiarism during their first unit of a core course.
4. Teachers will use “Turnitin,” a program embedded into the LMS or other recognized plagiarism detection program, to check for plagiarism as necessary.

If a scholar is found to have plagiarized, CCS will implement a series of consequences including parent conferences, Disciplinary Action Committee hearings, and failing of an assignment or class.

Course Placement and Graduation Requirements

Elementary School Program (TK-5)

Our elementary school program is a reflection of the Charter School’s mission and vision. Each scholar is assigned grade level specific math, language arts, social science, science, and physical education courses. The curriculum is aligned with the State Standards.

Our homeschool TK-5 grade scholars are assigned to their EF by family. The EF works collaboratively with the learning coach of the scholars in the family to choose an appropriate standards-based curriculum for each of their courses, taking into account the scholar’s learning style, interests, and needs. The EF and learning coach communicate on a regular basis to discuss progress. Additional needs based off learning coach input, assessments within curriculum, and i-Ready results are also addressed collaboratively.

Our online K-5 grade classes are taught in self-contained, virtual groupings by grade level. and teachers are assigned to specific grade levels. Teachers partner with their scholars’ learning coaches by inviting them to attend the Learning Labs together. Teachers individualize learning by getting to know their scholars’ interests and needs and by using the formative and summative assessment data and iReady data to inform instruction. The K-5 teachers incorporate virtual “reading circles” and teacher-directed reading regularly throughout the year. Instruction is self-paced, and scholars can work ahead. There are varying levels of both art and music, depending on the scholar’s grade, ability, and interest level.

Following is a brief description of the various elementary grade level curricula:

English Language Arts (“ELA”)

Scholars receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading. These courses cover reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable scholars to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches scholars to identify and clarify meanings of grade level-appropriate and domain specific words.

Math

The research-based math courses focus on computational fluency, conceptual understanding, and problem solving. Math courses also feature new graphics, learning tools, and games; adaptive activities that help struggling scholars master concepts and skills before moving on and more support for Learning Coaches to guide their scholars to success. Each math course builds on scholar’s understanding of numbers and operations and makes connections from the previous year’s content to the next level of math content.

Science

Scholars begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Scholars will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), the seasonal cycle, our Earth (geography, taking care of Earth), motion, and astronomy. Each year will expand on the material introduced the previous year. As they progress, scholars learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Scholars will also explore topics such as matter, weather, animal classification and adaptation, habitats, the oceans, plants (germination, functions of roots, stems), and the human body. Scholars will explore topics such as the metric system, force (motion and simple machines, physicist Isaac Newton), magnetism, sound, and geology. They will also learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. Scholars will develop scientific reasoning and perform hands on experiments in Earth, life, and physical sciences.

Social Studies

The beginning social studies courses teach the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Spanning the elementary grades, courses will provide an overview of world geography and history from the Stone Age to the Space Age.

Middle School Course Placement and Course Scheduling

All middle school scholars are required to enroll in four (4) academic courses (English, Math, Science, Social Science), physical education, and one elective course each semester of the academic school year.

Our middle school academic program utilizes semester scheduling for all tracks. This helps prepare them for the high school experience. The number of courses a scholar is eligible to enroll in is dependent upon the scholar start date.

High School Course Placements and Graduation Requirements

High School Course Scheduling

Course selection for online scholars is a team process that involves the scholar, learning coach and counselor to ensure proper placement. The number of courses and credits a scholar is eligible to enroll in is dependent upon the scholar start date.

Course selection for homeschool scholars is done collaboratively with the scholar, learning coach, counselor, and EF. The scholar start date is taken into account when determining the number of courses and credits a scholar is eligible to enroll in.

ACOP – Accelerated Course Options Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding up to ten additional credits (two courses) to their schedule per semester.

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 years required)	40
Science (2 years required: Life Science & Physical Science)	20
Mathematics (3 years required minimum, through Geometry)	30
History/Social Science (3 years required)	30
Foreign Language (1 year required)	10
Visual and Performing Arts (1 year required)	10
Physical Education (2 years required)	20
Health (1 semester required)	5
Electives	55
Total	220

CCS' graduation requirements comply with the California Education Code. CCS offers the following two paths to graduation:

The Compass Plan: 220 credits

Course Transferability and Eligibility

CCS will seek WASC accreditation. High school scholars will receive information on the transferability of courses to other public high schools and how said courses meet college entrance requirements for the University of California and the California State Universities through regular meetings with the scholar's assigned counselor. The College and Career counselor will present information to parents and scholars during college workshops to make sure that our scholars are fully informed of their choices. CCS will inform parents of course transferability through the distribution of a parent/scholar handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all scholars and parents. Counselors will provide an A-G course list that meet University of California and California State University entrance requirements. The A-G course list and transferability of courses will be updated on an annual basis. A state-certified high school diploma will be issued to all scholars who meet the CCS graduation requirements.

Special Education

CCS shall comply with all applicable state and federal laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in the El Dorado Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA allocation plan.

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

It is understood and agreed that all children will have access and no scholar shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the scholar’s request for, or actual need for, special education services.

CCS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities to be utilized by the Charter School shall be accessible for all scholars with disabilities.

Services for Scholars under the “IDEA”

CCS is a member of the El Dorado Charter SELPA in accordance with Education Code Section 47641(a). As an LEA, CCS shall be solely responsible for IDEA and state special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the CCS is a member.

CCS will provide services for special education students enrolled in CCS. CCS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

CCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA

directives, and to allow the SELPA access to CCS students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at CCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. CCS staff shall participate in SELPA in-service training relating to special education.

CCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. CCS shall ensure that all special education staff hired or contracted by CCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. CCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

CCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. CCS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

CCS shall have the responsibility to identify, refer, and work cooperatively in locating CCS scholars who have or may have exceptional needs that qualify them to receive special education services. CCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

CCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. CCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CCS shall obtain parent/guardian consent to assess CCS students.

IEP Meetings

CCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the President & CEO and/or the CCS designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other CCS representatives who are knowledgeable about the regular education program at CCS and/or about the student. CCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

CCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible CCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

CCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, CCS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. CCS shall also provide all home-school coordination and information exchange. CCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CCS from a district operated program under the same special education local plan area of CCS within the same academic year, CCS shall

continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to CCS with an IEP from outside of California during the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

CCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to CCS and no student shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

CCS shall adopt policies for responding to parental concerns or complaints related to special education services. CCS shall receive any concerns raised by parents/guardians regarding related services and rights.

CCS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

CCS may initiate a due process hearing or request for mediation with respect to a student enrolled in CCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, CCS shall defend the case.

SELPA Representation

CCS understands that it shall represent itself at all SELPA meetings.

Funding

CCS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

CCS recognizes its legal responsibility to ensure that no qualified person with a disability may, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent, or designee, and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, such as the teacher, evaluators, and any other person deemed necessary, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the scholar in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education ("FAPE") at CCS. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop

the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCS' professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification and services that may be necessary to allow the disabled scholar access to CCS. CCS understands it is entirely responsible for compliance with Section 504, including by way of implementing 504 Plans.

All 504 team participants, parents, guardians, teachers and any other participants in the scholar's education, including substitutes and tutors, must have a copy of the scholar's 504 Plan. A copy of the 504 Plan shall be maintained in the scholar's file. The scholar's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints.

II. Measurable Scholar Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. EC Section 47605(b)(5)(B).*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CCS’ annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all scholars, including numerically significant scholar subgroups, as applicable. The metrics associated with these goals shall help CCS ensure that its scholar subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. These goals, actions and outcomes as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5.

Local Control and Accountability Plan

CCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Charter through the annual LCAP update. CCS shall submit the LCAP to the District and Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Goals, Actions and Measurable Outcomes

CCS’ annual school goals shall be created via a collaborative effort involving all stakeholders. The goals shall contribute to our ability to meet of mission which is to inspire and develop innovative, creative self-directed learners, one scholar at a time.

Our annual school goals, which shall be finalized and stated in our LCAP, are:

Goal #1- Increase academic achievement at Compass Charter Schools.

Goal #2- Increase scholar and parent engagement at Compass Charter Schools.

The following tables provide the actions, measurable outcomes, methods of assessment, and points of accountability that will guide CCS in achieving the goals set by California’s Eight State Priorities and our own LCAP goals.

<p>#1— BASIC SERVICES</p> <p>100% of our teachers are appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials and Charter School facilities are maintained in good repair (Education Code Section 52060(d)(1).)</p>	
<p>A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● CCS will identify, attract, and hire innovative, culturally competent teachers who are fully credentialed. ● All teachers will be appropriately assigned.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● The CCS Human Resources Department (“HR”) will be sure that all teachers hold a valid Teaching Credential as defined by the Commission on Teacher Credentialing. ● Have all new teacher candidates go through a rigorous hiring process, which includes paper screening, interviews, and reference checks ● Advertise for open positions in an educationally focused environment.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of teachers are fully credentialed. ● 100% of teachers are appropriately assigned.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● All new teachers will undergo completion of a rigorous interview process that incorporates screening, interviews, and reference checks. ● Annual review by HR of Commission on Teacher Credentialing records to assure teachers have appropriate and valid credentials.
<p>B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars will have access to instructional strategies and CCSS aligned materials.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Teachers will review CCSS aligned instructional materials. Materials will be appropriately included in the school budget.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of scholars will have access to standards-aligned materials and additional instructional materials as needed.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Annual review of instructional materials will be conducted by academic directors. Annual budget and allocation review.

<p>#2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of state-adopted standards, including how EL scholars will be enabled to gain academic content knowledge and English language proficiency</p>	
<p>A – CCSS IMPLEMENTATION</p>	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> CCS curricula will be aligned to the CCSS and NGSS. CCS will ensure that all scholars engage in rigorous, motivating, personalized learning experiences that integrate communication, creativity, and the use of technology.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> CCS teachers will participate in annual professional development or trainings on the CCSS and NGSS best practices along with periodic staff check-ins and monitoring during the school year. Ensure instructional materials used for ELA and math are CCSS aligned. Ensure instructional materials used for science are NGSS aligned.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 90% of teachers will participate in professional development or trainings on CCSS and/or NGSS. All instructional materials in ELA/Literacy and mathematics will be aligned to CCSS. All instructional materials in science will be aligned to NGSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Charter School master calendar and professional development calendar will serve as evidence of participation by teachers in professional development activities. Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned.

B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> All scholars, including EL scholars, will have full access to academic content knowledge through the implementation of CCSS materials.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide EL scholars access to ELA instruction and resources Place EL scholars with bilingual supporting teachers when possible. Provide professional development for teachers on scaffolding the CCSS for access for all scholars.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of EL scholars will gain academic content knowledge through the implementation of CCS’ multi-tiered support system. Reclassification rate increase by at least one percentage point per year 100% of EL scholars receive ongoing support from teacher or supporting coordinator. 90% of teachers will receive professional development from county offices of education, WestEd and other training organizations.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Teacher/class roster LMS reporting system Qualitative observations from teachers and coordinators
#3— PARENTAL INVOLVEMENT Parental involvement, including parent participation and efforts to seek parent input for decision-making	
A – PARENT INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Parents will be an important part of the community and will participate in the governance of the Charter School. Parents will view themselves as an important component of success for both the Charter School and their child. Parents will demonstrate high satisfaction with CCS’ program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Promote and involve parents in the LCAP planning and WASC study. Promote and involve parents in CCS engagement events. Get parent feedback by conducting regular surveys CCS will host at least 2 parent activities/events per semester.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Active parent participation in engagement activities. ● Parents will participate in Parent Advisory Committee. ● Parent survey will show high satisfaction with CCS’ program.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● CCS events calendar ● CCS Parent attendance in WASC parent meetings ● Survey completion percentages ● Minutes from Parent Advisory Committee ● Collect data on engagement activities, such as event sign-in sheets
B – PARENT INPUT	
GOAL TO ACHIEVE	<ul style="list-style-type: none"> ● CCS will provide opportunities for parents to give input regarding the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Have at least 2 parents sit on the Parent Advisory Committee. ● Implementation of our parent communication and notification system
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Minimum of 2 parents on Parent Advisory Committee ● Regular use of our communications system by parents
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Feedback from parent surveys ● Tracking of Parent Square messages

#4— STUDENT ACHIEVEMENT
 A. CAASPP B. Percentage of pupils who are college and career ready C. Percentage of ELs who make progress toward English language proficiency as measured by the (ELPAC D. EL reclassification rate

A – STATEWIDE ASSESSMENTS: ELA AND MATH	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● All CCS scholars will meet or exceed the average performance levels of scholars in schools with similar demographics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide parents information about incorporating diagnostic assessments and instruction as part of the enrollment packet to support statewide assessments.

	<ul style="list-style-type: none"> ● Provide parents and scholars access to the Smarter Balanced Assessment Consortium Digital Library as part of the enrollment packet. ● Direct and implement the use of the Smarter Balanced Interim Assessments to teachers for ongoing progress monitoring.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● All scholars who participate on the CAASPP will meet or exceed the average performance of scholars in schools with similar demographics.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scores on CAASPP ● Data shared on the California Dashboard
B – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will be on track to be college and career ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide scholars access to the AVID program for college readiness ● Counselors will provide scholars with individual college and career planning. ● Provide scholars access to college and career readiness materials ● Provide supports in college admission and financial aid supports to scholars ● Provide scholars opportunities to participate in concurrent enrollment at various colleges ● Provide scholars access to a full sequence of courses in each ‘a-g’ content area Provide scholars the opportunity to obtain work permits for career exploration and exposure.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased participation in a-g and college prep courses
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scholars completing the ‘a-g’ requirements/pathway
C – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● EL scholars will make progress toward English language proficiency.

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Provide EL scholars high quality in-class instructional support which may include 1- on-1 teacher support or small group instruction, as well as have access to instructional strategies and materials. ● Provide intervention program access to EL scholars ● Provide 6th to 12th grade EL scholars with access to courses in elective courses and visual and performing arts (clubs and courses) to develop language skills across mediums.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● Increased percentage of scholars reclassified by the ELPAC and CCS tracking rubrics ● Improved scores on diagnostic assessments ● Registration of EL scholars in elective and/or visual and performing arts classes and clubs.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● ELPAC scores ● Testing Results ● Class schedules
<p>D – EL RECLASSIFICATION RATES</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Improved rates of EL reclassification.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● EL scholars will receive high quality instructional support which may include small group or 1-on-1 instruction, as well as have access to instructional strategies and materials. ● Use of ELD instructional strategies ● Access to instructional materials and testing materials in primary language
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● EL reclassification rates will increase annually
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Testing results ● Reclassification reports and documents from scholar Information Systems ● CALPADS

#5— STUDENT ENGAGEMENT
 Pupil engagement, as measured by all of the following, as applicable:
 A. Chronic absenteeism rates
 B. Middle school dropout rates
 C. High school dropout rates
 D. High school graduation rates

A – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will maintain a higher ADA rate, and fewer than 4% of scholars will be marked as absent.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Parents and scholars will be informed of the attendance policies written in our handbook(s) provided upon enrollment. ● CCS will provide a safe, nurturing and engaging learning environment for all enrolled scholars ● CCS will engage parents and families during the school year ● Scholars not meeting attendance standards will be supported through the Charter School truancy policy including potential assessment as to whether Independent Study is an appropriate placement..
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Annual ADA will be at least 96%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Activity logs ● Attendance tracking & reports on Scholar Information System ● CALPADS

B – MIDDLE SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize Middle School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased scholar participation in Learning Labs ● Increase in educational activities listed on Activity Logs ● Increase in participation in Learning Labs and clubs.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
C – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize High School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increase in the number of High School scholars qualified for graduation from high school. ● Increase in educational activities listed on Activity Logs. ● Increase in participation in Learning Labs and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will increase the number of High School seniors qualified for graduation annually.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Planning, promoting and implementing 12th grade graduation ceremony ● Use of multi-tiered system of support and intervention
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● The number of high school seniors qualified for graduation increases annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Senior tracking ● CALPADS

<p>#6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Scholars, families, and school community will feel a sense of connectedness through active involvement
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Implementation of family engagement activities ● Involvement of parents in Parent Advisory Council ● Involvement of scholars in Scholar Leadership Council ● Implementation of positive school culture program
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● Stakeholders will feel a sense of community and connectedness.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Feedback from stakeholder surveys ● End of program review from the positive school culture program.

<p>#7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated scholars and scholars with exceptional needs. “Broad course of study” includes the following, as applicable</p> <p>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</p> <p>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.</p>	
<p>GOAL TO ACHIEVE PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars will have access to CCSS aligned courses with academic support as needed

<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Have a course list accessible to all scholars who enroll ● Provide ‘a-g’ approved courses as options for scholars. ● Provide a path that allows qualified scholars to register for college courses through concurrent enrollment
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and can enroll in CCSS aligned courses.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Course Lists published and offered to scholars ● Class lists on Scholar Information Systems reports
<p>#8 — STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described in Outcome #7.</p>	
<p>A – ENGLISH LANGUAGE ARTS SUBJECT PROFICIENCY</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in reading and writing of the English Language.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in ELA
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Report cards ● Internal diagnostic assessments ● ELA CAASPP test scores

B – MATH SUBJECT PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in mathematics skills and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
MEASURABLE OUTCOMES	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar's academic growth in math
METHODS OF MEASUREMENT	Report cards <ul style="list-style-type: none"> ● Internal diagnostic assessments ● Math CAASPP test scores

III. Measuring Scholar Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. EC Section 47605(b)(5)(C).

Measuring scholar outcomes is essential and allows us to reflect, analyze, and direct instruction regarding the skills and knowledge our scholars have gained.

CCS affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

In addition to the unit tests, quizzes, and writing assessment supplied by the curriculum provider, CCS shall use i-Ready, an adaptive assessment program that provides instruction and supplemental work based on scholar test results. Through these resources, CCS shall monitor and adjust instruction based on scholar, class, and grade level results.

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State Required Tests	CAASPP, CAST, PFT, ELPAC	Annually, as available
Placement Exams	i-Ready, ELPAC, Placement	Annually, semester
School Designed Assessment	Tests, quizzes, Writing Prompts	As determined by Pacing Plans
Local Control Accountability Plan	SBE template & requirements per EC 47606.5 and LCFF regulations	Annually
Summative Assessments	CCSS-aligned	Bi-annually
Teacher observations	Observations	As needed
High School Graduation	Number of scholars graduating	End of School Year
A-G Course Completion	A-G Course completion rates for High School scholars	End of the Year

State Required Tests

CCS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). CCS understands the importance of meeting achievement goals and the role it plays in charter renewal. To help us routinely meet our goals, CCS will use interim assessments provided by CAASPP to scholars in the appropriate grades. Additionally, CCS will administer the ELPAC and the Physical Fitness Test.

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Compass. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these assessments will be used to help guide instruction and monitor progress. As scholars take the

assessment, i-Ready provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component for additional tools and resources for scholars.

Curriculum Assessments

Throughout the online curriculum, there are quizzes after each section and tests after each unit. These curricula-based exams allow teachers to monitor for understanding and reteach areas as necessary. Material used in Learning Labs can come from these exams. These tests and quizzes, along with writing prompts and samples, allow teachers to target areas for individualized instruction and assistance.

IV. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. EC Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

CCS will be a directly funded independent charter school, and will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Compass Charter Schools currently operates and governs three charter schools: Compass Charter Schools of Fresno, which is authorized by the governing board of the Orange Center School District, Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District (“Acton Agua-Dulce USD” or the “District”), and Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District. Upon approval of this charter renewal for CCS of Los Angeles, Compass Charter Schools will operate as a charter management organization (“CMO”) organized as a single nonprofit corporation, as described herein. The Board may also operate and govern additional charter schools.

CCS will operate autonomously from the Acton-Agua Dulce USD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Acton-Agua Dulce USD and CCS. Pursuant to Education Code Section 47604(c), Acton-Agua Dulce USD shall not be liable for the debts and obligations of CCS, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCS as long as the Acton-Agua Dulce USD has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by the Compass Charter Schools Board of Directors (“Board”), who shall be selected, serve, and govern CCS in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

The Compass Charter Schools Board of Directors will have no less than five (5), and no more than seven (7) members, who shall hold office for a three-year term, with no term limitations. Directors shall be chosen at the Board’s annual meeting.

The directors may include (a) parent representatives and/or (b) community representatives.

In accordance with Education Code Section 47604(b), Acton-Agua Dulce USD may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

The Board of Directors meetings will be headed by a Board Chair, who will be elected annually by the Board at its Annual Meeting.

As long as quorum exists as defined by the bylaws, measures voted on by the Board of Directors may be passed with a simple majority of members present.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CCS, including but not limited to:

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies for Charter School operation
- Approval of all changes to the charter to be submitted to the Acton-Agua Dulce USD as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of CCS and taking necessary action to ensure that CCS remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in the CCS' independent fiscal audit
- Increasing public awareness of CCS

CCS will update the District of any changes to the Board of Directors.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

If more than one charter school is operated and governed by Compass Charter Schools, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual scholar demographics and will view each school as a separate entity and will govern each school according to the identified needs and scholar composition of each charter school governed by Compass Charter Schools.

Compass Charter Schools will operate with a Central Office to support each independent school under the Board's governance. The Central Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent, and Administrative Team. Offices will also be maintained at the Central Office for use by the Superintendent and other Compass Charter Schools staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a CMO organized as a single nonprofit corporation, Compass Charter Schools has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and its non-profit CMO, Compass Charter Schools, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the School. CCS, as well as its CMO, will generate legally compliant, GAAP-aligned financial statements. While a

complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the school level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such scholars generate.
- Generate financial statements at the school level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, Compass Charter Schools will use the above data to generate financial statements and budgets that are specific to CCS, as well as a consolidated statement for CMO purposes. Doing so will allow us to meet both state and federal requirements.

Board Meetings

The Compass Charter Schools Board of Directors will meet at least four (4) times yearly pursuant to the approved master calendar and shall set additional special board meetings as necessary. The Board shall comply with the Brown Act.

CCS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and Government Code Section 1090, *et seq.*, and which shall be updated with any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to CCS.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on

- the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Superintendent

The Superintendent will be the leader of CCS. The Superintendent will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of CCS, including but not limited to:

- Provide leadership to CCS
- Attend meetings at Acton-Agua Dulce USD as requested by the District and stay in direct contact with the District to assist the District in its oversight duties
- Supervise all employees of CCS
- Hire and fire employees as necessary
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with CCS' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to Acton-Agua Dulce USD
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all CCS Board of Directors meetings and attend as necessary Acton-Agua Dulce USD Board meetings
- Foster an amicable relationship between the District and CCS and facilitate a sharing of resources between both entities
- Present Annual Report to the CCS Board and, upon review by the CCS Board, present report to the Acton-Agua Dulce USD Board and the Acton-Agua Dulce USD Superintendent

Parent Involvement in Governance

CCS will ensure parents have an opportunity to participate in governance of CCS through involvement in the Board of Directors, as noted above, and the Parent Advisory Council. The Parent Advisory Council shall be composed of parents who have children currently enrolled in CCS. The Parent Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Superintendent or their designee shall attend all Parent Advisory Council meetings and shall report Parent Advisory Council recommendations to the Board of Directors.

V. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. EC Section 47605(b)(5)(E).

Superintendent

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Minimum five (5) years relevant experience.
- Collaborative leader who demonstrates the ability to work with staff and community partners in a cohesive and integrated way by bringing people together. When appropriate, provides opportunities for collaboration. Demonstrates compassion, but has the ability to make hard decisions.
- Strong experience in school finance and fundraising. This would include developing and monitoring the district budget while keeping the Board well informed.
- Be able to spearhead the development, communication and implementation of systemic growth strategies and processes that leverage cross-departmental assets and collaborations.
- Willing to create and articulate a vision for Compass Charter Schools which is aligned with a results oriented strategic plan that will move this Charter School to a new and improved level.
- Be able to use technology efficiently and effectively.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Business Services

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Charter Business Officer certification.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Personalized Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Counseling Services

Requirements, Qualifications, Responsibilities

- Master's degree in related field.
- California Pupil Personnel Services Credential.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Engagement

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree
- Minimum two (2) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Exceptional Scholar Services

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Clear California Mild/Moderate and/or Moderate/Severe Special Education Teaching Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Human Resources

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- HR Certification preferred.
- Must be able to travel throughout the State of California for school-related activities.

Director of Information Technology

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Online Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Operations

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Options Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Educational Facilitator

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Familiarity with homeschooling and homeschool teaching approaches preferred.
- Must be able to travel throughout the State of California for school-related activities.

Teacher

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple and/or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate preferred.
- Must be able to travel throughout the State of California for school-related activities.

In accordance with Education Code Section 47605(l), teachers of core, college preparatory subjects (i.e., English/language arts, math, science, history/social science) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions. As specified in Education Code Section 47605(l), CCS shall have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas.

In accordance with Education Code Section 48000(g), CCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by Compass Charter Schools, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development teacher permit issued by the Commission on Teacher Credentialing.

A teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. This person is responsible for organizing and implementing an instructional program that will

result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract qualified, credentialed teachers. CCS's recruitment strategies for employing qualified teachers include using established teacher recruiting services, such as Ed Join, and other generally acceptable strategies.

Candidates are evaluated using these standards:

- Committed to scholars and learning
- Experience teaching in an online environment
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

VI. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. EC Section 47605(b)(5)(F).

In order to provide safety for all scholars and staff, Compass Charter Schools maintains full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the CCS Injury and Illness Prevention Program (I.I.P.P.) and be reviewed on an ongoing basis by the Director of HR, Assistant Superintendent of Business Services and Superintendent.

All non-certificated and certificated staff shall receive online compliance training annually on Child Abuse Reporting, Blood Borne Pathogens and Anti-Harassment. CCS shall ensure that staff is trained annually on its health and safety policies. A complete copy of the Charter School's health and safety policies and procedures shall be made available upon request.

The following is a summary of the health and safety policies of CCS:

Procedures for Background Checks

Employees and contractors of CCS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of HR of CCS shall monitor compliance with this policy and report to the Charter School Superintendent on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of the Director of HR. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All CCS employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. CCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with scholars, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

CCS shall function as a drug-, alcohol-, and smoke-free environment.

Immunizations

All enrolled scholars who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade scholars must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CCS shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Scholars shall be screened for vision, hearing and scoliosis. CCS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by CCS.

Diabetes

CCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on scholar suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

CCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

CCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

If CCS utilizes facilities in its program, CCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS' anti-discrimination and harassment policies.

VII. Means to Achieve Racial and Ethnic Balance of the District

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. EC Section 47605(b)(5)(G).

CCS is a public charter school, open to all children with in grades TK-12 who live within Los Angeles County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, CCS will market and recruit in areas that can assist in achieving a racially and ethnically diverse scholar body. Participating in community events and activities is useful in reaching students of diverse cultures and ethnicities. CCS will participate in community events and activities to reach students of various cultures and ethnicities, including but not limited to local Farmers' Markets, street fairs, Harvest Festivals, and Holiday Open Houses. We will also work with military families and centers.

Additionally, CCS will utilize social media by announcing events and promoting activities in which we are taking part, which will allow CCS to stay active in groups that might benefit from our program and might not be aware of CCS and its program option. CCS will work towards creating community partnerships that will allow the Charter School to reach scholars in the areas that we serve. Additionally, CCS' enrollment team will consist of a bilingual staff to allow for the answering of questions from prospective families in multiple languages.

CCS will implement a scholar recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of the Acton-Agua Dulce USD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the Acton-Agua Dulce USD.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in the Acton-Agua Dulce USD.

VIII. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). EC Section 47605(b)(5)(H).

Compass Charter Schools will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Charter School. CCS shall comply with all applicable legally required minimum and maximum age requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A scholar must be five (5) years old on or before September 1st in order to be admitted to Kindergarten at CCS at any time during the school year. For those young scholars who will turn five between September 2 and December 2, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after his/her 19th birthday, he/she may not enroll with CCS.

To complete enrollment at the Charter School, scholars must submit a completed CCS Enrollment Packet, signed Master Agreement, and applicable compliance documents. In accordance with Education Code Section 51747.3, scholars must reside within Los Angeles County, or a contiguous county, and provide proof of residency. Scholars may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college). At any time throughout the enrollment period with CCS, parents/guardians may be requested to provide updated information. All scholars must have an email address to enroll with CCS. Upon enrollment the Charter School will provide each scholar with a school email address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a Scholar Registration Form
- Proof of Immunization
- Proof of Residency
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements

- Execution of a Master Agreement
- Completion of Technology Use and Parent Permission Forms

All scholars who wish to attend CCS shall be admitted, subject only to capacity.

Public Random Drawing

While we do not currently have an enrollment cap, we do have a procedure in place if a cap were ever imposed. If the number of scholars who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing scholars of CCS who are guaranteed admission in the following school year, shall be determined by a public random drawing ("lottery"). In the case of a public random drawing, the following students will be given preference for admission to the Charter School in the following order:

1. Siblings of scholars admitted to or attending CCS
2. Children of Charter School staff
3. Residents of Acton-Agua Dulce USD
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on CCS' website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

If a lottery is needed, the Charter School will conduct the lottery in the spring for enrollment in fall of that year.

IX. Annual Independent Financial Audit

***Governing Law:** The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. EC Section 47605(b)(5)(I).*

An annual independent fiscal audit of the books and records of CCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The CCS Board of Directors shall have a Finance Committee to oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Acton-Agua Dulce USD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the Finance Committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Acton-Agua Dulce USD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of CCS is a public record to be provided to the public upon request.

X. Suspension and Expulsion Procedures

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). EC Section 47605(b)(5)(J).

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 IDEA or who is qualified for services under 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.
- w) 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).
 - x) 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 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.
 - v) 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 (3)(a)-(b).
 - w) 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.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that 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.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the 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 parent 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.

XI. Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. EC Section 47605(b)(5)(K).

CCS's certificated staff shall participate in California's State Teachers' Retirement System ("STRS"), and non-certificated staff shall participate in federal Social Security and/or the school sponsored 403(b) plan, a U.S. tax-advantaged retirement savings plan available for public education organizations according to the employee's position and eligibility. CCS shall participate in federal Social Security as required by law. As shall be arranged with the County, CCS shall pay the County a reasonable percentage for the provision of such services. The CCS Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all CCS employees.

XII. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school who choose not to attend charter schools. EC Section 47605(b)(5)(L).

No student may be required to attend CCS. Students who reside within the District who choose not to attend CCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each scholar enrolled in CCS will be informed on admissions forms that scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCS, except to the extent that such a right is extended by the local education agency.

XIII. Employee Return Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. EC Section 47605(b)(5)(M).

No public school district employee shall be required to work at CCS. Employees of the District who choose to leave the employment of the District to work at CCS will have no automatic rights of return to the District after employment by CCS unless specifically granted by the District through a leave of absence or other agreement. CCS employees shall have any right upon leaving the District to work in CCS that the District may specify, any rights of return to employment in a school district after employment in CCS that the District may specify, and any other rights upon leaving employment to work in CCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCS will be considered the exclusive employees of Compass Charter Schools and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCS. Employment by CCS provides no rights of employment at any other entity, including any rights in the case of closure of CCS.

XIV. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. EC Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

CCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CCS is willing to consider changes to the process outlined below as suggested by the District.

CCS and Acton-Agua Dulce USD will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCS and Acton-Agua Dulce USD, CCS staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Superintendent of CCS, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCS Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and CCS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the CCS Superintendent, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the District Superintendent and CCS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between Acton-Agua Dulce USD and CCS. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by Acton-Agua Dulce USD and CCS.

If the dispute remains unresolved after mediation, both CCS and Acton-Agua Dulce USD may pursue any further available legal remedy under the law.

Internal Disputes

CCS shall have an internal dispute resolution process to be used for all internal disputes related to CCS' operations, and shall adopt and maintain a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at CCS shall be provided with a copy of CCS' policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to CCS.

XV. Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. EC Section 47605(b)(5)(O).

Closure of CCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CCS will promptly notify parents and scholars of CCS, Acton-Agua Dulce USD, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which CCS's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CCS will ensure that the notification to the parents and scholars of CCS of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCS.

CCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCS will provide parents, scholars and Acton-Agua Dulce USD with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. CCS will ask Acton-Agua Dulce USD to store original records of CCS scholars. All scholar records of CCS shall be transferred to Acton-Agua Dulce USD upon school closure. If Acton-Agua Dulce USD will not or cannot store the records, CCS shall work with the Los Angeles County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CCS will prepare final financial records. CCS will also have an independent audit completed within six months after closure. CCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCS and will be provided to Acton-Agua Dulce USD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including

accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCS.

CCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of CCS, all assets of CCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending CCS, remain the sole property of the Compass Charter Schools non-profit public benefit corporation and, upon dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Acton-Agua Dulce USD or Acton-Agua Dulce USD property will be promptly returned upon school closure to Acton-Agua Dulce USD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As CCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix J, CCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. EC Section 47605(g).*

Attached, as Appendix J, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

CCS will annually prepare and submit to the Acton-Agua Dulce USD and the County Superintendent of Schools the following reports in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1st, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year, which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of CCS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year, which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all CCS's receipts and expenditures for the preceding fiscal year.

CCS shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

CCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance and Indemnification

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from CCS' insurance company. The Acton-Agua Dulce USD Board of Trustees shall be named as an additional insured on all policies of CCS. Prior to opening, CCS shall provide evidence of the above insurance coverage to Acton-Agua Dulce USD.

CCS shall hold harmless, defend, and indemnify Acton-Agua Dulce USD, its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the Charter School, its Board members, officers, employees, vendors, affiliates or agents.

C. Transportation

No transportation to and from school will be provided for scholars by CCS except as required by law.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. EC Section 47605(g).

CCS will provide or procure its own administrative services through an appropriately qualified third-party contractor. CCS currently contracts with Charter School Management Corporation ("CSMC"), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting

- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

CCS reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the CCS Board of Directors.

Compass Charter Schools shall manage the business aspects on behalf of the Charter School on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from Compass Charter Schools at its Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361. Such services shall be carried out by Compass Charter Schools staff with oversight and monitoring by the Compass Charter Schools Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Board of Directors.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. EC Section 47605(g).

As an independent study program, CCS requires limited facilities to operate its program. At this time, CCS does not anticipate requiring facilities or resource center locations to implement the program described in this charter. In the future, should CCS wish to add, change, or remove resource center locations, it will enter into and/or revise a separately-executed memorandum of understanding with the Acton-Agua Dulce USD.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. EC Section 47605(g).

CCS shall be operated by Compass Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operations of public charter schools for educational services in accordance with the EC Section 47600 *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated in the Governance Section of this Charter, the Compass Charter Schools' Articles of Incorporation and bylaws are enclosed in the Appendix. CCS shall work

diligently to assist the Acton-Agua Dulce USD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Acton-Agua Dulce USD shall not be liable for the operation of CCS.

Further, CCS intends to enter into a memorandum of understanding with the Acton-Agua Dulce USD, wherein CCS shall indemnify Acton-Agua Dulce USD for the actions of CCS under this charter.

The bylaws of Compass Charter Schools shall provide for indemnification of CCS' Board of Directors, officers, agents, and employees, and CCS will purchase general liability insurance, Directors' and Officers' insurance, and fidelity bonding to secure against financial risks. The DISTRICT shall be named an additional insured on the general liability insurance of CCS.

As stated above, insurance amounts will be determined by recommendation of CCS' insurance company and the Acton-Agua Dulce USD for schools of similar size, location, and scholar population.

The Board of Directors of Compass Charter Schools shall maintain appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

Appendices

Appendix A 2018-19 School Calendar

Appendix B Master Agreement

Appendix C Scholar Handbook

Appendix D Articles of Incorporation

Appendix E Board By-Laws

Appendix F Board Policy Manual

Appendix G Staff Handbook

Appendix H Middle School Course Catalog

Appendix I High School Course Catalog

Appendix J Budget Report

Appendix K Organization Chart

Cover Sheet

Review and Approval of the New Charter Petitions

Section:	IX. New Business
Item:	C. Review and Approval of the New Charter Petitions
Purpose:	Vote
Key Result:	Enrollment
Submitted by:	J.J. Lewis

RECOMMENDATION:

A motion to approve the charter petitions for Compass Charter Schools of Santa Clara, Compass Charter Schools of Siskiyou, Compass Charter Schools of Tuolumne, and Compass Charter Schools of Yolo.

Cover Sheet

Discuss Board and Committee Structure

Section: IX. New Business
Item: D. Discuss Board and Committee Structure
Purpose: Discuss
Key Result: Committee Attendance
Submitted by: J.J. Lewis

RECOMMENDATION:
N/A - For Discussion Only