



Compass Charter Schools

Annual Meeting

Date and Time

Monday June 26, 2017 at 5:00 PM PDT

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.

Agenda

| | Purpose | Presenter | Time |
|---|---------|----------------|----------------|
| I. Opening Items | | | 5:00 PM |
| Opening Items | | | |
| A. Call the Meeting to Order | | Peter McDonald | 1 m |
| B. Record Attendance and Guests | | Miguel Aguilar | 1 m |
| C. Approval of the June 26, 2017 Annual Meeting Agenda | Vote | Peter McDonald | 1 m |

| | Purpose | Presenter | Time |
|---|-----------------|------------|----------------|
| II. ORGANIZATION OF THE BOARD OF DIRECTORS | | | 5:03 PM |
| A. Election of the Chairperson | Vote | J.J. Lewis | 1 m |
| B. Election of the Secretary | Vote | J.J. Lewis | 1 m |
| C. Election of the Treasurer | Vote | J.J. Lewis | 1 m |
| III. CONSENT ITEMS | | | 5:06 PM |
| A. Consent Items | Vote | J.J. Lewis | 5 m |
| <p>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.</p> <ul style="list-style-type: none"> • Approval of the Check Registry for March, April & May 2017 • Approval of the March 27, 2017 Regular Meeting Minutes • Approval of the June 24, 2017 Public Hearing Minutes • Approval of 2017-18 Applications for Funding • Approval of the 2017-18 Staff Handbook • Approval of the 2017-18 Scholar Handbooks • Approval of Resolution 2017-01 on EPA Funds • Approval of the Suicide Prevention Policy | | | |
| B. Approval of the March 27, 2017 Regular Meeting Minutes | Approve Minutes | J.J. Lewis | |
| C. Approval of the June 26, 2017 Public Hearing Minutes | Approve Minutes | J.J. Lewis | |
| IV. CLOSED SESSION | | | 5:11 PM |
| A. Public Employee Performance Evaluation | Discuss | J.J. Lewis | 20 m |

| | Purpose | Presenter | Time |
|---|---------|---|----------------|
| Title: President & CEO | | | |
| V. RECONVENE FROM CLOSED SESSION | | | 5:31 PM |
| A. Closed Session Report | FYI | Peter McDonald | 5 m |
| VI. COMMUNICATIONS | | | 5:36 PM |
| A. Board Member Communication | FYI | Peter McDonald | 10 m |
| | | <ul style="list-style-type: none"> • Joe Cummings • Kathy Granger • Matt Koblick • Lisa Robotham • Peter McDonald | |
| VII. REPORTS | | | 5:46 PM |
| A. CEO Report | FYI | J.J. Lewis | 5 m |
| | | <ul style="list-style-type: none"> • Introduction of 2017-18 Administrators • Division Employees of the Year Presentation • Employee of the Year Presentation • Learning Coaches of the Year Presentation | |
| B. Academic Affairs Committee Report | FYI | Matt Koblick | 5 m |
| C. Finance Committee Report | FYI | Kathy Granger | 5 m |
| D. Personnel Committee Report | FYI | Joe Cummings | 5 m |
| E. Parent Advisory Council Report | FYI | Lisa Robotham | 5 m |
| VIII. PUBLIC COMMENT | | | 6:11 PM |
| External Relations | | | |
| A. Public Comment | FYI | Peter McDonald | 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 | | | |

| Purpose | Presenter | Time |
|---------|-----------|------|
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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 CEO. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the CEO 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** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

IX. UNFINISHED BUSINESS

Personnel

X. NEW BUSINESS

6:16 PM

| | | | | |
|-----------|---|---------|---------------|------|
| A. | Review and Discussion of 9th Grade Math Placement Policy Final Report | Discuss | J.J. Lewis | 5 m |
| B. | Adoption of the 2017-18 Local Control Accountability Plans (LCAP) | Vote | J.J. Lewis | 10 m |
| | <ul style="list-style-type: none"> • Compass Charter Schools of Fresno • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego | | | |
| C. | Review and Approval of Resolution 2017-02 on Executive Compensation | Vote | Kathy Granger | 5 m |
| D. | Review and Approval of the 2016-2019 At-Will Employment Agreement for the President & CEO | Vote | Joe Cummings | 5 m |

| | Purpose | Presenter | Time |
|---|---------|----------------|----------------|
| Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to President & CEO | | | |
| <ol style="list-style-type: none"> 1. Salary: 2. Health benefits: 3. Stipends/Allowances: | | | |
| E. Review and Approval of the 2017-2020 At-Will Employment Agreement Amendment for the President & CEO | Vote | Joe Cummings | 5 m |
| Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to President & CEO | | | |
| <ol style="list-style-type: none"> 1. Salary: 2. Health benefits: 3. Stipends/Allowances: | | | |
| F. Adoption of the 2017-18 Annual Budget | Vote | J.J. Lewis | 10 m |
| <ul style="list-style-type: none"> • Compass Charter Schools of Fresno • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego | | | |
| G. Election of New Board Members | Vote | J.J. Lewis | 5 m |
| <ul style="list-style-type: none"> • Matthew Brown • John Vargas | | | |
| XI. Closing Items | | | 7:01 PM |
| A. Upcoming Meetings | FYI | J.J. Lewis | 1 m |
| Regular Meeting Monday, September 25 at 5 pm | | | |
| B. Adjourn Meeting | FYI | Peter McDonald | 1 m |

Coversheet

Consent Items

Section: III. CONSENT ITEMS
Item: A. Consent Items
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: A March-May Check Register.pdf
B CCS Fresno - 17-18 CARS Reporting.pdf
C CCS LA - 17-18 CARS Reporting.pdf
D CCS San Diego - 17-18 CARS Reporting.pdf
J EPA Allocation Resolution 2016-17.pdf
E 2017-18 Employee Handbook.pdf
K SECTION 15 - Scholar Policy - Suicide Prevention.pdf
F Elementary School Scholar Handbook 2017.pdf
G Middle School Scholar Handbook 2017.pdf
I Options Scholar Handbook 2017.pdf
H High School Scholar Handbook 2017.pdf

RECOMMENDATION:

A motion to approve the Consent Items.

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| Payment Number | Payment Date | Payee Name | Rec Status | Check Amount | Account | Account Description | Transaction Description | Invoiced GL Amount |
|----------------|--------------|-----------------------------------|------------|--------------|-------------|---|---|--------------------|
| 50587 | 3/3/2017 | Sonoma County Office of Education | Cleared | \$4,745.55 | 3101-010-00 | State Teachers' Retirement System, certificated positions | February 2017 STRS | \$4,745.55 |
| 50597 | 3/7/2017 | Gardener's Supply Company | Cleared | \$88.91 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | NPK Test Kit & Organic Tomato Success Kit | \$88.91 |
| 50598 | 3/7/2017 | Home Science Tools | Cleared | \$212.83 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum | \$154.55 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum | \$58.28 |
| 50594 | 3/7/2017 | Explorer Field Trips | Cleared | \$400.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Disneyland Teacher Kit | \$250.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Calaveras County, CA Teacher Kit Cavern Tours | \$150.00 |
| 50593 | 3/7/2017 | Simona Dlouha | Cleared | \$2,008.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February Core Classes | \$337.50 |
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| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February Core Classes | \$337.50 |
| 50610 | 3/7/2017 | Scientifics Direct | Cleared | \$257.80 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Telescope, Barlow Lens, Eyepiece | \$257.80 |
| 50601 | 3/7/2017 | Horrible Books (Del Sol Books) | Cleared | \$54.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Textbook | \$16.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Textbooks | \$38.00 |
| 50603 | 3/7/2017 | Little Passports | Cleared | \$218.04 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6 Month Subscription -Little Passport World Edition | \$109.02 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6 Month Subscription -Little Passport USA Edition | \$109.02 |
| 50606 | 3/7/2017 | MobyMax, LLC | Cleared | \$99.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Yearly Online Subscription | \$99.00 |
| 50609 | 3/7/2017 | Rainbow Resource Center | Cleared | \$911.66 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$153.95 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|----------|-----------------------------|---------|----------|-------------|---|---|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$257.42 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$77.44 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$11.20 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$47.04 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$116.55 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Materials - Core Curriculum | \$46.35 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$11.20 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$29.79 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$31.57 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$41.23 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials -Core Curriculum | \$87.92 |
| 50605 | 3/7/2017 | Mosaic Music Inc. | Cleared | \$146.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Yorba Linda January Violin Lessons | \$146.00 |
| 50588 | 3/7/2017 | BLICK art materials | Cleared | \$858.43 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$136.69 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$207.22 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$238.17 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$276.35 |
| 50607 | 3/7/2017 | Pro Cleaning Services, Inc. | Cleared | \$140.00 | 5500-010-84 | Operation and Housekeeping Services | Janitorial Services Performed - February 2017 | \$140.00 |
| 50608 | 3/7/2017 | QUILL CORPORATION | Cleared | \$152.42 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Journal, Notebooks. Pad, Ink, Paper | \$152.42 |
| 50604 | 3/7/2017 | Leaps & Bounds | Cleared | \$892.50 | 5810-010-65 | Educational Consultants | Occupational Therapy -Jan & Feb 2017 | \$577.50 |
| | | | | | 5810-010-65 | Educational Consultants | Physical Therapy - February 2017 | \$315.00 |

Compass Charter Schools

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|-------|-----------|---------------------------------------|---------|-------------|-------------|---|--|--------------------|
| 50602 | 3/7/2017 | Institute for Excellence in Writing | Cleared | \$336.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum | \$336.00 |
| 50600 | 3/7/2017 | Homeschool Buyers Co-op | Cleared | \$301.95 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | CCCI Streaming Bundle - (7 Pack) - Core Curriculum | \$104.95 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Homeschool Subscription to Mango Languages-Core Curriculum | \$197.00 |
| 50592 | 3/7/2017 | Discount School Supply | Cleared | \$238.57 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$238.57 |
| 50591 | 3/7/2017 | Cricket Media | Cleared | \$67.90 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Cobblestone Magazine - 1 Year Subscription - Core Curriculum | \$33.95 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Faces Magazine - 1 Year Subscription - Core Curriculum | \$33.95 |
| 50596 | 3/7/2017 | The Four Amigos, LP | Cleared | \$750.00 | 5601-020-84 | Building Maintenance | Inv: 4780241 for Servpro - Water Damage - 4560 Alvarado Cany | \$750.00 |
| 50599 | 3/7/2017 | Harrison Music | Cleared | \$280.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | December & January Singing Lessons | \$280.00 |
| 50595 | 3/7/2017 | Easy Grammar Systems | Cleared | \$160.80 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammer Workbooks & Test Booklet | \$31.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammer Teacher Edition & Workbook | \$64.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammer Teacher Edition & Workbook | \$64.90 |
| 50590 | 3/7/2017 | Charter School Management Corporation | Cleared | \$21,400.00 | 5873-010-84 | Financial Services | March 2017 Business Back Office Monthly Support | \$21,400.00 |
| 50589 | 3/7/2017 | Barnes & Noble, Inc. | Cleared | \$74.82 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Pink Mirco Foam Tablet Bumper & Nook Tablet | \$74.82 |
| 50613 | 3/15/2017 | Barnes & Noble, Inc. | Cleared | \$326.65 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - World History Vol. 2 | \$15.97 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 240 Lessons for all Levels - Ultimate Guitar Chords Scales | \$18.58 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks - Geometry & Algebra - Curriculum | \$30.72 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books & Level Readers - Curriculum | \$134.56 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books & Level Series - Curriculum | \$126.82 |
| 50626 | 3/15/2017 | Sparkletts | Cleared | \$42.99 | 4300-010-84 | Materials and Supplies | Water Filtration Services | \$42.99 |

Compass Charter Schools

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|-------|-----------|------------------------------------|---------|-------------|-------------|--|--|-----------------|
| 50629 | 3/15/2017 | Teacher Synergy, LLC | Cleared | \$197.02 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teachers Pay Teachers ID #55941 | \$127.53 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teachers Pay Teachers Quote ID #54585 | \$69.49 |
| 50631 | 3/15/2017 | Ventura Makos Surf Camps LLC | Cleared | \$360.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura February - Surf Lessons | \$180.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura February - Surf Lessons | \$180.00 |
| 50632 | 3/15/2017 | World's Greatest Promotional Stuff | Cleared | \$530.05 | 5815-010-82 | Advertising/Recruiting | Promotional Materials - First Aid Kit With Logo | \$276.12 |
| | | | | | 5815-010-82 | Advertising/Recruiting | Promotional Materials - Hand Sanitizer With Logo | \$253.93 |
| 50627 | 3/15/2017 | Studies Weekly, Inc. | Cleared | \$26.90 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | California Kindergarten Studies Weekly | \$26.90 |
| 50614 | 3/15/2017 | BookShark LLC | Cleared | \$755.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6FC Level 6 Full Grade Package | \$755.00 |
| 50616 | 3/15/2017 | Elemental Science Inc. | Cleared | \$35.75 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- Biology & Earth Science - Core Curriculum | \$35.75 |
| 50615 | 3/15/2017 | 8x8, Inc | Cleared | \$666.47 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | VOIP Phone Services January 2017 Usage Fees & Feb 2017 Servi | \$666.47 |
| 50611 | 3/15/2017 | All About Learning Press, Inc. | Cleared | \$129.90 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Level 2 Materials, Complete Package 3rd Edition, All Reading | \$129.90 |
| 50617 | 3/15/2017 | Fundamental Foundations | Cleared | \$25,468.84 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$368.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|--------------------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$326.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$327.87 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$365.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | |
|-------------|---|--------------------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$332.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|---|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$327.87 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 HS Core Classes - Curriculum | \$360.37 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$260.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$325.12 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$100.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$301.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$360.37 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$327.87 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|---|---------|------------|-------------|---|--|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Current Classes - Curriculum | \$333.37 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$321.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Classes - Curriculum | \$329.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Core Courses - Curriculum | \$337.50 |
| 50630 | 3/15/2017 | Usborne Books & More (Cynthia Delgadillo) | Cleared | \$221.97 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books - Ocean Animals, living in Space, Solar Systems, Sun | \$107.51 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books -Picture of Wipe-Clean 123, Alphabet, & Letters | \$114.46 |
| 50628 | 3/15/2017 | Rheba Katrice Savoie | Cleared | \$120.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February 2017 Piano Lessons | \$120.00 |
| 50619 | 3/15/2017 | Horrible Books (Del Sol Books) | Cleared | \$38.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Math Textbooks - Life of Fred Decimals and Percents | \$38.00 |
| 50624 | 3/15/2017 | QUILL CORPORATION | Cleared | \$54.45 | 4300-010-83 | Materials and Supplies | Office paper | \$8.31 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Ballpoint pens, Calendar, Daily Checklist | \$21.28 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Case for Samsung Galax 901 | \$24.86 |
| 50623 | 3/15/2017 | Oak Meadow Inc. | Cleared | \$520.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks - Core Curriculum | \$520.00 |
| 50612 | 3/15/2017 | BLICK art materials | Cleared | \$413.46 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$85.04 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$79.63 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$163.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Materials & Supplies | \$85.04 |
| 50625 | 3/15/2017 | Rainbow Resource Center | Cleared | \$1,111.32 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - Thomas Edison (Childhood of Famous Americans) | \$9.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|------------------------------|---------|----------|-------------|---|--|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Workbook- Handwriting Without Tears - My Printing Book | \$3.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Core Curriculum | \$271.89 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- Materials - Core Curriculum | \$94.58 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials-Core Curriculum | \$149.16 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials - Core Curriculum | \$68.54 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- Anatomy and Physiology | \$63.17 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks - Artistic Pursuits Edition 3 | \$141.74 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Materials - Core Curriculum | \$31.60 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study Program - Textbooks - Marials -Core Curriculum | \$173.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books - Garden, Sign Language, Dinosaurs, Bob, Blue Birds | \$103.64 |
| 50620 | 3/15/2017 | Kiwi Crate | Cleared | \$236.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6-month Subscription - Doodle Crate | \$118.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Kiwi Crate - 6 Month Subscription | \$118.25 |
| 50622 | 3/15/2017 | Lakeshore Learning Materials | Cleared | \$679.10 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | PP676 Visualize Place Value Magnetic Frame | \$23.31 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Materials & Supplies | \$320.69 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Classroom materials & Supplies | \$196.06 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | CB783 Listen, Read & Rhyme W/ Dr. Seuss | \$48.74 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Puzzles, water play set, Life Science Folder Games | \$90.30 |
| 50621 | 3/15/2017 | Learn Beyond The Book | Cleared | \$587.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Oct, Nov, Dec - Math for Little Ones (5-7 yr) | \$217.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | North Valley January - Musikgarten: Music Makers & Atlas Adv | \$116.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Oct, Nov, Dec - Science Exploration for Little Ones (5-7 yr) | \$217.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--------------------------------------|---------|-------------|-------------|--|---|--------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Northridge January - Programming in Python & Academic Chess | \$36.00 |
| 50618 | 3/15/2017 | Home Science Tools | Cleared | \$110.01 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - Astronomy Lab Workbook | \$34.28 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Middle School Astronomy Set | \$75.73 |
| 50639 | 3/16/2017 | World's Greatest Promotional Stuff | Cleared | \$3,526.06 | 5815-010-82 | Advertising/Recruiting | Promotional Materials - Polos | \$3,237.95 |
| | | | | | 5815-010-82 | Advertising/Recruiting | Promotional Materials - Polos | \$288.11 |
| 50634 | 3/16/2017 | Department of Justice | Cleared | \$64.00 | 5874-010-84 | Personnel Services | February 2017 Fingerprint APPS | \$64.00 |
| 50633 | 3/16/2017 | Cox Business | Cleared | \$187.06 | 5900-020-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Phone & Internet Charges | \$187.06 |
| 50637 | 3/16/2017 | Kaiser Foundation Health Plan Inc | Cleared | \$27,153.43 | 3403-010-84 | Health & Welfare Benefits | April 2017 Health Ins | \$27,153.43 |
| 50638 | 3/16/2017 | Oxford Consulting Services Inc. | Cleared | \$4,593.75 | 5810-010-65 | Educational Consultants | SPED Services - February 2017 | \$4,593.75 |
| 50636 | 3/16/2017 | Frontier | Cleared | \$110.70 | 5900-060-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Internet Charges - March 2017 | \$110.70 |
| 50635 | 3/16/2017 | El Dorado County Office of Education | Cleared | \$46,619.00 | 8793-030-65 | SPED State/Other Transfers of Apportionments from JPA | New Acct: 8792 - SPED County Offices - Oct 2016 - Repayment | \$6,785.00 |
| | | | | | 8793-020-65 | SPED State/Other Transfers of Apportionments from JPA | New Acct: 8792 - SPED County Offices - Oct 2016 - Repayment | \$8,766.00 |
| | | | | | 8793-060-65 | SPED State/Other Transfers of Apportionments from JPA | New Acct: 8792 - SPED County Offices - Oct 2016 - Repayment | \$15,879.00 |
| | | | | | 8793-040-65 | SPED State/Other Transfers of Apportionments from JPA | New Acct: 8792 - SPED County Offices - Oct 2016 - Repayment | \$1,358.00 |
| | | | | | 8793-050-65 | SPED State/Other Transfers of Apportionments from JPA | New Acct: 8792 - SPED County Offices - Oct 2016 - Repayment | \$13,831.00 |
| 50642 | 3/20/2017 | History Unboxed | Cleared | \$267.19 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Quarterly Subscription & Welcome Box | \$267.19 |
| 50645 | 3/20/2017 | Little Passports | Cleared | \$72.68 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6 Month Subscription- Little Passport World Edition | \$72.68 |
| 50643 | 3/20/2017 | KidsArt -Los Angeles, Inc. | Cleared | \$266.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| 50640 | 3/20/2017 | Barnes & Noble, Inc. | Cleared | \$89.76 | 4315-010-83 | Classroom Materials and Supplies | Lego City - Police Station | \$89.76 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|-----------------------|---------|----------|-------------|---|--|-----------------|
| 50646 | 3/20/2017 | Middletown Art Center | Cleared | \$231.25 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Jan 17 & Feb 17 -Art Adventures for Homeschoolers-Ar | \$75.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Jan 17 & Feb 17 -Art Adventures for Homeschoolers-Ar | \$75.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Jan 17 & Feb 17 -Art Adventures for Homeschoolers-Ar | \$81.25 |
| 50647 | 3/20/2017 | My Learning Studio | Cleared | \$300.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Feb 2017 Tutoring | \$300.00 |
| 50651 | 3/20/2017 | Sound Roads Music | Cleared | \$360.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - Violin Lessons | \$180.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - Piano Lessons | \$180.00 |
| 50644 | 3/20/2017 | Learn Beyond The Book | Cleared | \$510.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | North Valley February :Musikgarten Music Markers & Atlas Adv | \$116.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Santa Clarita February - Curriculum- Science, Social Studies | \$394.00 |
| 50652 | 3/20/2017 | Time4Learning | Cleared | \$285.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February -Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - 7th Grade Access - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - 10th Grade Access - On Line | \$35.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February -2nd Grade Access - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - Time 4 Learning 5th Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February -6th Grade Access - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - 4th Grade Access - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - Time 4 Learning - Curriculum | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February -6th Grade Access - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - 1st Grade Access - On Line | \$25.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|------------|-------------|---|---|-------------------|
| 50649 | 3/20/2017 | QUILL CORPORATION | Cleared | \$52.71 | 4315-010-83 | Classroom Materials and Supplies | Ink, Pencils etc. | \$52.71 |
| 50650 | 3/20/2017 | Rainbow Resource Center | Cleared | \$82.68 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Handwriting Without Tears:My Printing Student Workbook | \$14.70 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books Biology, Anne Of Green Gables | \$67.98 |
| 50648 | 3/20/2017 | Outschool, Inc. | Cleared | \$119.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Jan 2017 Reading Rock Stars | \$119.00 |
| 50641 | 3/20/2017 | Huckleberry Center For Creative Learning | Cleared | \$603.35 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley February - Core Curriculum- Biology , Spanish | \$258.34 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley February 2017 - Core Curriculum - E Schott | \$86.67 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley February 2017 - Core Curriculum - L Chalco-Paz | \$171.67 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley February 2017 - Core Curriculum - R Schott | \$86.67 |
| 50653 | 3/28/2017 | Bethel Encino Church & Preschool | Cleared | \$8,000.00 | 5600-010-84 | Space Rental/Leases Expense | April 2017 Rent | \$8,000.00 |
| 50654 | 3/28/2017 | The Four Amigos, LP | Cleared | \$4,861.56 | 5600-020-84 | Space Rental/Leases Expense | April 2017 Rent | \$4,861.56 |
| 50656 | 3/28/2017 | Water Court LLC | Cleared | \$337.23 | 4400-060-84 | Noncapitalized Equipment | Four directory strips | \$140.50 |
| | | | | | 4400-060-84 | Noncapitalized Equipment | Overhead one door sign | \$196.73 |
| 50655 | 3/28/2017 | Water Court LLC | Cleared | \$8,090.25 | 5600-060-84 | Space Rental/Leases Expense | April 2017 Rent | \$8,090.25 |
| 50688 | 3/29/2017 | School Pathways, LLC | Cleared | \$712.17 | 5877-010-86 | IT Services | 2016-2017 PLSISAnnual Fees 8th Installment, Bridge, Records | \$712.17 |
| 50665 | 3/29/2017 | Pandia Press INC | Cleared | \$104.99 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Early Modern & American History | \$104.99 |
| 50666 | 3/29/2017 | Rainbow Resource Center | Cleared | \$1,376.04 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks -Curriculum - Binder, Dough Set , etc | \$85.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum- Sharpies Ultra Fine - Set of 12 | \$15.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum- Handwriting Workbooks, etc | \$151.95 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks -Curriculum - US Government, Math, Biology etc. | \$292.41 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks -Curriculum Play & Learn, Paint Brushes, Pencils | \$171.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks -Curriculum- Coloring Books, Workbook Sets etc | \$138.02 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|-------------|-------------|---|--|--------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum- English Spelling Journal, Word Roots etc. | \$368.56 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks -Curriculum- Paper, Paint Cups, Markers etc | \$151.95 |
| 50661 | 3/29/2017 | Home Science Tools | Cleared | \$215.70 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum -Pro Science Kit - Nanotech Kit | \$215.70 |
| 50663 | 3/29/2017 | Kids Cook Real Food (Kitchen Stewardship, LLC) | Cleared | \$59.95 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Kids Cook Real Food -eCourse All Access Pass | \$59.95 |
| 50664 | 3/29/2017 | Middletown Art Center | Cleared | \$65.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Art Class Feb | \$65.00 |
| 50659 | 3/29/2017 | BLICK art materials | Cleared | \$690.63 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Material & Supplies | \$329.96 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Material & Supplies | \$285.81 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Material & Supplies | \$74.86 |
| 50658 | 3/29/2017 | Academy of Science for Kids, LLC | Cleared | \$206.94 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | PS101 Science Kit - Newton's Laws | \$206.94 |
| 50668 | 3/29/2017 | Studies Weekly, Inc. | Cleared | \$53.80 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | California Sixth Grade Social Studies | \$26.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | California First Grade Social Studies | \$26.90 |
| 50667 | 3/29/2017 | Kristene Robertson | Cleared | \$55.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Painting Fundamentals - Feb 2017 | \$55.00 |
| 50670 | 3/29/2017 | Allstate Building & Office Maintenance, Inc. | Cleared | \$500.00 | 5500-010-84 | Operation and Housekeeping Services | March 2017 Cleaning / Janitorial Services | \$500.00 |
| 50671 | 3/29/2017 | Blue Shield of California | Cleared | \$25,694.77 | 3403-010-84 | Health & Welfare Benefits | April 2017 Health Benefits | \$25,694.77 |
| 50672 | 3/29/2017 | Canon Financial Services, Inc. | Cleared | \$898.17 | 5605-060-84 | Equipment Rental/Lease Expense | Late Charges | \$58.90 |
| | | | | | 5605-060-84 | Equipment Rental/Lease Expense | Copier Contract Charges - December 2016 | \$839.27 |
| 50657 | 3/29/2017 | Arbor Learning Community | Cleared | \$2,751.25 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- Biology, Speech, Sign Lang,etc -Core Curriculum | \$292.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- History, Literature, Speech ,etc -Core Curriculum | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- History, Physic, Ceramics ,etc -Core Curriculum | \$333.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|------------|-------------|---|--|-------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks-Math, Science, Writing ,etc -Core Curriculum | \$534.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks - Chess, Chemistry, etc -Core Curriculum | \$327.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks- History, Math, Ceramics ,etc -Core Curriculum | \$585.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks-History, Painting, Physics ,etc -Core Curriculum | \$342.00 |
| 50669 | 3/29/2017 | Timberdoodle.com | Cleared | \$75.77 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Sponge Painting, Book, Knights Sets etc. | \$75.77 |
| 50660 | 3/29/2017 | Discount School Supply | Cleared | \$9.22 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Return Item - Scholar Withdrew - Shipping Charges | \$9.22 |
| 50662 | 3/29/2017 | Inspire In-Home Tutoring, Inc. | Cleared | \$96.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February 2017 - Tutoring | \$96.00 |
| 50680 | 3/29/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee 5th Installment | \$208.33 |
| 50685 | 3/29/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee , 5th Installment | \$208.33 |
| 50686 | 3/29/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee , 5th Installment | \$208.33 |
| 50687 | 3/29/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee , 5th Installment | \$208.33 |
| 50689 | 3/29/2017 | School Pathways, LLC | Cleared | \$580.67 | 5877-010-86 | IT Services | 2016-2017 PLSISAnnual Fees 8th Installment, Bridge, Records | \$580.67 |
| 50690 | 3/29/2017 | School Pathways, LLC | Cleared | \$250.00 | 5877-010-86 | IT Services | 2016-2017 PLSIS District Oversight Annual Fees 8th installme | \$250.00 |
| 50691 | 3/29/2017 | San Diego Regional Chamber of Commerce | Cleared | \$1,200.00 | 5300-010-84 | Dues and Memberships | Bronze Membership - Renewal - 2017 | \$1,200.00 |
| 50693 | 3/29/2017 | Ventura County Office of Education | Cleared | \$743.92 | 5800-060-84 | Professional/Consulting Services and Operating Expenditures | CalSTRA & CalPERS Retirement - Quarterly July -Sep 2016 | \$743.92 |
| 50694 | 3/29/2017 | Ventura County Office of Education | Cleared | \$743.92 | 5800-060-84 | Professional/Consulting Services and Operating Expenditures | CalSTRA & CalPERS Retirement - Quarterly July -Sep 2016 | \$743.92 |
| 50695 | 3/29/2017 | World's Greatest Promotional Stuff | Cleared | \$13.26 | 5815-010-82 | Advertising/Recruiting | Promotional Materials - Shipping Only | \$13.26 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|-------------|-------------|---|---|--------------------|
| 50697 | 3/29/2017 | Law Office of Young, Minney & Corr | Cleared | \$7,528.65 | 5805-010-84 | Legal Services | Services Through 2/28/17 | \$7,528.65 |
| 50698 | 3/29/2017 | Law Office of Young, Minney & Corr | Cleared | \$1,260.00 | 5805-010-84 | Legal Services | Services Through 2/28/17 | \$1,260.00 |
| 50696 | 3/29/2017 | West Interactive Services Corporation | Cleared | \$1,065.00 | 5800-010-80 | Professional/Consulting Services and Operating Expenditures | Redesign , Configurations, & Launch of Existing Mobile APP5 | \$1,065.00 |
| 50692 | 3/29/2017 | S.T.A.R. Academy - Haynes Family of Programs | Cleared | \$160.00 | 5810-010-65 | Educational Consultants | Specialized Academic Instruction & Transition Services SA | \$160.00 |
| 50678 | 3/29/2017 | Pro Cleaning Services, Inc. | Cleared | \$180.00 | 5500-020-84 | Operation and Housekeeping Services | Janitorial Services Performed - January 2017 -Delmar | \$180.00 |
| 50679 | 3/29/2017 | Royal Staffing Services | Cleared | \$15.00 | 5874-010-84 | Personnel Services | Normal User Excel Week Ending 3/18/17 | \$15.00 |
| 50681 | 3/29/2017 | School Pathways, LLC | Cleared | \$1,325.02 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee 8th Install, Bridge, Records Feb | \$1,325.02 |
| 50682 | 3/29/2017 | School Pathways, LLC | Cleared | \$620.27 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee 8th Install, Bridge, Records Feb | \$620.27 |
| 50684 | 3/29/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee 5th Installment | \$208.33 |
| 50683 | 3/29/2017 | School Pathways, LLC | Cleared | \$1,681.72 | 5877-010-86 | IT Services | 2016-2017 PLSIS Annual Fee 8th Install, Bridge, Records Feb | \$1,681.72 |
| 50676 | 3/29/2017 | Law Office of Meagan Nunez | Cleared | \$5,000.00 | 5805-010-65 | Legal Services | Legal Services - 11/21/16 - 2/9/17 | \$5,000.00 |
| 50677 | 3/29/2017 | National Student Clearinghouse | Cleared | \$425.00 | 5810-010-84 | Educational Consultants | Annual Renewal Fee for Student Tracker High Schools | \$425.00 |
| 50673 | 3/29/2017 | 8x8, Inc | Cleared | \$668.49 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | VOIP Phone Services Feb 2017 Usage Fee & Mar 2017 Service | \$668.49 |
| 50675 | 3/29/2017 | Mupu Elementary School District | Cleared | \$19,099.00 | 8096-060-84 | Charter Schools Funding In-Lieu of Property Taxes | 2015-16 In-Lieu Tax Adjustment - Thousand Oaks/Simi | \$14,734.00 |
| | | | | | 8096-060-84 | Charter Schools Funding In-Lieu of Property Taxes | 2015-16 In-Lieu Tax Adjustment Oxnard/ Ventura | \$4,365.00 |
| 50674 | 3/29/2017 | Law Office of Jennifer McQuarrie | Cleared | \$100.00 | 5805-010-80 | Legal Services | Legal Services - February 2017 | \$100.00 |
| 50720 | 4/3/2017 | QBI, LLC | Cleared | \$250.00 | 5800-010-84 | Professional/Consulting Services and Operating Expenditures | 403 (b) Plan Amendment (C1001607) - Name Change | \$250.00 |
| 50721 | 4/3/2017 | Rainbow Resource Center | Cleared | \$777.19 | 4315-010-83 | Classroom Materials and Supplies | Curriculum - Model Kits, Economics etc. | \$171.08 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|----------|-------------------------|---------|------------|-------------|---|--|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - SSRWCK SSR& W K/Level 1 Combo Kit | \$296.95 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Textbooks & Workbooks | \$225.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Daily Grams Grade 5, Reading & Math Grade 5 | \$39.96 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Textbooks | \$43.70 |
| 50706 | 4/3/2017 | Simona Dlouha | Cleared | \$2,008.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Core Classes | \$337.50 |
| 50707 | 4/3/2017 | Explorer Field Trips | Cleared | \$235.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | California Science Center Teacher Kit | \$75.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Discovery Cube Teacher Kit & Queen Mary Teacher Kit | \$160.00 |
| 50702 | 4/3/2017 | Brave Writer LLC | Cleared | \$199.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Kids Write Basic - Mar 27 - May 5 | \$199.00 |
| 50708 | 4/3/2017 | Homeschool Buyers Co-op | Cleared | \$101.75 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 1XL 3rd Grade Math & Language Arts Combo -Subscribers | \$101.75 |
| 50723 | 4/3/2017 | Singapore Math Inc. | Cleared | \$22.87 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study -Textbook Math | \$22.87 |
| 50724 | 4/3/2017 | Studies Weekly, Inc. | Cleared | \$65.70 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Kindergarten Science | \$26.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Studies Wkly CA Kindergarten Science & Social Studies | \$38.80 |
| 50709 | 4/3/2017 | History Unboxed | Cleared | \$1,062.30 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 3 Month Sibling Add-on History, Middle Ages, Welcome Kit His | \$278.05 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Quarterly Sibling Add-on History, Middle Ages, Welcome Kit His | \$387.13 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|----------|-------------------------------------|---------|--------------|-------------|---|--|---------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Quarterly Sibling Add-on History, Middle Ages, Welcome Kit His | \$397.12 |
| 50703 | 4/3/2017 | Baker Creek Heirloom Seeds | Cleared | \$76.75 | 4315-010-83 | Classroom Materials and Supplies | Books - Curriculum | \$76.75 |
| 50701 | 4/3/2017 | Barnes & Noble, Inc. | Cleared | \$131.53 | 4315-010-83 | Classroom Materials and Supplies | Book, CD's, Legos - Curriculum | \$131.53 |
| 50710 | 4/3/2017 | Institute for Excellence in Writing | Cleared | \$143.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | SID- Student Writing Intensive Level B | \$143.00 |
| 50700 | 4/3/2017 | BLICK art materials | Cleared | \$194.47 | 4315-010-83 | Classroom Materials and Supplies | Note Pads, Drawing Pads, Glue Sticks, Tape etc - Curriculum | \$194.47 |
| 50699 | 4/3/2017 | Academics in a Box Inc. | Cleared | \$93.36 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Groovy Lab in a Box 3 Months Subscription | \$93.36 |
| 50722 | 4/3/2017 | Royal Fireworks Press | Cleared | \$126.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Student Books - Language Arts etc. | \$126.50 |
| 50713 | 4/3/2017 | K12 Management, Inc. | Cleared | \$6,320.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly & Service Fee | \$6,320.00 |
| 50714 | 4/3/2017 | K12 Management, Inc. | Cleared | \$7,010.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly & Service Fee | \$7,010.00 |
| 50715 | 4/3/2017 | K12 Management, Inc. | Cleared | \$27,286.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, Materials & Service Fee | \$27,286.00 |
| 50716 | 4/3/2017 | K12 Management, Inc. | Cleared | \$395,915.50 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | Curriculum - FED - CUR - ENR - HSC - CHI HS & MS Online | \$395,915.50 |
| 50717 | 4/3/2017 | LEGO Brand Retail, Inc | Cleared | \$571.07 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Mindstorm Education Core & Expansion Set | \$571.07 |
| 50718 | 4/3/2017 | Lakeshore Learning Materials | Cleared | \$939.12 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Blocks, Geometry Kits, Games etc | \$288.40 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Feathers, Art Noodles, Craft Sticks, Journals etc | \$137.31 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Game, Mold & Play Sand, Paint Cup, Paint etc | \$334.29 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Number Line, Giant Magnetic Write & Wipe, Journals, etc | \$179.12 |
| 50704 | 4/3/2017 | The Critical Thinking Co. | Cleared | \$179.43 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Paperback Books | \$179.43 |
| 50719 | 4/3/2017 | QUILL CORPORATION | Cleared | \$110.30 | 4300-010-83 | Materials and Supplies | HP Desk Jet, Ink Cartridge, Paper | \$110.30 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|---|---------|-------------|-------------|--|---|--------------------|
| 50705 | 4/3/2017 | A Child's Dream | Cleared | \$116.80 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Level 3 Felt Sewing Kits | \$116.80 |
| 50730 | 4/3/2017 | Sonoma County Office of Education | Cleared | \$4,745.55 | 3101-010-00 | State Teachers' Retirement System, certificated positions | March 2017 STRS - Sonoma | \$2,638.77 |
| | | | | | 9503-010 | Accrued STRS | March 2017 STRS - Sonoma | \$2,106.78 |
| 50728 | 4/3/2017 | Weintraub Tobin | Cleared | \$8,182.66 | 5805-010-81 | Legal Services | Professional Services Rendered Through December 2016 | \$8,182.66 |
| 50711 | 4/3/2017 | K12 Management, Inc. | Cleared | \$21,680.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, Materials, & Service Fee | \$21,680.00 |
| 50712 | 4/3/2017 | K12 Management, Inc. | Cleared | \$7,758.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, Materials & Service Fee | \$7,758.00 |
| 50727 | 4/3/2017 | Usborne Books & More (Cynthia Delgadillo) | Cleared | \$92.19 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Book - Comprehensive Reading Library | \$92.19 |
| 50729 | 4/3/2017 | Weintraub Tobin | Cleared | \$10,552.50 | 5805-010-81 | Legal Services | Professional Services Rendered Through Jnauary 2017 | \$10,552.50 |
| 50726 | 4/3/2017 | Tricor America, Inc. | Cleared | \$84.39 | 5900-010-80 | Communications (Tele., Internet, Copies,Postage,Messenger) | Courier Services Month of February 2017 | \$84.39 |
| 50725 | 4/3/2017 | Steve Spangler Science | Cleared | \$270.93 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Science Kit, Pocket Lighted Microscope etc | \$270.93 |
| 50739 | 4/12/2017 | Gardener's Supply Company | Cleared | \$39.95 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | The Growing Classroom grades K-5 | \$39.95 |
| 50740 | 4/12/2017 | Kaiser Foundation Health Plan Inc | Cleared | \$29,197.76 | 3403-010-84 | Health & Welfare Benefits | May 2017 Health Ins | \$29,197.76 |
| 50741 | 4/12/2017 | Play Well TEKologies | Cleared | \$152.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Feb & March 2017 - Jedi Engineering Grades K-2 | \$152.00 |
| 50742 | 4/12/2017 | QUILL CORPORATION | Cleared | \$111.34 | 4315-010-83 | Classroom Materials and Supplies | White Board Erase, Pens etc | \$72.82 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Copy Paper, Notebooks | \$12.84 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Copy Paper, Notebooks | \$12.84 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Copy Paper, Notebooks | \$12.84 |
| 50731 | 4/12/2017 | AT&T Mobility | Cleared | \$6,041.69 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Wireless Phone Charges | \$6,041.69 |
| 50744 | 4/12/2017 | Sparkletts | Cleared | \$42.99 | 4300-060-84 | Materials and Supplies | Water Filitration Services | \$42.99 |
| 50745 | 4/12/2017 | World's Greatest Promotional Stuff | Cleared | \$3,582.05 | 5815-010-82 | Advertising/Recruiting | Promotional Materials - Hand Sanitner NeoPie | \$3,582.05 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|-----------------------------------|---------|-------------|-------------|---|---|-----------------|
| 50733 | 4/12/2017 | Acorn Naturalist | Cleared | \$311.48 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Discovery Kit, Bird Feeder Kit, etc | \$311.48 |
| 50743 | 4/12/2017 | Rainbow Resource Center | Cleared | \$1,627.12 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Wordly Wise | \$141.96 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Science, Writing, Drawing, Coloring Books | \$172.81 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Modeling Clay, Finger Paints Reading Books, etc. | \$391.99 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Reading Books, etc. | \$215.79 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - LEGO Set, Typing Book, Reading Books, etc. | \$216.26 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Lofint Life of Fred | \$52.84 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Geoboard, Reading Books, etc. | \$244.19 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Easel Pad, Reading Books, etc. | \$191.28 |
| 50732 | 4/12/2017 | Arts Attack | Cleared | \$189.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Atelier Online- Level 7 3 yrs Subscription & GA-U1 Art Print | \$189.00 |
| 50735 | 4/12/2017 | Canon Financial Services, Inc. | Cleared | \$742.83 | 5605-010-84 | Equipment Rental/Lease Expense | Copier Lease - March 2017 | \$742.83 |
| 50736 | 4/12/2017 | Simona Dlouha | Cleared | \$2,008.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Core Classes | \$337.50 |
| 50734 | 4/12/2017 | Art of Problem Solving (AoPS Inc) | Cleared | \$59.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Induction to Algebra Online eBook Text & Solution | \$59.00 |
| 50738 | 4/12/2017 | Fundamental Foundations | Cleared | \$25,379.79 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$327.87 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|---------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$198.33 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$332.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$301.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|---------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$333.37 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$365.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$368.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$327.87 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|------------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$260.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$326.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - HS Core Classes | \$360.37 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|---------------------------------------|---------|-------------|-------------|--|--|--------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$375.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$141.87 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$327.87 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$329.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$360.37 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$325.12 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$355.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - Core Classes | \$337.50 |
| 50737 | 4/12/2017 | Explorer Field Trips | Cleared | \$290.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teacher Kit & Student Kit: San Diego Zoo/Safari Park | \$290.00 |
| 50747 | 4/18/2017 | Charter School Management Corporation | Cleared | \$21,400.00 | 5873-010-84 | Financial Services | April 2017 Business Back Office Monthly Support | \$21,400.00 |
| 6702 | 4/19/2017 | Employee Entertainment Services | Cleared | \$4,375.00 | 5811-010-89 | Student Transportation | Scholar Engagement | \$2,500.00 |
| | | | | | 5811-010-82 | Student Transportation | Strategic Incentives | \$1,875.00 |
| 50757 | 4/21/2017 | Law Office of Jennifer McQuarrie | Cleared | \$50.00 | 5805-010-80 | Legal Services | Legal Services - 3/6/17 | \$50.00 |
| 50751 | 4/21/2017 | Cox Business | Cleared | \$187.13 | 5900-020-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Phone & Internet Charges 4/1/17 - 4/30/17 | \$187.13 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|-------------|-------------|--|---|--------------------|
| 50749 | 4/21/2017 | Blue Shield of California | Cleared | \$25,694.77 | 3403-010-84 | Health & Welfare Benefits | May 2017 Health Ins. | \$25,694.77 |
| 50748 | 4/21/2017 | AT&T Mobility | Cleared | \$6,064.23 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Wireless Phone Charges - 3/3/17 - 4/2/17 | \$6,064.23 |
| 50750 | 4/21/2017 | Canon Financial Services, Inc. | Cleared | \$683.93 | 5605-060-85 | Equipment Rental/Lease Expense | Copier Lease - April 2017 | \$683.93 |
| 50753 | 4/21/2017 | Department of Justice | Cleared | \$32.00 | 5874-010-84 | Personnel Services | March 2017 - Fingerprint Apps | \$32.00 |
| 50754 | 4/21/2017 | El Dorado County Office of Education | Cleared | \$5,328.00 | 8793-030-65 | SPED State/Other Transfers of Apportionments from JPA | 16-17 Admin Fees : Frenso 50% of Admin Contract Fee | \$287.00 |
| | | | | | 8793-060-65 | SPED State/Other Transfers of Apportionments from JPA | 16-17 Admin Fees :Thousand Oak /Simi 50% Admin Contract Fee | \$293.00 |
| | | | | | 8793-040-65 | SPED State/Other Transfers of Apportionments from JPA | 16-17 Admin Fees : LA (K-12) 50% of Admin Contract Fee | \$1,350.00 |
| | | | | | 8793-020-65 | SPED State/Other Transfers of Apportionments from JPA | 16-17 Admin Fees : Del Mar (K-12) 50% of Admin Contract Fee | \$1,992.00 |
| | | | | | 8793-050-65 | SPED State/Other Transfers of Apportionments from JPA | 16-17 Admin Fees : Sonoma 50% of Admin Contract Fee | \$1,406.00 |
| 50755 | 4/21/2017 | The Four Amigos, LP | Cleared | \$255.00 | 5601-020-84 | Building Maintenance | Cabling of Main Line (Remedy Rooter Invoice: 9098 part) | \$255.00 |
| 50756 | 4/21/2017 | Frontier | Cleared | \$110.70 | 5900-060-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Internet Charges - April 2017 | \$110.70 |
| 50761 | 4/21/2017 | Law Office of Young, Minney & Corr | Cleared | \$5,782.12 | 5805-010-84 | Legal Services | Services Through 3/31/2017 | \$5,782.12 |
| 50762 | 4/21/2017 | Law Office of Young, Minney & Corr | Cleared | \$42.75 | 5805-010-84 | Legal Services | Services Through 3/31/2017 | \$42.75 |
| 50752 | 4/21/2017 | Autumn Clements | Cleared | \$517.86 | 5200-020-65 | Travel and Conferences | REIMB: for Mileage 10/27/16 - 4/6/17 | \$211.86 |
| | | | | | 5200-020-65 | Travel and Conferences | REIMB: for Mileage 12/9/16 - 3/27/17 | \$306.00 |
| 50760 | 4/21/2017 | Weintraub Tobin | Cleared | \$2,137.50 | 5805-010-81 | Legal Services | Services Rendered 3/31/17 | \$2,137.50 |
| 50759 | 4/21/2017 | S.T.A.R. Academy - Haynes Family of Programs | Cleared | \$240.00 | 5810-010-65 | Educational Consultants | Specialized Academic Instruction & Transition Service SAI | \$240.00 |
| 50758 | 4/21/2017 | Presence Learning, Inc. | Cleared | \$1,125.00 | 5810-060-65 | Educational Consultants | SLP Evaluation - March 2017 | \$1,125.00 |
| 50764 | 4/24/2017 | The Four Amigos, LP | Cleared | \$4,861.56 | 5600-020-84 | Space Rental/Leases Expense | May 2017 Rent | \$4,861.56 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|------------------------------------|---------|-------------|-------------|---|--|--------------------|
| 50763 | 4/24/2017 | Bethel Encino Church & Preschool | Cleared | \$8,000.00 | 5600-010-84 | Space Rental/Leases Expense | May 2017 Rent | \$8,000.00 |
| 50767 | 4/24/2017 | School Pathways, LLC | Cleared | \$630.47 | 5877-030-87 | IT Services | 2016-2017 PLSIS Annual Fee, 9th Installment | \$630.47 |
| 50768 | 4/24/2017 | School Pathways, LLC | Cleared | \$1,765.47 | 5877-040-87 | IT Services | 2016-2017 PLSIS Annual Fee, 9th Installment | \$1,765.47 |
| 50769 | 4/24/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-040-87 | IT Services | 2016-2017 PLSIS Annual Fee, 6th Installment | \$208.33 |
| 50770 | 4/24/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-040-87 | IT Services | 2016-2017 PLSIS Annual Fee, 5th Installment | \$208.33 |
| 50765 | 4/24/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-020-87 | IT Services | 2016-2017 PLSIS Annual Fee, 6th Installment | \$208.33 |
| 50766 | 4/24/2017 | School Pathways, LLC | Cleared | \$1,353.07 | 5877-020-87 | IT Services | 2016-2017 PLSIS Annual Fee 9th Installment, PLS/k12 Bridge | \$1,353.07 |
| 50774 | 4/24/2017 | School Pathways, LLC | Cleared | \$562.47 | 5877-060-87 | IT Services | 2016-2017 PLSIS Annual Fee, 9th Installment | \$562.47 |
| 50775 | 4/24/2017 | School Pathways, LLC | Cleared | \$250.00 | 5877-010-87 | IT Services | 2016-2017 PLSIS District Oversight Annual Fee, 9th Installme | \$250.00 |
| 50776 | 4/24/2017 | Water Court LLC | Cleared | \$8,090.25 | 5600-060-84 | Space Rental/Leases Expense | May 2017 Rent | \$8,090.25 |
| 50773 | 4/24/2017 | School Pathways, LLC | Cleared | \$735.27 | 5877-050-87 | IT Services | 2016-2017 PLSIS Annual Fee, 9th Installment | \$735.27 |
| 50772 | 4/24/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-060-87 | IT Services | 2016-2017 PLSIS Fee, 6th Installment | \$208.33 |
| 50771 | 4/24/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-020-87 | IT Services | 2016-2017 PLSIS Annual Fee, 9th Installment | \$208.33 |
| 50777 | 4/26/2017 | World's Greatest Promotional Stuff | Cleared | \$2,358.30 | 5815-010-84 | Advertising/Recruiting | Sport Tek Mens & Ladies Shirts | \$1,874.14 |
| | | | | | 5815-010-84 | Advertising/Recruiting | Men and Ladies Shirts | \$484.16 |
| 50789 | 5/1/2017 | K12 Management, Inc. | Cleared | \$9,746.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$9,746.00 |
| 50790 | 5/1/2017 | K12 Management, Inc. | Cleared | \$29,754.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$29,754.00 |
| 50791 | 5/1/2017 | K12 Management, Inc. | Cleared | \$7,784.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$7,784.00 |
| 50793 | 5/1/2017 | K12 Management, Inc. | Cleared | \$33,112.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$33,112.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|-------------------------|---------|--------------|-------------|---|--|---------------------|
| 50782 | 5/1/2017 | K12 Management, Inc. | Cleared | \$308.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$308.00 |
| 50783 | 5/1/2017 | K12 Management, Inc. | Cleared | \$550.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee, KVSP Materials | \$550.00 |
| 50784 | 5/1/2017 | K12 Management, Inc. | Cleared | \$54,800.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP Outreach | \$54,800.00 |
| 50785 | 5/1/2017 | K12 Management, Inc. | Cleared | \$18,400.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP Outreach | \$18,400.00 |
| 50780 | 5/1/2017 | K12 Management, Inc. | Cleared | \$570.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$570.00 |
| 50781 | 5/1/2017 | K12 Management, Inc. | Cleared | \$1,162.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$1,162.00 |
| 50779 | 5/1/2017 | K12 Management, Inc. | Cleared | \$2,178.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$2,178.00 |
| 50778 | 5/1/2017 | K12 Management, Inc. | Cleared | \$6,888.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$6,888.00 |
| 50792 | 5/1/2017 | K12 Management, Inc. | Cleared | \$8,372.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$8,372.00 |
| 50801 | 5/1/2017 | K12 Management, Inc. | Cleared | \$25,380.50 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | HS -Online & AVL MS St Course Enrollment | \$25,380.50 |
| 50802 | 5/1/2017 | K12 Management, Inc. | Cleared | \$214,824.00 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | FED-CUR-ENR- HS Online | \$214,824.00 |
| 50803 | 5/1/2017 | Presence Learning, Inc. | Cleared | \$96,382.80 | 5810-060-65 | Educational Consultants | SLP, OT, BMH Student Services - Additional added in Feb 2017 | \$7,836.00 |
| | | | | | 5810-010-65 | Educational Consultants | BMH Additional Services added in Oct 2016 | \$10,578.60 |
| | | | | | 5810-060-65 | Educational Consultants | SLP, BMH, OT Student Services - Additional added in Nov 2016 | \$10,970.40 |
| | | | | | 5810-010-65 | Educational Consultants | SLP Services - Student Annual License until 6/30/17 | \$58,770.00 |
| | | | | | 5810-060-65 | Educational Consultants | SLP Student Services - Additional added in January 2017 | \$8,227.80 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|----------------------|---------|-------------|-------------|---|---|--------------------|
| 50786 | 5/1/2017 | K12 Management, Inc. | Cleared | \$44,400.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OUTREACH | \$44,400.00 |
| 50787 | 5/1/2017 | K12 Management, Inc. | Cleared | \$16,800.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OUTREACH | \$16,800.00 |
| 50788 | 5/1/2017 | K12 Management, Inc. | Cleared | \$32,800.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OUTREACH | \$32,800.00 |
| 50798 | 5/1/2017 | K12 Management, Inc. | Cleared | \$30,180.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$30,180.00 |
| 50799 | 5/1/2017 | K12 Management, Inc. | Cleared | \$16,000.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$16,000.00 |
| 50800 | 5/1/2017 | K12 Management, Inc. | Cleared | \$29,975.50 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | HS -Online & AVL MS St Course Enrollment | \$29,975.50 |
| 50796 | 5/1/2017 | K12 Management, Inc. | Cleared | \$6,178.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Service Fee | \$6,178.00 |
| 50797 | 5/1/2017 | K12 Management, Inc. | Cleared | \$7,196.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$7,196.00 |
| 50795 | 5/1/2017 | K12 Management, Inc. | Cleared | \$6,434.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$6,434.00 |
| 50794 | 5/1/2017 | K12 Management, Inc. | Cleared | \$18,614.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$18,614.00 |
| 50812 | 5/2/2017 | CM School Supply | Cleared | \$459.98 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Books, Construction Paper, Crayons etc | \$148.23 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -C Books, etc | \$88.30 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Core Curriculum - Paint Brushes, Canvas Panels etc. | \$223.45 |
| 50836 | 5/2/2017 | Scholastic Inc | Cleared | \$119.53 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Art Skills, Reading, Math | \$119.53 |
| 50837 | 5/2/2017 | Studies Weekly, Inc. | Cleared | \$79.80 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Studies Weekly - Kindergarten Math, Social Studies | \$79.80 |
| 50838 | 5/2/2017 | Rheba Katrice Savoie | Cleared | \$100.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Piano Lessons | \$100.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|--------------------------|---------|------------|-------------|--|--|-----------------|
| 50839 | 5/2/2017 | Scientifics Direct | Cleared | \$179.83 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Duino Kit Jr & Learn to Solder Kit | \$179.83 |
| 50840 | 5/2/2017 | Sylvan Learning Center | Cleared | \$240.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March : 3rd Grade Math Edge | \$120.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February: 3rd Grade Math Edge | \$120.00 |
| 50841 | 5/2/2017 | Tricor America, Inc. | Cleared | \$255.70 | 5900-010-80 | Communications (Tele., Internet, Copies,Postage,Messenger) | for March 2017- Courier Services | \$239.73 |
| | | | | | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | for March 2017- Courier Services | \$15.97 |
| 50806 | 5/2/2017 | BLICK art materials | Cleared | \$60.81 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Paperback Books | \$60.81 |
| 50842 | 5/2/2017 | Timberdoodle.com | Cleared | \$238.81 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Robots Monkey Kit | \$47.85 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teaching Textbook Math 5 Workbook Only | \$51.26 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Robots Play 300 Dinos Kit | \$42.85 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | GAMMA Math U See | \$96.85 |
| 50804 | 5/2/2017 | Arbor Learning Community | Cleared | \$2,751.25 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, History, Painting, Physics, Ceramics etc. | \$342.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, History ,Math, Science, Arts etc. | \$585.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, Biology ,Math, Speech etc. | \$292.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, History, Painting, Physics, Ceramics etc. | \$333.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, Chemisrty ,Math, Science, Arts etc. | \$534.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, Chess, Literature, Chemistry, Ceramics etc. | \$327.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks, History, Robotics , Speech etc. | \$337.50 |
| 50835 | 5/2/2017 | Raddish Kids | Cleared | \$143.55 | 5300-010-83 | Dues and Memberships | Raddish Kids 6 Month Membership | \$143.55 |
| 50821 | 5/2/2017 | Homeschool Buyers Co-op | Cleared | \$94.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Explore Learning Gizmos & PO Handling Fee | \$94.00 |
| 50822 | 5/2/2017 | JacKris Publishing LLC | Cleared | \$232.19 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Writing Level Complete Sets & Spelling & Vocabulary | \$117.24 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Growing With Grammer Sets & Spelling & Vocabulary | \$114.95 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|---|---------|------------|-------------|---|--|------------|
| 50808 | 5/2/2017 | Barnes & Noble, Inc. | Cleared | \$39.31 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | SAT 2017 & Math & Science Prepfor SAT & ACT | \$39.31 |
| 50844 | 5/2/2017 | Usborne Books & More (Cynthia Delgadillo) | Cleared | \$131.86 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books - Children's, Science Encyclopedia | \$131.86 |
| 50845 | 5/2/2017 | Ventura Makos Surf Camps LLC | Cleared | \$600.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura March - Surf Lessons | \$30.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura March - Surf Lessons | \$270.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura March - Surf Lessons | \$30.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Ventura March - Surf Lessons | \$270.00 |
| 50834 | 5/2/2017 | Rainbow Resource Center | Cleared | \$2,251.23 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Books & Kits | \$140.47 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Heavy Weight Cotton Jump Rope | \$6.25 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Daily Printing Practice & Elements -Chemistry | \$34.79 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum- Magic School Bus Micro Lab, Nature, Solor Energy | \$318.21 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Science, Geography, etc. | \$199.93 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Math Wookbook, Biology, Chemistry for Kids etc. | \$142.24 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Time Timer, Tree House Tent, Books etc | \$453.68 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum-Draw Real Animals, Journal Kit, Sketch Book | \$59.08 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Spelling Workout, Games, Math, Music CD Roms | \$269.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Felt Eraser, Magnetic Alphabet & Numbers etc | \$295.21 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Spanish HomeSchool Program, Cont. Paper etc | \$331.62 |
| 50823 | 5/2/2017 | KidsArt -Los Angeles, Inc. | Cleared | \$266.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| 50847 | 5/2/2017 | Sonoma County Office of Education | Cleared | \$4,745.55 | 9503-010 | Accrued STRS | April 2017 STRS - Sonoma | \$2,106.78 |
| | | | | | 3101-010-00 | State Teachers' Retirement System, certificated positions | April 2017 STRS - Sonoma | \$2,638.77 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|--|---------|------------|-------------|---|---|-------------------|
| 50809 | 5/2/2017 | BrainStorm Studios LLC | Cleared | \$110.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Homeschool Game Design & Coding Grades: 3+ | \$110.00 |
| 50824 | 5/2/2017 | Learn Beyond The Book | Cleared | \$510.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Santa Clarita March -Curriculum - Science, Writing, Spanish | \$510.00 |
| 50825 | 5/2/2017 | Lakeshore Learning Materials | Cleared | \$776.14 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Magnetic Forces Exploration Kit, Count & link etc | \$168.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Puzzles, Fractions, Books, Construction Paper, etc. | \$608.14 |
| 50826 | 5/2/2017 | Mosaic Music Inc. | Cleared | \$146.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Yobra Linda - March Violin Lessons | \$146.00 |
| 50827 | 5/2/2017 | My Learning Studio | Cleared | \$244.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017: Math Workshop | \$94.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2017 Tutoring | \$150.00 |
| 50810 | 5/2/2017 | Marsha Bradbury | Cleared | \$225.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March. April - LA Tutoring & March, April, May - LA Classes | \$225.00 |
| 50811 | 5/2/2017 | The Critical Thinking Co. | Cleared | \$98.32 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Math, Software Download etc | \$32.20 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Math, Word Roots, etc | \$66.12 |
| 50805 | 5/2/2017 | Allstate Building & Office Maintenance, Inc. | Cleared | \$500.00 | 5500-010-84 | Operation and Housekeeping Services | April 2017 Cleaning / Janitorial Services | \$500.00 |
| 50846 | 5/2/2017 | Easy Grammar Systems | Cleared | \$104.34 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammer Teacher Edition & Student Books | \$104.34 |
| 50830 | 5/2/2017 | Oxford Consulting Services Inc. | Cleared | \$9,555.00 | 5810-010-65 | Educational Consultants | SPED Services - February 2017 | \$7,810.00 |
| | | | | | 5810-010-65 | Educational Consultants | SPED Services - March 2017 | \$1,400.00 |
| | | | | | 5810-010-65 | Educational Consultants | SPED Services - November 2016 | \$345.00 |
| 50818 | 5/2/2017 | Fluenz | Cleared | \$177.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Spanish /Latin America Installable Program | \$177.00 |
| 50819 | 5/2/2017 | Guardian | Cleared | \$6,085.81 | 3403-020-84 | Health & Welfare Benefits | May 2017 Dental & Vision Insurance | \$6,085.81 |
| 50831 | 5/2/2017 | Pro Cleaning Services, Inc. | Cleared | \$64.66 | 5500-020-84 | Operation and Housekeeping Services | Janitorial Services Performed - April 2017 | \$64.66 |
| 50832 | 5/2/2017 | Proforma | Cleared | \$90.00 | 4300-010-82 | Materials and Supplies | Artwork | \$90.00 |
| 50833 | 5/2/2017 | QUILL CORPORATION | Cleared | \$534.04 | 4400-010-83 | Noncapitalized Equipment | Dell Laptop & Laptop Bag | \$297.06 |
| | | | | | 4300-010-83 | Materials and Supplies | Paper, Ink Cartridge | \$55.51 |
| | | | | | 4300-010-83 | Materials and Supplies | Red Ball & HP Black Ink | \$22.49 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|---------------------------|---------|----------|-------------|---|--|-----------------|
| | | | | | 4300-010-83 | Materials and Supplies | Tricolor Printer ink, Black Printer Ink | \$55.37 |
| | | | | | 4300-010-83 | Materials and Supplies | Ink, Copy Paper | \$56.98 |
| | | | | | 4300-010-83 | Materials and Supplies | Black & Color CMY Ultra Ink Cartridge | \$46.63 |
| 50820 | 5/2/2017 | Gardener's Supply Company | Cleared | \$190.76 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Compost Success Kit, Pop Out Pots etc. | \$190.76 |
| 50814 | 5/2/2017 | Discount School Supply | Cleared | \$58.23 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Washablke Markers, Pencils Set, Construction Pap | \$58.23 |
| 50816 | 5/2/2017 | Educents Inc. | Cleared | \$129.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | CodeKid: Minecraft Modding W/ Java, Learn Coding W Minecraft | \$129.00 |
| 50829 | 5/2/2017 | Nasco Modesto | Cleared | \$179.25 | | | | |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Batting Tee,Whiffle Baseball, Shapes, Ribbon , etc | \$200.75 |
| 50817 | 5/2/2017 | EMH Sports USA Inc | Cleared | \$30.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | PE Classes for March: Volleyball | \$30.00 |
| 50813 | 5/2/2017 | A Child's Dream | Cleared | \$12.85 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Color Pencils | \$12.85 |
| 50843 | 5/2/2017 | Time4Learning | Cleared | \$435.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 7th Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - Time 4 Learning 5th Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 6th Grade Grade On Line Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 7th Grade Grade On Line Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 2nd Grade Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 10th Grade On Line Access | \$35.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 5th Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 2nd Grade Grade On Line Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 6th Grade Grade On Line Access | \$25.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March -Kinder Time4Learning -On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March 4th Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March Time 4 Learning - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - First Grade - On Line | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 4th Grade Grade On Line Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 6th Grade Grade On Line Access | \$25.00 |
| 50828 | 5/2/2017 | The Madden House | Cleared | \$840.16 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Universal Studios Learning Subscription Student Kit | \$186.99 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | San Diego Zoo Teacher Field Trip Kit | \$133.19 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Universal Studios Learning Subscription Teachers Kit | \$286.98 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Sea World Annual Learning Subscription Teachers Kit | \$233.00 |
| 50807 | 5/2/2017 | Brainy Toys, Inc | Cleared | \$55.51 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | GECKOBOT | \$55.51 |
| 50848 | 5/4/2017 | Charter School Management Corporation | Cleared | \$21,400.00 | 5873-010-84 | Financial Services | May 2017 Business Back Office Monthly Support | \$21,400.00 |
| 50849 | 5/4/2017 | Nasco Modesto | Cleared | \$43.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 10 Man Flag Football | \$21.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Batting Tee, Whiffle Baseball, Shapes, Ribbo | \$21.50 |
| 50886 | 5/8/2017 | San Bernardino Public Library | Cleared | \$150.00 | 5602-010-87 | Other Space Rental | Rental - Kellogg A & B - May 1, - May 3, 2017 | \$150.00 |
| 50887 | 5/8/2017 | Timberdoodle.com | Cleared | \$20.81 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Batman Science | \$20.81 |
| 50873 | 5/8/2017 | K12 Management, Inc. | Cleared | \$107,319.50 | 4100-010-92 | Approved Textbooks and Core Curricula Materials | FED-CUR-ENR-MS-CHX & FED-CUR-ENR-HSC-CHI | \$107,319.50 |
| 50875 | 5/8/2017 | Logic of English | Cleared | \$8.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Logic of English, Rhythm of Handwriting Cursive Student Book | \$8.00 |
| 50876 | 5/8/2017 | Leaps & Bounds | Cleared | \$630.00 | 5810-010-65 | Educational Consultants | Occupational Therapy - March 2017 | \$315.00 |
| | | | | | 5810-010-65 | Educational Consultants | Physical Therapy - March 2017 | \$315.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|--|-------------|------------|-------------|---|--|-----------------|
| 50874 | 5/8/2017 | Kids Cook Real Food (Kitchen Stewardship, LLC) | Outstanding | \$119.95 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Parent Email: garlandofgraceelp@gmail.com All-Level-VIP | \$119.95 |
| 50877 | 5/8/2017 | Nasco Modesto | Cleared | \$171.02 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | PE Ball, Foam Puzzle Cubes, Card Fit Deck, Needle Set etc | \$171.02 |
| 50857 | 5/8/2017 | BookShark LLC | Cleared | \$1,751.10 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 6 FG Level 6 Full Grade Package | \$717.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | KFG Level K Full Grade Package | \$661.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Text Books Pre Algebra & Wordly Wise | \$204.05 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Text Book Math & Wordly Wise | \$169.05 |
| 50854 | 5/8/2017 | BLICK art materials | Cleared | \$723.31 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Drawing Markers, White Clay, Rubbing Plates etc | \$85.23 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Supplies - Drawing Pads, Markers, Pima Art Set Pens etc | \$210.55 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Water Colors, Pencil Sets etc | \$257.10 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Fabric Paint Sticks, Shrinky Dinks Ink Jet , Silk Colors | \$212.07 |
| 50852 | 5/8/2017 | Academics in a Box Inc. | Cleared | \$93.36 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 3 Month Subscription Groovy Lab | \$93.36 |
| 50858 | 5/8/2017 | Canon Solutions America, Inc | Cleared | \$580.50 | 5605-010-84 | Equipment Rental/Lease Expense | Maintenance Copier Lease - 04/16/17 - 07/15/17 | \$580.50 |
| 50859 | 5/8/2017 | The Critical Thinking Co. | Cleared | \$102.19 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Paperback Books | \$102.19 |
| 50879 | 5/8/2017 | Rainbow Resource Center | Cleared | \$1,434.71 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Math, Geography, Readers etc | \$94.02 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Spanish Workbook & Books -Rosetta Stone etc | \$235.98 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - English, Algebra, SAT & ACT Grammer Workbooks | \$273.62 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Comp Student Guide, Pencils, Art Eraser, etc. | \$260.60 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Science - Life & History Odyssey | \$101.81 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Writing Lesson, Mavis Beacon Typing Version | \$51.29 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|------------------------|---------|------------|-------------|---|--|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Alphabet & Numbers Magnetic , Felt Eraser | \$281.22 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Breaking the Spanish Barrier L3 (Adv) H/S Pkg. | \$110.88 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Multiplication Table, Primary Tablet, etc | \$25.29 |
| 50863 | 5/8/2017 | Easy Grammar Systems | Cleared | \$166.78 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammar Teacher Edition & Student Workbook | \$59.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Easy Grammar Teacher Edition & Student Workbook | \$106.88 |
| 50862 | 5/8/2017 | Elemental Science Inc. | Cleared | \$55.99 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Classic Biology for Logic Stage Printed Combo | \$55.99 |
| 50860 | 5/8/2017 | CM School Supply | Cleared | \$673.83 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Tampra Paint, Glue STicks, Craft Sticks, etc | \$133.14 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Small Portable Soccer Goal, Spanish Paperback Books | \$203.32 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Artist Square Pastels, Pencils, Markers, Washable Tampera Pa | \$155.81 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Canvas Panels, Fox On Box, Hens Pens - Books | \$100.18 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Moist Clay, Drawing Paper, Brush Set | \$81.38 |
| 50853 | 5/8/2017 | ArtistWorks | Cleared | \$200.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 3-Month Guitar Lessons Subscription | \$100.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 3-Month Piano Lessons Subscription | \$100.00 |
| 50855 | 5/8/2017 | Brainy Toys, Inc | Cleared | \$576.03 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Twangled Game, Spirograph Deluxe Kit, Sac Race Set etc | \$291.13 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | VEX Robotic Spider Construction Set, Robotics Workshop | \$284.90 |
| 50850 | 5/8/2017 | AF386 Group LLC | Cleared | \$292.42 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Builder Basic 9 Project Set | \$199.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Q Add-On: NPN Motor Driver | \$7.72 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Q The Robot + UNO Board Add-On Bundle | \$84.80 |
| 50878 | 5/8/2017 | QUILL CORPORATION | Cleared | \$2,130.07 | 4400-010-83 | Noncapitalized Equipment | HP Pavilion All In One Desktop, 2 Yr PC Accident Protection | \$678.01 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Chromebook Celeron Laptop Notebook & Sleeve Black | \$312.68 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
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| | | | | | 4315-010-83 | Classroom Materials and Supplies | Pencils, Paper, Zipper Binder, Clip Board, Glue Stics | \$75.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Chromebook Celeron Laptop Notebook & Sleeve Black | \$312.68 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Ring Binder, Comp Book, Dividers, Sheet Protect | \$77.43 |
| | | | | | 4400-010-83 | Noncapitalized Equipment | Pavilion All In One 24-b016-Desktop, 2 Yr PC Accident Protec | \$673.37 |
| 50880 | 5/8/2017 | Sparkletts | Cleared | \$42.99 | 4300-030-84 | Materials and Supplies | Water Filtration Services - 4/6 - 4/19/17 | \$42.99 |
| 50881 | 5/8/2017 | San Diego County Office of Education | Cleared | \$25.00 | 5210-010-92 | Training and Development Expense | Registraion Fee -J. Samples - First Aid Training 10/28/16 | \$25.00 |
| 50882 | 5/8/2017 | Singapore Math Inc. | Cleared | \$228.26 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study - Math Textbooks | \$61.13 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study - Math Textbooks & Workbooks | \$78.56 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Home Study - Math Textbooks & Workbooks | \$88.57 |
| 50870 | 5/8/2017 | K12 Management, Inc. | Cleared | \$7,460.00 | 4100-060-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$7,460.00 |
| 50871 | 5/8/2017 | K12 Management, Inc. | Cleared | \$7,138.00 | 4100-030-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$7,138.00 |
| 50883 | 5/8/2017 | Studies Weekly, Inc. | Cleared | \$89.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Science & Social Studies Weekly | \$62.60 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Science Studies Weekly | \$26.90 |
| 50872 | 5/8/2017 | K12 Management, Inc. | Cleared | \$33,268.00 | 4100-040-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$38,268.00 |
| 50884 | 5/8/2017 | Scholastic Store | Cleared | \$212.71 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum- Reading Books etc. | \$212.71 |
| 50885 | 5/8/2017 | City of Santa Maria Public Library | Cleared | \$315.00 | 5602-010-87 | Other Space Rental | Rental Hours for Library - 5/2/17 - 5/4/17 | \$315.00 |
| 50856 | 5/8/2017 | Barnes & Noble, Inc. | Cleared | \$833.95 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Pathfinder Tales, Rolesplaying , Reading Books | \$375.06 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Reading Books | \$84.42 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|----------|--|---------|-------------|-------------|---|--|--------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Reading Books | \$74.56 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks & Reading Books | \$299.91 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Mailing Fees | \$12.00 |
| 50861 | 5/8/2017 | Explorer Field Trips | Cleared | \$1,495.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Student Kit-La Brea Tar Pits, SD Natural History Museum, Zoo | \$160.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Whale Watching, Aquarium, Mystery House Kits | \$305.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teacher Kit - La Brea Tar Pits, San Diego Museum, Zoo & Park | \$285.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teacher Kit - Knotts Berry Farm | \$180.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teacher Kits -History Museum of LA & Universal Studios | \$320.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Student Kit - Knotts Berry Farm & Membership Living Desert | \$245.00 |
| 50868 | 5/8/2017 | K12 Management, Inc. | Cleared | \$21,436.00 | 4100-020-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$21,436.00 |
| 50869 | 5/8/2017 | K12 Management, Inc. | Cleared | \$7,236.00 | 4100-050-92 | Approved Textbooks and Core Curricula Materials | KVSP OLS Monthly, KVSP Materials, KVSP Service Fee | \$7,236.00 |
| 50867 | 5/8/2017 | Huckleberry Center For Creative Learning | Cleared | \$603.31 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley March 2017 - Curriculum - E Schott | \$86.66 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley March 2017 - Curriculum - L Chalco-Paz | \$171.67 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley March 2017 - Curriculum - R Schott | \$86.66 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley March 2017 - Curriculum - S. Chalco-Paz | \$258.32 |
| 50851 | 5/8/2017 | Academy of Science for Kids, LLC | Cleared | \$873.72 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | PS 102 Science Kit & C102 Science Kit | \$413.89 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | LS 104 Science Kit & ES101 Science Kit | \$436.89 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | WCOL 100 Colorama Experiment Kit | \$22.94 |
| 50866 | 5/8/2017 | Handwriting Without Tears | Cleared | \$37.90 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | CPLNP Print Letter Poster, CS Cursive Success,PP Power Book | \$37.90 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|-------------|------------|-------------|--|--|-------------------|
| 50865 | 5/8/2017 | Greener STEMs | Outstanding | \$175.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Location - TBD Energy Class | \$175.00 |
| 50864 | 5/8/2017 | Engineering For Kids | Cleared | \$300.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March : Robotics: Resue Robots & STEM Instruction | \$300.00 |
| 50888 | 5/9/2017 | Ontario City Library | Cleared | \$135.00 | 5602-010-87 | Other Space Rental | City of Ontario Community Meeting Room for May 8, 9 & 10 | \$135.00 |
| 50896 | 5/15/2017 | Cox Business | Cleared | \$187.13 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Phone & Internet 5/1/17 - 5/31/17 | \$187.13 |
| 50897 | 5/15/2017 | The Critical Thinking Co. | Cleared | \$66.12 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Software- Win Download, Flash Cards, etc | \$66.12 |
| 50898 | 5/15/2017 | CM School Supply | Cleared | \$33.69 | 4315-010-83 | Classroom Materials and Supplies | Pencil Grip | \$33.69 |
| 50919 | 5/15/2017 | Spelling You See (Demme Learning) | Cleared | \$156.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Universal Kits | \$156.00 |
| 50920 | 5/15/2017 | Sonoma County Office of Education /Infor mation Technology | Cleared | \$1,500.00 | 5877-050-80 | IT Services | Schools Connect Fees 2016-17 | \$1,500.00 |
| 50921 | 5/15/2017 | Time4Learning | Cleared | \$25.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | February - 6th Grade Access | \$25.00 |
| 50922 | 5/15/2017 | Christy White Associates | Cleared | \$3,200.00 | 5806-010-84 | Audit Services | 2015-16 Charter School Audit - Annual Contract 10% Retention | \$3,200.00 |
| 50923 | 5/15/2017 | Weintraub Tobin | Cleared | \$1,540.00 | 5805-010-81 | Legal Services | Professional Services Rendered Through 2/28/17 | \$1,540.00 |
| 50924 | 5/15/2017 | Weintraub Tobin | Cleared | \$156.13 | 5805-010-81 | Legal Services | Professional Services Rendered Through 3/31/17 | \$156.13 |
| 50925 | 5/15/2017 | Law Office of Young, Minney & Corr | Cleared | \$3,755.82 | 5805-010-80 | Legal Services | Services Through 4/30/2017 | \$3,755.82 |
| 50926 | 5/15/2017 | Sonoma County Office of Education | Cleared | \$856.13 | 3101-010-84 | State Teachers' Retirement System, certificated positions | April 2017 STRS (Additional) | \$856.13 |
| 50918 | 5/15/2017 | Sylvan Learning Center | Cleared | \$120.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April: 3rd Grade Math Edge | \$120.00 |
| 50899 | 5/15/2017 | Simona Dlouha | Cleared | \$2,008.50 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|--|---------|------------|-------------|---|--|-----------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 Core Classes | \$337.50 |
| 50893 | 5/15/2017 | BLICK art materials | Cleared | \$317.44 | 4315-010-83 | Classroom Materials and Supplies | Poly Sponge, Brush, Paint, Media Pad, Crayons, Pencil Casest | \$317.44 |
| 50890 | 5/15/2017 | Arts Attack | Cleared | \$280.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Atelier On Line Level 2 | \$140.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Atelier On Line Level 3 | \$140.00 |
| 50889 | 5/15/2017 | Arbor Learning Community | Cleared | \$2,751.25 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - April 2017 - History, Music, Science ,Math | \$585.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - April 2017 - Arts, Science ,Math | \$534.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - April 2017 -History, Robotics, Speech,Literature | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook -April 2017 - History, Painting, Physics, Ceramics | \$342.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook - April 2017 - Biology, Language, Speech,Literature | \$292.75 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks - April 2017 - Chess, Lit Circle, Chemistry | \$327.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbook -April 2017 - History, Painting, Physics, Ceramics | \$333.00 |
| 50903 | 5/15/2017 | Huckleberry Center For Creative Learning | Cleared | \$148.33 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley April 2017 - Cirriculum - Spanish, Science & Eng | \$148.33 |
| 50912 | 5/15/2017 | Nasco Modesto | Cleared | \$248.14 | 4315-010-83 | Classroom Materials and Supplies | EL10664B Magna - Tiles Clear Color 100- Pieces Set | \$150.33 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Graphic Organizers, Poster Pack,Construction Paper | \$97.81 |
| 50911 | 5/15/2017 | Little Passports | Cleared | \$140.34 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | 3 Month - Science Expedition & 3 Month - USA Edition | \$140.34 |
| 50913 | 5/15/2017 | Pitney Bowes Global Financial Services LLC | Cleared | \$4.55 | 5605-010-84 | Equipment Rental/Lease Expense | Lease Property Tax - on Equipment | \$4.55 |
| 50914 | 5/15/2017 | Presence Learning, Inc. | Cleared | \$750.00 | 5810-060-65 | Educational Consultants | SLP Evaluation - April 2017 | \$750.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

| | | | | | | | | |
|-------|-----------|-------------------------|---------|-------------|-------------|--|--|-------------------|
| 50915 | 5/15/2017 | Proforma | Cleared | \$6,324.99 | 5815-010-80 | Advertising/Recruiting | P & C Youth Core Cotton TE & Fulfillment | \$6,324.99 |
| 50916 | 5/15/2017 | QUILL CORPORATION | Cleared | \$961.22 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | HP Chrome Book Led, Foam Sleeve | \$303.63 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Pencils, Epson Ink Cartridge, etc | \$110.59 |
| | | | | | 4300-010-83 | Materials and Supplies | Ink Jet Printer, Ink Cartridge | \$181.04 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Pens, Sticky Notes, Black Ink, Headphone etc | \$89.83 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | HP 933 cmy /932x1 Black Multi 4 Pack | \$68.84 |
| | | | | | 4400-010-83 | Noncapitalized Equipment | Samsung Galaxy, Tablet Leather Case | \$207.29 |
| 50901 | 5/15/2017 | Frontier | Cleared | \$112.69 | 5900-060-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | Internet Charges - 5/1/17 - 5/31/17 | \$112.69 |
| 50902 | 5/15/2017 | Fundamental Foundations | Cleared | \$24,367.44 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$332.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$141.88 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$375.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$321.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|----------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$260.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$327.89 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$355.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - HS Core Classes | \$360.39 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$360.39 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$360.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Clourses | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------------|---|-------------------------|-----------------|
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$368.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$326.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$333.39 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$327.89 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$321.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$375.00 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$198.33 |
| 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|--|--|--|-------------|---|-------------------------|-----------------|
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$325.14 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$327.89 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$365.25 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$360.00 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$329.25 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$301.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Courses | \$337.50 |
| | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | May 2017 - Core Classes | \$337.50 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|-------------------------------------|---------|-------------|-------------|---|--|--------------------|
| 50892 | 5/15/2017 | Adobe Systems Incorporated | Cleared | \$1,300.00 | 5800-010-84 | Professional/Consulting Services and Operating Expenditures | Quarterly Services - 4/27/17 - 7/26/17 - Adobe Sign | \$1,300.00 |
| 50917 | 5/15/2017 | Rainbow Resource Center | Cleared | \$485.04 | 4315-010-83 | Classroom Materials and Supplies | Curriculum - Plasmacar, Jump Rope, Art & Craft Kit, etc. | \$234.95 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Curriculum -Spanish. Magnetic Bookmarks | \$22.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Reading, Math, Language | \$50.14 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Math, Coloring Books, Paint Sets, Paper etc | \$177.95 |
| 50891 | 5/15/2017 | Academy of Science for Kids, LLC | Cleared | \$229.99 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | LS015 ASK Human Body Science Kit | \$229.99 |
| 50907 | 5/15/2017 | KidsArt -Los Angeles, Inc. | Cleared | \$266.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - KidsArt Drawing & Painting Studio | \$133.00 |
| 50900 | 5/15/2017 | Explorer Field Trips | Cleared | \$280.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Teacher Kit California, Oakland Zoo, Exploratorium | \$280.00 |
| 50908 | 5/15/2017 | LEGO Brand Retail , Inc | Cleared | \$69.55 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Build to Express Core Set | \$69.55 |
| 50909 | 5/15/2017 | Lakeshore Learning Materials | Cleared | \$235.84 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum -Mold & Clay, Dough Mat, Journal etc | \$235.84 |
| 50910 | 5/15/2017 | Lakeshore Learning Materials | Cleared | \$370.44 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Spanish, Write Journal, Language etc. | \$370.44 |
| 50905 | 5/15/2017 | Institute for Excellence in Writing | Cleared | \$131.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | TWW, GPP, LDP, SIM-B SIM Writing Intensive | \$131.00 |
| 50906 | 5/15/2017 | Kaiser Foundation Health Plan Inc | Cleared | \$28,020.18 | 3403-010-84 | Health & Welfare Benefits | June 2017 Health Ins | \$28,020.18 |
| 50895 | 5/15/2017 | Baker Creek Heirloom Seeds | Cleared | \$65.65 | 4315-010-83 | Classroom Materials and Supplies | Books - Curriculum | \$23.65 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Curriculum | \$15.50 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Books - Curriculum | \$26.50 |
| 50894 | 5/15/2017 | Brainy Toys, Inc | Cleared | \$261.04 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Power Pen Reading, Substruction etc | \$261.04 |
| 50904 | 5/15/2017 | Home School Coaches | Cleared | \$800.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 4 Writing Lessons | \$200.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|--|---------|----------------|-------------|---|--|-----------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Feb - 4 Writing Lessons | \$200.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | March - 4 Writing Lessons | \$200.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Feb - 4 Writing Lessons | \$200.00 |
| 50927 | 5/16/2017 | San Diego County Office of Education | Cleared | \$75.00 | 5210-010-87 | Training and Development Expense | Registration Fee - B Sneyd - CALPADS Users Conference 4/27/1 | \$75.00 |
| 50928 | 5/16/2017 | New Jerusalem Elementary School District | Cleared | \$1,000,000.00 | 5807-010-81 | Legal Settlements | Settlement with NJESD - Initial Payment | \$1,000,000.00 |
| 50934 | 5/19/2017 | Canon Financial Services, Inc. | Cleared | \$683.93 | 5605-060-85 | Equipment Rental/Lease Expense | Copier Lease - 05/01/17 - 05/31/17 | \$683.93 |
| 50931 | 5/19/2017 | BLICK art materials | Cleared | \$229.71 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks & Reading Books | \$229.71 |
| 50939 | 5/19/2017 | My Learning Studio | Cleared | \$300.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Tutoring | \$300.00 |
| 50940 | 5/19/2017 | National Geographic Kids | Cleared | \$15.00 | 5300-010-83 | Dues and Memberships | Subscriptions for Kids Magazine | \$15.00 |
| 50941 | 5/19/2017 | NASSP | Cleared | \$385.00 | 9330-010 | Prepaid Expenses | National Honor Society Affiliation 06/1/17 - 6/30/17 | \$385.00 |
| 50942 | 5/19/2017 | Oxford Consulting Services Inc. | Cleared | \$9,975.00 | 5810-010-65 | Educational Consultants | SPED Services - April 2017 | \$9,975.00 |
| 50943 | 5/19/2017 | Pro Cleaning Services, Inc. | Cleared | \$140.00 | 5500-010-84 | Operation and Housekeeping Services | Janitorial Services Performed - May 2017 | \$140.00 |
| 50944 | 5/19/2017 | QUILL CORPORATION | Cleared | \$946.09 | 4430-010-83 | Noncapitalized Student Equipment | Samsung Tablet & Cover Case | \$207.84 |
| | | | | | 4430-010-83 | Noncapitalized Student Equipment | Dell Inspiron, Laptop Sleeve, Warranty | \$738.25 |
| 50930 | 5/19/2017 | AVID Center | Cleared | \$39,629.00 | 4100-010-53 | Approved Textbooks and Core Curricula Materials | High School Library Set | \$4,840.00 |
| | | | | | 5210-010-53 | Training and Development Expense | Supplemental Coaching Days | \$15,150.00 |
| | | | | | 5300-010-53 | Dues and Memberships | AVID Membership Fees | \$3,799.00 |
| | | | | | 5210-010-53 | Training and Development Expense | AVID Summer Institute | \$6,840.00 |
| | | | | | 5210-010-53 | Training and Development Expense | AVID District Leadership | \$9,000.00 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|--|---------|----------|-------------|---|--------------------------------------|----------|
| 50929 | 5/19/2017 | Allstate Building & Office Maintenance, Inc. | Cleared | \$500.00 | 5500-010-84 | Operation and Housekeeping Services | 6/1/17 Services Rendered to June 1st | \$500.00 |
| 50948 | 5/19/2017 | Time4Learning | Cleared | \$435.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 1st Grade Online Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 2nd Grade Time 4 Learning | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 6th Grade Online Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 4th Grade Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 7th Grade Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - 7th Grade Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 10th Grade Online Access | \$35.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April - Time 4 Learning | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 - 6th Grade Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 5th Grade Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Kinder Time 4 Learning | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 6th Grade Online Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Time 4 Learning | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 4th Grade online Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2th Grade Online Access | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April - Time 4 Learning | \$25.00 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Time 4 Learning | \$25.00 |
| 50932 | 5/19/2017 | Barnes & Noble, Inc. | Cleared | \$417.84 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks | \$34.09 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|--|---------|------------|-------------|---|--|-------------------|
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Book | \$20.08 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks & Reading Books | \$78.40 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Textbooks & Reading Books | \$53.98 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Books & Materials | \$231.29 |
| 50938 | 5/19/2017 | Lakeshore Learning Materials | Cleared | \$1,235.80 | 4315-010-83 | Classroom Materials and Supplies | Art painters, Dough Tools, paper squares, paint | \$432.58 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Materials & Reading Books | \$463.60 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Paint, paintbrush, safe paper, design and play planes kit | \$88.77 |
| | | | | | 4315-010-83 | Classroom Materials and Supplies | Magnetic Fishing Poles, Engineer a Coaster Acitivity kit | \$250.85 |
| 50949 | 5/19/2017 | Christy White Associates | Cleared | \$7,346.25 | 5806-010-84 | Audit Services | 2016-17 Charter School Audit | \$7,346.25 |
| 50950 | 5/19/2017 | Weintraub Tobin | Cleared | \$1,312.50 | 5805-010-81 | Legal Services | For Professional Services Rendered Through April 30, 2017 | \$1,312.50 |
| 50933 | 5/19/2017 | Baker Creek Heirloom Seeds | Cleared | \$27.86 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum | \$27.86 |
| 50946 | 5/19/2017 | Scholastic Inc | Cleared | \$518.42 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Books | \$436.05 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum - Paperback Reference Collection, Mysteries Set | \$82.37 |
| 50937 | 5/19/2017 | Homeschool Buyers Co-op | Cleared | \$237.90 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Read and Spell | \$124.90 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | WordBuild Online - 6 Levels | \$113.00 |
| 50947 | 5/19/2017 | Rheba Katrice Savoie | Cleared | \$100.00 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | April 2017 Piano Lessons | \$100.00 |
| 50936 | 5/19/2017 | Huckleberry Center For Creative Learning | Cleared | \$223.33 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Simi Valley April Beginning Spanish, Science and Engineering | \$223.33 |
| 50945 | 5/19/2017 | Rainbow Resource Center | Cleared | \$270.25 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum | \$253.35 |
| | | | | | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Curriculum | \$16.90 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|-------|-----------|-------------------------------------|---------|-------------|-------------|---|--|--------------------|
| 50935 | 5/19/2017 | Gardener's Supply Company | Cleared | \$155.08 | 4100-010-83 | Approved Textbooks and Core Curricula Materials | Texbooks & Reading Books | \$155.08 |
| 50951 | 5/23/2017 | Bethel Encino Church & Preschool | Cleared | \$8,000.00 | 5600-010-84 | Space Rental/Leases Expense | June 2017 Rent | \$8,000.00 |
| 50952 | 5/23/2017 | The Four Amigos, LP | Cleared | \$4,861.56 | 5600-020-84 | Space Rental/Leases Expense | June 2017 Rent | \$4,861.56 |
| 50953 | 5/23/2017 | Water Court LLC | Cleared | \$8,090.25 | 5600-060-84 | Space Rental/Leases Expense | June 2017 Rent | \$8,090.25 |
| 50960 | 5/25/2017 | School Pathways, LLC | Cleared | \$607.57 | 5877-030-86 | IT Services | 2016/17 PLSIS Annual Fee 10th Install, Bridge & Records Apri | \$607.57 |
| 50961 | 5/25/2017 | School Pathways, LLC | Cleared | \$1,755.47 | 5877-040-86 | IT Services | 2016/17 PLSIS Annual Fee 10th Install, Bridge & Records Apri | \$1,755.47 |
| 50956 | 5/25/2017 | 8x8, Inc | Cleared | \$658.15 | 5900-010-84 | Communications (Tele., Internet, Copies,Postage,Messenger) | VIOP Phone Services May 2017 Usage April 2017 | \$658.15 |
| 50957 | 5/25/2017 | James W. Koeppel, Psy. D. | Cleared | \$3,000.00 | 5810-010-65 | Educational Consultants | Psycho-educational Assessment & Report Services 5/19/17 | \$3,000.00 |
| 50955 | 5/25/2017 | California State University, Fresno | Cleared | \$332.00 | 5605-010-89 | Equipment Rental/Lease Expense | HS Grad / 8th Grade Promotion - June 9, 2017 | \$332.00 |
| 50954 | 5/25/2017 | Blue Shield of California | Cleared | \$24,477.77 | 3403-010-84 | Health & Welfare Benefits | June 2017 Health Insurance | \$24,477.77 |
| 50965 | 5/25/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-060-86 | IT Services | 2016/17 PLSIS Annual Fee 7th Installment | \$208.33 |
| 50966 | 5/25/2017 | School Pathways, LLC | Cleared | \$709.67 | 5877-050-86 | IT Services | 2016/17 PLSIS Annual Fee 10th Install, Bridge & Records Apri | \$709.67 |
| 50967 | 5/25/2017 | School Pathways, LLC | Cleared | \$537.47 | 5877-060-86 | IT Services | 2016/17 PLSIS Annual Fee 10th Install, Bridge & Records Apri | \$537.47 |
| 50968 | 5/25/2017 | School Pathways, LLC | Cleared | \$250.00 | 5877-010-86 | IT Services | 2016/17 PLSIS Oversight Annual Fee 10 Installment | \$250.00 |
| 50958 | 5/25/2017 | School Pathways, LLC | Cleared | \$1,316.67 | 5877-020-86 | IT Services | 2016/17 PLSIS Annual Fee 10th Install, Bridge & Records Apri | \$1,316.67 |
| 50959 | 5/25/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-020-86 | IT Services | 2016/17 PLSIS Annual Fee 6th Installment | \$208.33 |
| 50971 | 5/25/2017 | Ventura County Office of Education | Cleared | \$1,895.80 | 5800-060-84 | Professional/Consulting Services and Operating Expenditures | CalSTRS Retirement Billing - Jan-March 2017 | \$947.90 |
| | | | | | 5800-060-84 | Professional/Consulting Services and Operating Expenditures | Courier Services for The Month of April 2017 | \$947.90 |
| 50963 | 5/25/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-040-86 | IT Services | 2016/17 PLSIS Annual Fee, 6th Installment | \$208.33 |
| 50964 | 5/25/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-020-86 | IT Services | 2016/17 PLSIS Annual Fee, 10th Installment | \$208.33 |

Compass Charter Schools

Check Register 3/1/2017 through 5/31/2017

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|---------------------------|-----------|--|---------|-----------------------|------------------------|--|--|-----------------------|
| 50962 | 5/25/2017 | School Pathways, LLC | Cleared | \$208.33 | 5877-040-86 | IT Services | 2016/17 PLSIS Annual Fee 7th Installment | \$208.33 |
| 50970 | 5/25/2017 | Tricor America, Inc. | Cleared | \$158.55 | 5900-010-80 | Communications (Tele., Internet, Copies, Postage, Messenger) | Courier Services for The Month of April 2017 | \$135.56 |
| | | | | | 5900-010-87 | Communications (Tele., Internet, Copies, Postage, Messenger) | Courier Services for The Month of April 2017 | \$22.99 |
| 50969 | 5/25/2017 | S.T.A.R. Academy - Haynes Family of Programs | Cleared | \$240.00 | 5810-010-65 | Educational Consultants | Specialized Academic Instruction & Transition Services (SAI) | \$240.00 |
| Total Check Amount | | | | \$3,101,323.41 | Total GL Amount | | | \$3,106,398.55 |

Compass Charter Schools of Fresno (10 62331 0130880)

Status: Certified
Saved by: Scott Warner
Date: 6/23/2017 11:05 AM**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:Joy Paull, jpaul@cde.ca.gov, 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

| | |
|--|------------|
| Authorized Representative's Full Name | J.J Lewis |
| Authorized Representative's Signature | |
| Authorized Representative's Title | CEO |
| Authorized Representative Signature Date | 06/23/2017 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|--|------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | J.J Lewis |
| Authorized Representative Title | CEO |
| Authorized Representative Signature Date | 06/23/2017 |
| Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters) | |

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2017-18 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|------------|
| Date of approval by local governing board | 06/26/2017 |
|---|------------|

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

| | |
|--|--|
| DELAC representative's full name | N/A |
| DELAC review date | |
| Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee. | |
| DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters) | CCS Fresno does not have more than 50 ELL students at this time. |

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

| | |
|--|----|
| Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | No |
| Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | No |
| Title III Part A Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title III Part A English Learner ESEA Sec. 3102 SACS 4203 | No |

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Compass Charter Schools of Los Angeles (19 75309 0135145)

Status: Certified
Saved by: Scott Warner
Date: 6/23/2017 11:10 AM**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:Joy Paull, jpaul@cde.ca.gov, 916-319-0297**Consolidated Application Certification Statement**

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| Authorized Representative's Full Name | J.J Lewis |
| Authorized Representative's Signature | |
| Authorized Representative's Title | CEO |
| Authorized Representative Signature Date | 06/23/2017 |

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2017-18 Protected Prayer Certification

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CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

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| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | J.J Lewis |
| Authorized Representative Title | CEO |
| Authorized Representative Signature Date | 06/23/2017 |
| Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters) | |

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| Date of approval by local governing board | 06/26/2017 |
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| Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee. | |
| DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters) | CCS Los Angeles does not have more than 50 ELL students at this time. |

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

| | |
|--|----|
| Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | No |
| Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | No |
| Title III Part A Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title III Part A English Learner ESEA Sec. 3102 SACS 4203 | No |

*****Warning*****

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Compass Charter Schools of San Diego (37 68213 0127084)

Status: Certified
Saved by: Scott Warner
Date: 6/23/2017 11:12 AM**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:Joy Paull, jpaul@cde.ca.gov, 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

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| Authorized Representative's Full Name | J.J Lewis |
| Authorized Representative's Signature | |
| Authorized Representative's Title | CEO |
| Authorized Representative Signature Date | 06/23/2017 |

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Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

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| Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee. | |
| DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters) | CCS San Diego does not have more than 50 ELL students at this time |

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

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| Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | No |
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**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2017-01

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 the Academy of Arts and Sciences Sonoma in FY 16-17, in the estimated amount of \$156,260, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by the Academy of Arts and Sciences Thousand Oaks & Simi Valley in FY 16-17, in the estimated amount of \$85,040, 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 Fresno in FY 16-17, in the estimated amount of \$14,992, 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 16-17, in the estimated amount of \$59,970, 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 16-17, in the estimated amount of \$417,246, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Chair of the Board 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 26th day of June, 2017.

By: _____
Peter McDonald, Board Chair



Employee Handbook 2017-2018

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

Phone: 855.937.4227

Website: <http://www.compasscharters.org>

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the President & CEO of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the President & CEO has the authority to make any such agreement and then only in writing signed by the President & CEO.

Employee's Signature: _____ Date: _____

Please sign/date and return to Human Resources.

TABLE OF CONTENTS

Page

INTRODUCTION TO HANDBOOK.....

CONDITIONS OF EMPLOYMENT.....

Equal Employment Opportunity Is Our Policy

Employment At-Will.....

Child Abuse and Neglect Reporting.....

Criminal Background Checks

Tuberculosis Testing.....

Immigration Compliance

Employment Qualifications.....

Staff/Student Interaction Policy

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Code of Ethics.....

Whistleblower Policy

Drug-Free Workplace.....

Confidential Information

Conflict of Interest

Nepotism Policy.....

Smoking

THE WORKPLACE

Employment Categories

Work Schedule

Meal and Rest Periods.....

Lactation Accommodation.....

Attendance and Tardiness.....

Time Cards/Records

Adjunct Duties.....

Use of E-Mail, Voicemail and Internet Access

Social Media Policy

Technology Policy

Personal Business.....

Personal Appearance/Standards of Dress

Academic Freedom

Professional Development

Media Contacts.....

Health and Safety Policy

Security Protocols

Occupational Safety

Accident/Incident Reporting.....

Reporting Fires and Emergencies

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings.....

Overtime Pay.....

Paydays

Wage Attachments and Garnishments

Expenses.....

Mileage Reimbursement.....

Reimbursement Claim Process

Health Care Insurance Coverage for Regular, Full-Time Employees.....
State Disability Insurance
Retirement, Life Insurance and Other School-Sponsored Benefits
COBRA Benefits

PERSONNEL EVALUATION AND RECORD KEEPING.....
Employee Reviews and Evaluations.....
Personnel Files and Record Keeping Protocols.....

HOLIDAYS, VACATIONS AND LEAVES.....
Holidays
Vacation
Unpaid Leave of Absence
Sick Leave.....
Family Care and Medical Leave
Pregnancy Disability Leave.....
Industrial Injury Leave (Workers' Compensation)
Military and Military Spousal Leave of Absence.....
Bereavement Leave
Jury Duty or Witness Leave.....
Voting Time Off
School Appearance and Activities Leave.....
Bone Marrow and Organ Donor Leave
Victims of Abuse Leave
Returning From Leave of Absence.....

DISCIPLINE AND TERMINATION OF EMPLOYMENT
Rules of Conduct.....
Off-Duty Conduct
Termination of Employment.....

INTERNAL COMPLAINT REVIEW.....

AMENDMENT TO EMPLOYEE HANDBOOK.....

APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM
APPENDIX B - INTERNAL COMPLAINT FORM

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Compass Charter Schools (hereinafter referred to as “CCS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the President & CEO or Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Director of Operations.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to Human Resources. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

CCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. CCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. CCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that

all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that

may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director of Operations.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

CCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Director of Operations.

Employment Qualifications

CCS's core academic teachers are required, and as a condition of continued employment, to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

It is the responsibility of each core academic teacher to ensure that credentials and permits are renewed in a timely manner and remain current. Upon renewal, the original document is to be submitted to Human Resources to be copied and filed in the employee's personnel file.

Staff/Student Interaction Policy

CCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.

- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.

- (k) Informing the Director of Operations about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director of Operations or designee.

When CCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director of Operations) or the Director of Operations or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

CCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director of Operations. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CCS policy.

Code of Ethics

General

The following Code of Ethics applies to all members of the School Community including

volunteers and members of all decision-making teams, as well as all staff of CCS (collectively referred to as “members”).

Preamble

All members believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

Principle I: Commitment to the Scholar

All members must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, all members should:

- Encourage the scholars to take independent action in the pursuit of learning and provide access to varying points of view, and entrepreneurial goals and vision.
- Prepare subjects carefully, incorporating entrepreneurial curriculum and 21st century life skills. Present them to the scholar without distortion, and, within the limits of time and curriculum, give all points of view a fair hearing.
- Protect the health and safety of scholars.
- Honor the integrity of scholars and influence them through constructive criticism rather than by ridicule and harassment.
- Provide for participation in educational programs without regard to race, color, creed, sex, gender, orientation, national origin or any other protected classification - both in what is taught and how it is taught.
- Neither solicit nor involve scholars or their parent in schemes for commercial gain thereby insuring that professional relationships with scholars shall not be used for private advantage.
- Keep in confidence information that has been obtained in the course of professional service, including scholar/parent’s address, phone number or any other contact information, unless disclosure serves professional purposes or is required by law.
- Will not post on the website or share with others scholar’s photos unless photo school waiver is on file with the school.

Principle II: Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members of staff bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- Have an obligation to support education and CCS, and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate

precautions to distinguish members' private views from the official position of the charter school.

- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, or the school system itself for private advantage. Do not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III: Commitment to the Profession

All members will exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education. In fulfilling these goals, all members will:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- Not misrepresent one's own professional qualifications.
- Not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Apply for, accept, offer, and assign positions or responsibility on the basis of professional preparation and legal qualifications.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes; not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Whistleblower Policy

CCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who

in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

CCS complies with all Federal and State regulations regarding drug use while on the job with respect to all School employees. The School is concerned about the use of alcohol and drugs as it affects the workplace, the School community and the students which CCS serves. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons.

Furthermore, the use of prescription and/or over-the-counter drugs also may affect an employee's job performance and seriously impair the employee's value to CCS. Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or wellbeing of others, must notify a supervisor of such use immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on CCS property or during the workday (workday (including meal and rest periods). Behavior that violates this policy includes:

- Driving a School vehicle while under the influence of alcohol or drugs.
- Distribution, sale or purchase of any drug while on the job, or in the presence of students.
- Possession or use of alcohol or drugs while on the job, or in the presence of students.
- Being under the influence of alcohol or drugs while on the job.

Violation of these rules and standards of conduct will not be tolerated and will result in disciplinary action, up to and including termination of employment. CCS may also bring the matter to the attention of the appropriate law enforcement authorities.

In order to enforce this policy, CCS reserves the right to conduct searches of School property and to implement other measures necessary to deter and detect abuse of this policy. As such, employees do not have a reasonable expectation of privacy while on School property.

Confidential Information

All information relating to students including, schools attended, addresses, contact numbers, and progress information is confidential information, and may not be shared with unauthorized parties, including other CCS parents unless permission is on file. All records concerning special

education pupils shall be kept strictly confidential and maintained in a separate locked cabinet.

Conflict of Interest

In the case of outside employment, all full-time and part-time employees may not work or consult for other entities involved in the field of education without authorization from the President & CEO. No outside employment may impede the staff member's ability to fulfill his/her job responsibilities. Outside employment may not take place during regular employee hours. Failure to disclose facts shall constitute grounds for disciplinary action that may involve action up to and including termination from CCS.

All employees must avoid situations involving actual or potential conflict of interest. A conflict of interest is a situation in which an employee's personal interests (or those of the employee's friends or family) are inconsistent with the interests of CCS, so that the employee's ability to act solely in the best interests of CCS is placed in doubt, giving recognition to the frailties of human conscience and the instinctive force of self-interest.

An employee involved in any relationships or situations, which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to the President & CEO, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances.

Nepotism Policy

CCS is committed to a policy of employment and advancement based on qualifications and performance. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CCS will hire or consider other employment actions concerning relatives of persons currently employed only if: a) candidates for employment will not be working directly for or supervising a relative, b) relative will not be working within the same Division and or reporting to the same Supervisor and c) candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative. Such decisions include hiring, retention, transfer, promotion, wages and leave requests. This policy applies to all current employees and candidates for employment, unless prior approval has been granted by the President & CEO.

Definitions "Family member" is defined as one of the following: relationships by blood—parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece and first cousin; and relationships by marriage—husband, wife (as defined by state law), stepparent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, niece, spouse/partner of any of the above and cohabitating couples or significant others. The hiring supervisor is responsible for ensuring policy compliance. Department directors are responsible for monitoring changes in employee reporting relations after initial hire to ensure compliance with this policy. Employees are responsible for immediately reporting any changes to their supervisor. If any employee, after employment or change in employment, enters into one of the above relationships, one of the affected individuals must seek a transfer or a change in the reporting relationship. Such changes must be approved by the President & CEO. If a decision cannot be made by the affected

employees within fourteen (14) days of reporting, reassignment will be made on direction of the department director and the President & CEO. No exception to this policy will be made without the written consent of the President & CEO.

Smoking

All School buildings and facilities are non-smoking facilities.

THE WORKPLACE

Employment Categories

The following are categories of Employees that are used within this Handbook (herein “Employee Category”). More than one (1) Employee Category may apply to an Employee.

Full-Time Employee

A Full-Time Employee is an employee whose regular working hours are more than thirty-five (35) hours per week. Full-Time Employees are hired for an indefinite and unspecified duration of time. Full-Time Employees are eligible for all School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Part-Time Employee

A Part-Time Employee is an employee whose regular working hours are thirty-five (35) or fewer hours per week. Part-Time Employees are hired for an indefinite and unspecified duration of time. Part-Time Employees may be eligible for employment benefits (e.g. prorated), as specified in the Employment Benefits provision of this Handbook.

Temporary Employee

A Temporary Employee is an employee who is hired for a limited, but unspecified, period of time or for a specific project or set of projects. The Introductory Period is not applicable to Temporary Employees. Temporary Employees are generally ineligible for School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Exempt Employee

An Exempt Employee is an Employee whose employment is not subject to the overtime and recordkeeping provisions of applicable law.

Non-Exempt Employee

A Non-Exempt Employee is an Employee whose employment is subject to the overtime and recordkeeping provisions of applicable law.

Salaried Non-Exempt Employee

The designation of an employee as “salaried, nonexempt” means that the employer is paying the employee a consistent salary that meets applicable minimum wage requirements instead of paying an hourly rate based on actual hours worked. In addition, and most importantly, the designation means the employer determined that the employee’s primary job duties fail to meet the requirements for an exemption under applicable law and is classifying the employee as non-exempt.

Inactive Employees

An Inactive Employee is an Employee who is currently on a Leave of Absence. When an Inactive Employee returns to work, the Employee becomes an Active Employee.

Work Schedule

Central Office hours are 8:00 a.m. – 5:00 p.m. Monday through Friday, closed daily from 12:00 p.m. - 1:00 p.m. for lunch. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are expected to be available during business hours of 8:00am – 5:00pm and to commit whatever additional time is necessary to satisfactorily complete all job requirements. The school reserves the right to alter schedules as it may require.

Meal and Rest Periods

CCS provides non-exempt employees with ten (10) minute paid rest breaks as required by applicable law. Non-exempt employees receive one (1) rest break for each four (4) hour work period or a “major fraction” of a work period (i.e. greater than two [2] hours); however, any non-exempt employee who works less than three and one-half (3½) hours in a day is not eligible to take a rest break. The number of breaks received is as follows:

- Non-exempt employees who work between three and one-half (3½) and six (6) hours are entitled to one (1), ten (10) minute rest break.
- Non-exempt employees who work more than six (6) and up to ten (10) hours are entitled to two (2), ten (10) minute rest breaks. Non-exempt employees who work more than ten (10) and up to twelve (12) hours are entitled to three (3), ten (10) minute rest breaks.

A rest break is paid time when employees are relieved of all work duties and responsibilities, although employees must remain on the facility premises. Rest breaks may not be combined, added to a meal period, or taken at the very beginning or very end of the day, unless an employee receives advance permission from their supervisor. Insofar as practicable, rest breaks should be in the middle of each work period. Employees must self-police their rest breaks and ensure that they take their breaks every day. If any employee is unable to take a rest break, the employee must notify their supervisor at the time the employee is unable to take the rest break. Failure to follow this notification requirement may lead to discipline, at the School’s discretion.

CCS also requires its employees in non-exempt positions to take a mandatory unpaid, uninterrupted meal break in accordance with California law, sixty (60) minutes per CCS policy. A meal break is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. During the meal period break, employees may not perform any work-related activities.

If a nonexempt employee is unable to take his/her meal break or take it in a timely manner, the employee must notify his/her supervisor before or at the time the employee is unable to take the meal break. Failure to follow this notification requirement may lead to discipline, at the School’s discretion.

Lactation Accommodation

CCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

CCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their immediate supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their immediate supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Director of Operations will be considered a voluntary resignation from employment.

Time Cards/Records

By law, CCS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Director of Operations to make the correction and such correction must be initialed by both the employee and the Director of Operations.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Adjunct Duties

All exempt employees will be assigned adjunct duties at the School's discretion. Satisfactory performance of these duties is a condition of continued employment.

Use of E-Mail, Voicemail and Internet Access

CCS permits employees to use its electronic mail, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols during work hours.
- The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- The Internet may not be accessed on any school device outside of the United States.
- Employees should may not attempt to gain access to another employee's personal file of E-mail or voicemail messages or voicemail messages without the latter's express permission.
- School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. CCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
- Employees may not change any preset user names and/or passwords established by the CCS for access to School email, voicemail or software provided to the employee by the School.
- Employees may not change or alter in any way the email signature for school email as determined by the School. No additional extraneous content may be added to the email signature unless requested by the President & CEO.
- Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CCS email account.

Social Media Policy

Permissions

At CCS, we believe in open communication and encourage you to share your work and passion with family, friends, co-workers, and your professional networks around the world. Whether you do so by participating in a blog, wiki, any social media platform, or any other form of online publishing or discussion is up to you. In order to assist you in making responsible decisions in your use of social media, and to avoid any conflicts or misunderstandings, we have come up with a few guidelines to provide helpful and practical advice for you when operating on the Internet as an identifiable employee of CCS and its brands.

This policy applies to all full-time staff, part-time staff, and external contractors employed or providing services at CCS. Each and every employee and/or contractor should use the supplemental CCS Social Media Handbook provided by the Marketing & Communications Department for additional guidance in administering the policy.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with CCS, as well as any other form of electronic communication. Before creating any online content, please consider the following main guidelines:

- All employees and contractors must familiarize themselves with the CCS Social Media Handbook prior to posting any content on our social media platforms.
- You are personally responsible for the content you publish on our blog, website, or any other form of user-generated media.
- If an item features the statement "For Internal Use Only," please do not forward to anyone outside of CCS or publish on any social media channel.
- Do not comment on work-related legal matters unless you are an official spokesperson, and have prior written authorization from the President & CEO.
- Please remember that the Internet never forgets, meaning everything you publish will be available for the world to see for a very long time and may come back to haunt you at a later time. If you are about to publish something that makes you even the slightest bit uncomfortable, please contact the Marketing & Communications Department for guidance and approval.

Always remember to consider some of the risks and rewards that are involved with posting content to social media. Keep in mind that any of your conduct that adversely affects your job performance, the performance of co-workers or contractors, or otherwise adversely affects people who work on behalf of CCS or CCS' legitimate business interests, may result in

disciplinary action up to and including termination.

Know and Follow the Rules

Carefully read these guidelines and the CCS Social Media Handbook and ensure your postings are consistent with these policies. Always make sure to respect your audience. Any and all inappropriate postings, including but not limited to discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct that would not be acceptable in the CCS workplace, will not be tolerated and may warrant disciplinary action, up to and including termination.

Be Respectful

Always be fair and courteous to fellow staff, scholars, and families of scholars, or people who work on behalf of or provide services to CCS. Also, keep in mind that you are more likely to resolve work related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Using your public voice to harass or embarrass your co-workers, CCS, students, families, or any other CCS stakeholders is unacceptable and may subject you to disciplinary action, up to and including termination. Examples of such unacceptable conduct includes but is not limited to offensive posts meant to intentionally harm someone's reputation, or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by applicable law.

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered.

Please respect copyright laws. If the material is not yours, don't use it as it is that person's choice to share his or her material with the world, not yours. Before posting someone else's work, please check with owner first and make sure you have the rights to use or publish any data, images, videos, etc. When you make a reference to someone's work, where possible, link back to the source.

Respect Confidentiality and Professional Boundaries

Maintain the confidentiality of all of CCS' trade secrets, as well as private or confidential information. Trades secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related, personnel, or pupil information which is or may be confidential in nature.

Do not create a link from your blog, website or other social networking site to any CCS website without identifying yourself as a CCS staff member. Please remember that anything you publish about CCS can potentially harm the School, including all internal media as well, like the intranet or any newsletters you send out. As soon as you act on the School's behalf by distributing information, you are responsible for upholding the School's image and fully complying with School policies. Please act responsibly when posting materials and if in doubt, contact the Marketing & Communications Department before you post or send said material.

Express only your personal opinions. Never represent yourself as a spokesperson for CCS. If CCS is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of CCS, fellow employees, scholars, parents, suppliers or people working on behalf of or providing services to CCS. If you publish a blog or post online related to the work you do or subjects associated with CCS, you must clearly state that you are not speaking on behalf of CCS. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of CCS.”

Using Social Media at Work

You are prohibited from using your personal social media while on work time or on equipment we provide, unless it is work-related as authorized by your immediate supervisor or consistent with the CCS Employee Handbook. All work-related posts should be made through social media accounts established for the posting of work-related posts only, separate from your personal social media accounts. Do not use CCS email addresses to register on social networks, blogs or other online tools utilized for personal use. Do not use your work social media accounts to post non-work related material including but not limited to personal family information or photos.

Retaliation is Prohibited

CCS prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation. Any employee who engages in retaliation of any sort will be subject to disciplinary action, up to and including termination.

Technology Policy

Purpose

CCS may, in its sole discretion, provide computers and laptop computers or other hand-held or similar computing devices, as well as mobile devices, to certain employees for the express purpose of enhancing the productivity and operational efficiency of School-based and administrative activities, functions and instruction. The purpose of this policy is to establish general guidelines for the issuance and utilization of all such devices by officials, management and personnel within the School.

Guidelines

1. All computers and devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the School. Use of all such computer and devices is subject to the School’s Computing and Internet Acceptable Use Policy.
2. An employee may be issued a computer or device for the performance of specific job-related duties and responsibilities and as determined by the President & CEO or his/her designee ONLY if Employee is in a full-time position and has an “active” employment status; and Employee’s job-related duties and responsibilities require regular and systematic use of a computer or device; or Employee is required to perform the majority of his/her duties away from his/her primary work location.
3. Persons not directly employed by the School, including but not limited to volunteers,

retired employees, employees hired on a per diem basis, consultants, or employees on extended leave or with an employment status of “inactive,” shall not be eligible for the issuance of any computer or device.

4. Although issued to an individual employee, all computers or devices are considered the property of the primary of CCS and shall be returned upon termination of employment with the School, or immediately upon request at any time by an official of the School.
5. Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of services and shall include the following:
 - a. Keep all computers and devices in a locked and secured environment when not being used;
 - b. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;
 - c. Keep food and drinks away from all computers and devices and work areas;
 - d. Do not leave the computer or device unattended at any time in an unsecured location; and
 - e. Keep the computer or device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.
6. Should an employee’s computer or device be lost or stolen, the employee MUST: (i) immediately report the incident to his/her immediate supervisor and the IT Coordinator; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to the IT Coordinator. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.
7. For all warranty and non-warranty repairs and maintenance of all such computers and devices, the employee must contact the School IT Help Desk. All repairs and maintenance will and must be performed in accordance with the School’s current repair and maintenance policies and procedures issued by the Office of Information Technology. For damage that is not covered by the School’s warranty, the employee may be held responsible.
8. The School is under no legal, financial or other obligation to provide for a replacement computer or device to any employee whose computer or device is lost, stolen or damaged.
9. The School may add security and other tracking technology to any and all computers and devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls.
10. The IT Department will be responsible for issuance of all such computers and devices shall:

- a. Maintain direct oversight of the inventory of equipment, service contracts, and internal controls for all computers and devices;
 - b. Fully enforce the specifications of this policy and other similar IT policies and procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computers and devices under their direct control and supervision; and
 - c. Ensure compliance with regulatory policies and procedures as applicable.
11. Non-compliance with any policies or procedures regarding computers and devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.
- a. Employees are prohibited from changing any of the settings programmed into the computer or device itself, or the computer or device software, without prior approval from the Information Systems Specialist. This includes (without limitation) changing desktop settings, screensaver settings, clock settings, software settings, and the like. This also includes checking the “Remember Password” box to save a password in the computer, file server, and the like.
 - b. Employees are prohibited from downloading software of any kind without prior approval from the Information Systems Specialist. This includes desktop backgrounds, screensavers, anti-virus software, and the like.
 - c. Employees are advised not to save documents or files to any locations other than the CCS Google Drive. This includes saving to the desktop, local drives, USB drives, memory cards, CDs, DVDs, and the like. In the event your computer crashes, files not saved to the Google Drive cannot be recovered.

Employees acknowledge upon receipt of their computer or device, the computer or device is the property of CCS. Employee will agree to pay all costs associated with user-inflicted damage (as determined by manufacturer) to the computer or device, or its associated peripheral equipment, or its replacement costs should it be lost or stolen. Employee understands that the replacement cost for a laptop computer will be no less than \$1,500.00, and no less than \$700.00 for a mobile device.

CCS reserves the right to use and disclose any electronic, non-privileged communication on its Computer and Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials. Any person who discovers misuse of any of the Charter School’s Computer and Communications Systems should immediately contact the President & CEO or his/her designee. Any user who violates any part of this policy will be subject to discipline, up to and including termination.

Computer and Device Care and Maintenance

- All computer stations are to be clean and well organized.
- All computers and devices must be maintained clean and damage free.

- There is to be no food or liquid on surfaces that share a computer or device.
- Care should be taken to prevent animal hair, dirt, fine substances and kids from damaging computers or devices.
- Mouse pads on stationary computers are to be used.
- Cleaning of equipment is to be conducted regularly.

Software License

Agreement Software is to be used according to the provisions of the license agreements. Unauthorized copies of software will not be made under any circumstances. Copying software other than for backup purposes is subject to administrative and/or disciplinary action, up to and including termination. Employees should be aware that civil and criminal penalties up to \$250,000.00 per work copied are possible. Any known misuse of software is to be reported to the President & CEO immediately.

Electronic Accounts

CCS also provides electronic accounts with where an Employee can access the School Internet connection, email addresses, software programs, and the like for authorized business purposes (herein “Electronic Accounts”). Electronic Accounts and all data stored on such are considered School property, even if the data is personal in nature. The School reserves the right to access, inspect, and monitor Electronic Accounts and any data stored on or transmitted through such, with or without notice. An Employee should not have any expectation of privacy or confidentiality in Electronic Accounts.

The School does not condone or endorse any material encountered on the Internet. An Employee accessing the Internet does so at the Employee’s own risk and the School is not responsible for material encountered, viewed, or downloaded by the Employee from the Internet.

a. Usernames and Passwords

An Employee must take all necessary precautions to safeguard the integrity and confidentiality of usernames or passwords related to the Employee’s Electronic Accounts, whether the Electronic Account is created by the School or by the Employee.

b. Email Signatures

Each Employee is required to use the School-owned email signature and email disclaimer assigned to the Employee when sending email messages from Employee’s School-owned email address. In addition, an Employee may not amend any verbiage, graphic formatting, or text formatting in the Employee’s email signature or email disclaimer without approval of the President & CEO.

Mobile Devices

CCS distributes School-owned mobile devices to employees as needed. Each employee who receives a mobile device (i) must keep the mobile device battery charged at all times; and (ii) may not alter any settings on any mobile device as outlined above. Although employees use mobile devices for work-related matters, whether these devices belong to the employee or are

issued by CCS, employees are prohibited from using such devices for work-related matters while driving due to safety reasons. Employees may use hands-free equipment to make or answer calls while driving without violating this policy. However, safety must always be the employee's first priority. If, because of weather, traffic conditions, or any other reason, an employee is unable to concentrate fully on the road, the employee must either end the conversation, or pull over and safely park their vehicle before resuming the call. Employees must also utilize the password protection feature on mobile devices in order to safeguard any confidential School data which may be stored on their mobile device.

Personal Business

CCS facilities for handling mail and telephone calls are designed to accommodate School business. All personal mail must be directed to your home address and limit personal telephone calls to an absolute minimum. Long distance toll calls may not be made from the School's telephone system or your school issued mobile phone. If you need to make a personal call it should be made on a personal calling card or mobile phone. The School's material, time or equipment may not be used for personal projects.

Personal Appointments: Whenever possible, personal appointments should be made for either first thing in the morning or late in the afternoon. Appointments should have minimal impact on office hours and availability.

Personal Purchases/Orders: Employees will not have any personal purchases, orders, invoices, bank statements or mail sent to the School. No one is permitted to use the School's name or address for personal purchases, orders, invoices or mail. "Personal" is defined as purchases, orders, invoices or mail that is non-educational and is not intended for classroom use. This excludes items purchased for use at the School.

Personal Appearance/Standards of Dress

Each employee is a representative of CCS in the eyes of the public. As a result, each employee must report to work properly groomed and wearing appropriate clothing. Employees are expected to dress neatly and in a manner consistent with the nature of the work they perform. Employees who report to work inappropriately dressed may be asked to return in acceptable attire.

Please read the list below carefully:

- Clothing should not look provocative or sexy.
- Shirts/Tops – No bare midriffs, no suggestive, vulgar messages. No messages or references to tobacco, drugs or alcohol printed on them. Spaghetti strap tops, tank tops or muscle shirts are not permitted. Tops must fall below the waist or be tucked in.
- No T-Shirts allowed during regular work hours.
- Workout clothes are not permitted.
- Leggings are not permitted.

- Flip-Flops are not permitted.
- No shorts during regular working hours (unless on specific days).
- Jeans are only permitted on specified days and Casual Fridays and must be clean and free from holes or tears.
- Vests must have a shirt underneath.
- Undergarments must not be visible.
- Clothes may be tailored, but should not fit as a second skin.
- Skirts must be at least mid-thigh length (halfway between the knees and top of the leg).
- Skirts may be worn above the knee, but not as high as mid-thigh length.
- Pants may be loose, but not baggy like gang attire.
- Casual hats are not allowed.
- Tattoos and facial piercings may not be visible

On Fridays and during the month of July, CCS allows for employees to dress more casually. Nevertheless, employees must still wear appropriate casual clothing that is neat, clean and not overly revealing consistent with the parameters in this policy. Participation in Casual Dress Day is a personal decision. Employees are expected to use good judgment to ensure that their attire is appropriate for all activities (including meetings and Scholar/Learning Coach contact) that they will be involved in that day.

On Casual Dress Days, employees may wear:

- Jeans (free from holes or tears),
- Tennis Shoes
- T-Shirts (no vulgar messages)

Employees may not wear:

- Flip Flops
- Shorts
- Hats
- Workout Clothes

In addition to the above, each staff member accepts, in general, the responsibility for coming to work daily appropriately attired. Staff members in violation of the Dress Code will be subject to disciplinary action. The Casual Dress policy is subject to change at any time.

Academic Freedom

Teachers/mentors must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards and promotes the free exercise of intelligence and student learning. Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession.

Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.
- Teachers must follow the California State Standards.

Professional Development

CCS believes in the continuing education of our staff. Professional Development funds will be allocated in the budget by Division for the employees in that Division to use for either Professional Development, Conferences, Workshops, or Tuition Reimbursement. In order to qualify for these funds, the employee must:

- Commit to staying with CCS for at least one-year (1) post Professional Development training (where such commitment on the employee's end in no way alters/impairs the School's authority to release on an at-will basis). Employees who receive Professional Development funds and leave CCS either voluntarily or involuntarily will be required to reimburse CCS the full amount of Professional Development funds used. Repayment must be made immediately upon separation.
- All Professional Development Conferences or Workshops must directly relate to the Employee's current assignment. Employees will be expected to create a Professional Development presentation and or webinar from his/her conference/workshop within thirty (30) days of completion.
- Exams such as the CBEST, CTEL, CSET or other professional exams do not qualify for Professional Development reimbursement.

Employees who are continuing their education must select courses that will not impede during regular work hours (8:00am-5:00pm). Employees may not leave early to attend courses, unless prior approval is granted by the President & CEO. Courses taken must directly relate to the employee's current position and the employee must be prepared to create projects on how his/her course work that will assist CCS in the future.

Media Contacts

Employees should not speak to the media on CCS' behalf without contacting the Marketing & Communications Department. All media inquiries should be directed to the President & CEO.

Health and Safety Policy

CCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director of Operations any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

CCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Director of Operations. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Director of Operations when keys are missing or if security access codes or passes have been breached.

Key Procedures: When an employee loses a school office key, the following guidelines will be followed:

- 1st Incident: Written Warning
- 2nd Incident: Employee will pay for lost keys and all costs for re-keying
- 3rd Incident: Violation of Code of Ethics and appropriate disciplinary action

Occupational Safety

CCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-exempt employees, CALSTRS for Teachers/Administration and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Non-exempt employees: Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. Teachers do not contribute to Social Security because they are members of CALSTRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. Exempt employees: State Retirement withholding (STRS): The Teachers Retirement Fund is a special trust fund established by law. The membership is mandatory for all full-time credentialed teachers.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. CCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director of Operations. CCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands

require. No overtime compensation will be paid to these exempt employees.

Paydays

All full and part-time employees of the Charter School are paid on the 10th and 25^h of each month. When either of these days falls on a weekend or Holiday, employees are paid on the first workday preceding the weekend or Holiday. Employees should report any errors in their paycheck to the Director of Operations immediately.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Director of Operations will discuss the situation with the employee.

Expenses

Please note that any items (i.e. non consumable office supplies or any pre-approved books) that you have purchased and have been reimbursed become the property of CCS and must have CCS Property written on them.

The following items will not be reimbursed because we buy them in bulk: cartridges; books (unless with a prior approval); copy paper; office supplies; construction paper; transparency sheets and markers; wall clocks; facial tissue; paper towels; bandages.

Staff members are required to properly fill out an Expense Report and to submit it along with the original receipts to the Director of Operations within seven (7) days of the purchase dates. School related purchases should not be combined with any personal purchases. Separate receipts for the school purchases are required. Expense Reimbursement Reports are available on the Intranet and should be filled out electronically. Forms must be signed by the Employee and their immediate supervisor.

Mileage Reimbursement

Mileage will only be reimbursed for official school business that has been approved in advance by the supervisor. At times employees may be required to use their personal car for business purposes. Reimbursement for the operating expenses of the car will be calculated by multiplying the number of miles traveled by the currently approved Standard Mileage Rate published by the IRS. Other expenses must be substantiated by receipts. The costs of commuting (travel between home and the work site) will not be reimbursed. Any work related travel in excess of fifty (50) miles each way will require a rental vehicle at the school's expense.

All CCS employees who use their cars for business purposes must have current and adequate automobile/liability insurance coverage. Employees must not transport volunteers or scholars in

their personal vehicles. If transportation of this type is necessary, a rented vehicle must be used.

Mileage will be reimbursed for the round-trip distance between the employee's work site and the location of the business function being attended. If employees depart from or return to their home instead of their work site, only the miles in excess of the normal daily commute can be claimed as an expense. Mileage amounts must be verifiable through the use of commercially available websites (ex. MapQuest, Google Maps) using the "shortest route" option. Other expenses such as parking will be reimbursed at the actual costs. Original, itemized receipts must be provided. Only pre-approved mileage will be reimbursed. Employees must document their travel on the Mileage Reimbursement Form.

Reimbursement Claim Process

All employees must comply with the Reimbursement Claim process for any material purchases or travel expenses. Prior to making a purchase, employee must complete the reimbursement claim form, to include, reason for purchase, estimated cost and include amount not to exceed, and submit to supervisor no less than five (5) days prior to purchase. **DO NOT MAKE A PURCHASE UNTIL YOU HAVE RECEIVED PRIOR APPROVAL.**

After you have received approval and purchased items, complete the description section for items purchased, attach original receipt (copies shall not be accepted), sign and submit claim form to your supervisor for approval. If supervisor approves, form will be routed to the Finance Department for review and final processing. Reimbursement are made directly through payroll.

The School either incurs the actual cost of travel expenses for the cost of travel expenses, when (i) the School requests that the Employee travel to a conference; (ii) the expense is incurred within the scope of Employee's employment; and (iii) the expense was made on behalf of the Employee (and no other persons) unless approved in advance and in writing by the President & CEO. Each Employee must provide original receipts for travel expenses to the School's Business Office within five (5) calendar days of the Employee's return from travel.

The School either incurs the cost for the actual cost of lodging and applicable taxes, but not the cost of gratuity or incidental items. Lodging is arranged by the School, at the School's discretion.

Meals and Incidental Expenses

Employees in travel status (travel requiring an overnight stay) on School business are reimbursed up to the per diem rate for travel related meal expenses for their travel destination. Receipts are required for reimbursement of travel meals using per diem rates.

Meals - Conferences

The School does not reimburse meals included with a conference. If a conference includes meals then the School reimburses only the meals where the traveler incurred an expense. If the meal provided is on the first or last day of travel the per diem should be reduced by the meal provided then multiplied by 75%.

The School either incurs the cost or reimburses Employee for the actual cost of breakfast not to exceed \$16.00 per day; lunch not to exceed \$17.00 per day, and dinner not to exceed \$26.00 per

day, and the actual cost of tax and gratuity for such. The School incurs the actual cost of these items, not to exceed \$59.00 per day, non-cumulative and non-compounding. The School does not reimburse the Employee for the purchase of any alcohol.

If an employee has agreed to attend a conference, the fee has been paid by the Charter School, and the employee cannot attend he/she must: (1) advise his/her supervisor as soon as possible; and (2) assist in arranging for another employee to attend in his/her place. An employee who fails to attend conferences that have been paid for by the Charter School shall lose his/her ability to attend such conferences and be responsible for reimbursing the Charter School for the cost associated therewith. Exceptions will be made at the discretion of the President & CEO or his/her designee.

Incidentals

Employees may include the daily incidental amount of \$5.00 when determining the maximum M&IE rates. Gratuities for baggage carriers, porters, hotel staff (bellhops and house cleaners), as well as ATM fees, bank fees, and check cashing fees are included in the daily incidental amount. As applicable, receipts must be provided to obtain reimbursement.

Health Care Insurance Coverage for Regular, Full-Time Employees

CCS offers certain insurance benefits that may include medical, dental, vision, and disability insurance benefits to its regular, full-time employees. Regular, full-time employees will receive summary descriptions of the School's benefit plans from the Director of Operations annually. Available benefit plans may vary and may change from time to time. Affected employees will be advised of any such changes as required by applicable law. All new employees will become eligible for medical benefits on the 1st of the month following thirty (30) days of employment. Part-time employees may be eligible for benefits per the School's policy and applicable law.

State Disability Insurance

Each employee contributes to the State of California to provide disability insurance mandated by state law. Contributions are made through payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the School or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Director of Operations.

Retirement, Life Insurance and Other School-Sponsored Benefits

CCS offers certain school-sponsored benefits that may include retirement and life insurance to its regular, full-time employees. Regular, full-time employees will receive summary descriptions of the School's benefit plans from the Director of Operations annually. Available benefit plans may vary and may change from time to time within the sole discretion of the School. Affected employees will be advised of any such changes as required by applicable law.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Employees will complete quarterly Performance Plans at which time they will meet and discuss with their supervisor to set smart goals and schedule training. Performance Plans are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. The School's evaluation system will in no way alter the employment at-will relationship.

Due dates for employee Performance Plan submission can be found on the School's master calendar.

Performance pay criteria percentages which will include all the above criteria will be used in consideration of annual compensation increases and retention.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for you. Please keep the Director of Operations advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. CCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director of Operations. Only the Director of Operations or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

An Employee who qualifies to receive pay for a Holiday will receive one (1) day of pay at the Employee's regular rate of pay. To qualify to receive pay for a Holiday, an Employee must meet of the following conditions:

1. Employee must be a Full-Time Employee and an Active Employee on the date of the School Holiday;
2. Employee must work all hours that the Employee is scheduled to work on the last regular working day before, and the first regular working day after the Holiday, unless the Employee is on an approved absence.

Regular full-time and salaried employees (EXEMPT) will receive the following fifteen (15) annual paid holidays:

- New Year's Day*
- Martin Luther King, Jr.'s Birthday
- President's Day
- Spring Break
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Day Before Thanksgiving
- Thanksgiving
- Friday after Thanksgiving
- Winter Break December

When a holiday falls on a Saturday, the preceding Friday will be celebrated as the holiday; if it falls on a Sunday, the following Monday will be celebrated as the holiday. When Christmas falls on a Saturday, the Day before Christmas will be celebrated on Thursday. If Christmas falls on a Sunday or Monday, the day before Christmas will be celebrated on the preceding Friday.

Employee holidays, professional developments, and school days are outlined in the School Calendar.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Full-time twelve (12) month employees will accrue ten (10) days of paid vacation per year at the rate of 0.41666 days (3.33333hours) per pay period. Teachers and employees working on a part-

time basis (less than full-time) shall not earn vacation days.

Employees cannot use paid vacation leave until the ninetieth (90th) calendar day following the employee's start date. Employees must request the use of vacation days through the Bamboo system at least two (2) weeks prior to scheduled use. It is advised to wait to book travel until the immediate supervisor has granted the use of vacation time.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of fifteen (15) days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

CCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

CCS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners/designated person, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee of their family member, or if CCS or an employee's child care provider's business is closed due to a public health emergency.

Paid sick leave is available to all CCS employees. All employees shall accrue one (1) hour of

sick leave for every thirty (30) hours worked.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. Unused, accrued sick leave carries over from year-to-year up to a cap of one hundred and twenty (120) hours for full-time employees, and eighty (80) hours for all other employees.

Employees absent longer than three (3) consecutive days due to illness may be required to submit medical evidence of illness. The School may also require medical evidence of an employee's fitness to return to work.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Personal Necessity Leave

Full-time employees may use up to eighty (80) hours of sick leave for personal necessity leave per year. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least two (2) weeks in advance unless an emergency situation occurs. Personal necessity leave does not roll over and is not paid out upon termination of employment.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
 2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA Leave
 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
 3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave

because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director of Operations. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a “key” employee whose reinstatement would cause serious and grievous injury to the School’s operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee’s FMLA leave.
 2. When a request for FMLA leave is granted to an employee (other than a “key” employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement
 1. CCS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
 2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such

employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into

account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

CCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. CCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- **Medical Certifications**
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- **Requesting and Scheduling Pregnancy Disability Leave**
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director of Operations. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- **Return to Work**
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is

requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with CCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

CCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director of Operations;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director of Operations; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. CCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director of Operations and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

CCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Each full-time employee will be provided with three (3) paid bereavement days for family members. Family members will be defined as members of the employee's or spouse's immediate family which means the parents, grandparents, spouse, significant other, child or grandchild, brother, sister, (step or foster) or any other living in the immediate household of the employee.

If an employee requires more than the three (3) days off for bereavement leave, the employee may use accrued sick and/or vacation days.

Jury Duty or Witness Leave

Jury and Witness leave is provided for any employee who is called to serve jury or witness duty in any court during regularly assigned working hours. Prior notification to and approval by the Human Resources Department is required. The School will pay an employee up to 15 (fifteen) of days paid per jury service term.

If an employee is asked to use the call in jury system and he/she is not selected to appear the next morning, the employee must report to work. The employee must notify HR if he/she has been

selected to serve on a jury and if possible to notify how long the trial may last in order to plan ahead.

As a reminder as of August 2004, in an effort to avoid duplicate payment of public funds, California Superior Court jurors employed by a government entity (including school districts) who receive their regular compensation during jury service may not be paid daily jury duty fees by the court (California Code of Civil Procedure, Section 215). Hence, when completing the juror affidavit questionnaire, it is your responsibility to check the “Government/Public Employee” box (rather than “Employed”). This alerts the court to withhold payment of jury fees (although you will still receive mileage reimbursement, unless you have elected to waive it).

Note: Employees summoned to United States District Court are entitled to jury fees. Therefore, in accordance with current employee agreements, an amount equal to the jury fees paid by the court will automatically be withheld from the employee’s subsequent pay.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their immediate supervisor at least two (2) days notice.

School Appearance and Activities Leave

As required by law, CCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child’s school or child care. If more than one (1) parent or guardian is an employee of CCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child’s school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another

person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) week’s worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

CCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee’s own health, safety or welfare, or that of the employee’s child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee’s absence was due to treatment for injuries or abuse from domestic violence, sexual assault,

or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director of Operations thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Director of Operations.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Acceptance, from any source, of a reward, gift, or other form of remuneration in excess of \$100.00, in addition to regular compensation to all staff.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy including using, possessing, dealing, distributing, or being under the influence of intoxicating beverages, non-prescribed drugs or any unlawful drugs while on duty or at a work location.
8. Actions which constitute an unwholesome influence on scholars or other staff members, such as harassment, which includes sexual harassment.
9. Using or possessing firearms, weapons or explosives of any kind on School premises.
10. Gambling on School premises.
11. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
12. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
13. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
14. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
15. Excessive absenteeism or tardiness excused or unexcused.
16. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
17. Immoral or indecent conduct.
18. Conviction of a criminal act, especially a felony, or conviction of a misdemeanor involving moral turpitude.
19. Engaging in sabotage or espionage (industrial or otherwise)

20. Violation of the sexual harassment policy.
21. Violation of the School's policies regarding discrimination, harassment, or retaliation.
22. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
23. Sleeping during work hours.
24. Release of confidential information without authorization.
25. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
26. Any willful act of conduct undertaken in bad faith, either during or outside of duty hours, which is of such a nature that it causes discredit to the Charter School;
27. Violation of any federal, state or local laws affecting the School or the employee's employment or fitness for employment with the School.
28. Failure to comply with the School's safety protocols and procedures;
29. Refusal to speak to supervisors or other employees.
30. Dishonesty.
31. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Director of Operations regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director of Operations or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director of Operations or designee:

1. The complainant will bring the matter to the attention of the Director of Operations as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director of Operations or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director of Operations, the complainant may file his or her complaint in writing to the President & CEO. The President & CEO or designee will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the President & CEO, the complainant may file his or her complaint in writing to the Chair of the Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Director of Operations or President & CEO (if the complaint concerns the Director of Operations) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director of Operations (or designee) shall abide by the following process:

1. The Director of Operations or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director of Operations (or designee) finds that a complaint against an employee is valid, the Director of Operations (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director of Operations (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director of Operations's (or designee's) decision relating to the complaint shall be final unless it is appealed to the President & CEO. The decision of the President & CEO shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the President & CEO) or the Director of Operations or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Director of Operations or President & CEO.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

CCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

SECTION 15 – SCHOLAR POLICY – SUICIDE PREVENTION

The Board of Directors of Compass Charter School (“CCS”) recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with scholars are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on scholars and families, CCS has developed measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the school, CCS has consulted with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, learning coaches, scholars, local health agencies, mental health professionals, and community organizations.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances scholars’ feelings of connectedness with CCS and is characterized by caring staff and harmonious interrelationships among scholars.

CCS’s instructional and scholar support program shall promote the healthy mental, emotional, and social development of scholars including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The President & CEO or designee may offer learning coaches education or information which describes the severity of the youth suicide problem, CCS’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or CCS and community resources that can help youth in crisis.

CCS’s instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in CCS’s instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and

recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the direction of a CCS counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials.

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, scholars who are bereaved by suicide; scholars with disabilities, mental illness, or substance use disorders; scholars who are experiencing homelessness or who are in out-of-home settings such as foster care; and scholars who are lesbian, gay, bisexual, transgender, or questioning youth;
2. Research identifying individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors;
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in scholars' personality or behavior and verbalizations of hopelessness or suicidal intent;
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community;
5. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
6. CCS and community resources and services, including resources and services that meet the specific needs of high-risk groups;
7. CCS procedures for intervening when a scholar attempts, threatens, or discloses the desire to die by suicide.
8. Materials approved by CCS for training shall include how to identify appropriate

mental health services, both at CCS and within the larger community, and when and how to refer youth and their families to those services.

9. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

Intervention

Scholars shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions based on the scholar's verbalizations or act of self-harm, he/she shall promptly notify the President & CEO or school counselor.

Although any personal information that a scholar discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor and President & CEO shall report to the scholar's learning coach when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the scholar. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the scholar for treatment. The school counselor or President & CEO may also refer the scholar to mental health resources at CCS or in the community.

CCS shall ensure a school employee acts only within the authorization and scope of his/her credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a CCS employee to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. .

When a suicide attempt or threat is reported, the President & CEO or designee shall ensure scholar safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary;
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
3. Keeping the scholar under continuous adult supervision until the learning coach and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
4. Removing other scholars from the immediate area as soon as possible.
5. Designating specific individuals to be promptly contacted, for example, the CCS counselor, psychologist, nurse, other administrator, and/or the scholar's learning

coach, and, as necessary, local law enforcement or mental health agencies.

6. The President & CEO or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.
7. The President & CEO or designee shall follow up with the learning coach and scholar in a timely manner to provide referrals to appropriate services as needed. If the learning coach does not access treatment for the scholar, the President & CEO or designee may meet with the learning coach to identify barriers to treatment and assist the family in providing follow-up care for the scholar. If follow-up care is still not provided, the President & CEO or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.
8. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident.
9. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Postvention

In the event a suicide occurs or is attempted by a CCS scholar, the President & CEO or designee shall follow the crisis intervention procedures contained in CCS's safety plan. The President & CEO or designee shall communicate with the scholar's learning coach to offer condolences, assistance, and resources. After consultation with the President & CEO or designee and the scholar's learning coach about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the President & CEO or designee may provide scholars, learning coaches, and staff with information, counseling, and/or referrals to community agencies as needed. CCS staff may receive assistance from CCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

The President & CEO shall implement procedures to address scholars' and staff's grief and to minimize the risk of further suicides or crises. He/she shall provide scholars, learning coaches, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.



Elementary School Scholar Handbook 2017-18

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Table of Contents

| | |
|---|----|
| Letter from The CEO | 5 |
| CCS Vocabulary | 5 |
| Mission Statement | 6 |
| Vision Statement | 6 |
| Core Values | 6 |
| Pledge of Excellence | 6 |
| Description of Program | 7 |
| Enrollment Requirements | 7 |
| General Requirements | 7 |
| Immunization Requirements | 7 |
| Leaving the Country | 8 |
| Oral Health Exam Requirements | 8 |
| Master Agreement | 8 |
| Internet Service | 8 |
| Computers | 9 |
| Grade Level Placement Policy | 9 |
| Elementary (Kindergarten - 5th grade) | 9 |
| Learning Coach Requests | 9 |
| Official Transcripts | 9 |
| Scholar Expectations | 10 |
| Learning Coach Responsibilities for K-5th Grade | 10 |
| Attendance | 11 |
| Work Samples | 11 |
| Learning Periods | 11 |
| Virtual Classroom Attendance “Learning Labs” | 11 |
| Q & A SESSIONS | 12 |
| Missed Assignments | 12 |
| Work Sample Requirements | 12 |
| State Standardized Tests | 12 |
| Policy on Retention and Progress | 13 |
| Kindergarten through 5th grade | 13 |
| | 2 |

| | |
|--|----|
| Appeal Process | 13 |
| Contact Information & Communication Procedures | 13 |
| Methods of Communication | 13 |
| Email Expectations | 13 |
| Unable to Contact | 13 |
| Notification Regarding Change of Contact Information | 14 |
| Proof of Residency | 14 |
| Emergency Contacts | 14 |
| Authorized Contacts | 14 |
| Academic Program | 14 |
| Grades | 14 |
| Progress Monitoring | 14 |
| Kindergarten – 5 th Grading Policy | 14 |
| Entertainment Work Permits | 15 |
| Scholars with Special Needs | 15 |
| Homeless Scholars | 16 |
| School Liaison | 16 |
| Academic Integrity and Plagiarism | 17 |
| What is Plagiarism? | 17 |
| How to Avoid Plagiarism | 17 |
| Consequences for Academic Dishonesty | 18 |
| Academic Probation | 19 |
| Field Trips | 19 |
| Planning and Approval | 19 |
| Permission Slips | 19 |
| Supervision | 19 |
| Role of Learning Coach on Field Trips | 19 |
| Scholar Organizations and Clubs | 19 |
| Scholar Leadership Council | 19 |
| Scholar Clubs | 20 |
| Approval | 20 |
| Fundraising | 20 |
| | 3 |

| | |
|-------------------------------------|----|
| Revocation of Privileges | 20 |
| Virtual Classroom Expectations | 20 |
| Internet Safety Policy | 21 |
| Sexual Harassment and Cyberbullying | 21 |
| Compliance Officers | 21 |
| Steps for Scholars to follow | 22 |
| Scholar Grievances | 22 |
| Uniform Complaint Procedure | 22 |
| Scholar Records | 24 |
| Withdrawal from CCS | 26 |
| Signature Page | 28 |
| APPENDIX | 29 |

Letter from The CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS”) your school of choice. I am proud to be the President & CEO of CCS, and am looking forward to working with our staff to provide a quality independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

CCS Vocabulary

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

Learning Coach

Parents and guardians are known as the “learning coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the learning coach.

Scholar

At CCS we choose to refer to each student as a “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

We have a great elementary school team, led by Mr. Steven Thompson, our Elementary School Coordinator, who manages the elementary academic program. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific teachers, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing CCS. We look forward to being part of you and your scholar’s educational journey!

Respectfully,

J.J. Lewis, M.Ed.

President & CEO

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

Pledge of Excellence

CCS signed onto the Independent Study Pledge of Excellence in 2016. Its purpose is to establish a consistent, transparent approach to responsible charter school management across all of the member schools. The Code of Conduct is a pledge to employees, families and the public that member charter schools will conduct business in an honest, legal and ethical manner.

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decision in the running of these charter schools.

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, home study, 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 student 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 reviews 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 drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
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 students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students 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 exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
7. As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in kindergarten and grades one through twelve. We are an independent study program. We recognize that in education one size does not fit all and have two great programs to serve scholars. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

Enrollment Requirements

General Requirements

- A scholar must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year.
- A scholar who has their fifth birthday between September 2nd and December 2nd are eligible for Transitional Kindergarten.
- A scholar must have completed the CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized, and provide proof of residency annually. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar 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).

Immunization Requirements

Learning coaches are required to provide proof of immunizations upon registration upon registration in order to maintain updated records. For more information about the required number of doses and the ages at which vaccines must be given, please see the included handout in appendix _____. The School's

verification of immunizations is through written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- The learning coach provides a signed doctor's statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education ("FAPE") due to lack of immunizations.
- If a learning coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.
- If a scholar is enrolled in independent study and will not receive classroom-based instruction at the learning center.

Leaving the Country

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return.

Oral Health Exam Requirements

California law states your scholar must have a dental check-up by May 31 of his/her kindergarten year or, if the scholar was not previously enrolled in kindergarten in a public school, his/her first-grade year. A California licensed dental professional operating within his scope of practice must perform the check-up and fill out our oral health assessment form. If your scholar had a dental check-up in the 12 months before he/she started school, ask your dentist to fill out the oral health assessment form required for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Master Agreement

To attend CCS, each scholar, learning coach, and supervising teacher shall sign a Master Agreement Form ("MA") prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach or scholar will 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 classes will result in a mandatory meeting with the President and CEO or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the learning coach. The signed MA is the agreement that the scholar and learning coach and scholar sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar's Individualized Education Program due to a lack of a signed MA.

An updated MA must be submitted if changes are made in classes or coursework to be completed during the school year.

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the learning coach (at their

option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and learning coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments.

Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their Scholars. Learning Coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at computers@compasscharters.org. All requests for loaner computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loner computer other than those necessary for maintenance and asset management.

Grade Level Placement Policy

A scholar's grade level is determined upon initial enrollment and is written on the Master Agreement.

Elementary (Kindergarten - 5th grade)

If a learning coach or teacher feels that a scholar should repeat a grade level, the situation must be discussed with the Elementary School Coordinator and Online Learning Manager prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.

If an elementary scholar is coming to CCS from another school, the grade level is typically based on the scholar's grade level at the previous school. If no previous school was attended, grade level can be determined by the legal need to be (or have been) five (5) years old by the cutoff date in the year of entry into kindergarten and proceeding chronologically for each grade level.

- For school years 2014-15 and later, scholars must have been five (5) years old by September 1, of that school year in order to enter kindergarten.
- For school year 2013-14, scholars must have been five (5) years old by October 1, 2013 in order to enter kindergarten.
- For school year 2012-13, scholars must have been five (5) years old by November 1, 2012 in order to enter kindergarten.
- For school years prior to 2012-2013, scholars must have been five (5) years old by December 2 of that school year to have started kindergarten that fall.

Learning Coach Requests

- Scholars can be placed at their age appropriate grade level or below, but not above grade level unless the previous school has officially approved a retention or promotion.
- If the grade level placement the learning coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Elementary School Coordinator and the Instructional Services Manager prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.
- Scholars may be required to take a placement exam and/or end of unit subject tests to determine appropriate placement based on learning coach requests for skipping a grade.

Official Transcripts

An incoming scholar must provide an official transcript in order to determine appropriate placement.

Failure to do so does not delay enrollment, but will delay the placement of the scholar into their appropriate courses.

Scholar Expectations

- Attend live real-time office hours with the teacher if help in course work is needed.
- Attend live real-time Virtual Classroom sessions as required.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned teacher at least once per week via email, phone or virtual classroom.
- Log in every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with his or her courses and submit work on time.
- Return calls and emails promptly when teachers reach out.
- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, learning coaches, faculty, and staff.
- Attend all state testing in person at school designated locations.

Learning Coach Responsibilities for K-5th Grade

- Turn in correctly dated work samples on time with appropriate pages, topics, and lesson numbers.
- Make sure that all work has been corrected and that work samples with rough drafts are included.
- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Ensure the learning coach has reliable contact information on record at the school.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Alert administration if the learning coach does not hear back from a scholar's teacher or advisor within 48 hours.
- Keep informed of news and information about school through communication from staff and newsletters.
- Include the scholar's name and grade in emails.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving on.
- Inform the Records Department within five (5) business days of any changes to contact information,

including phone, email, or address.

- Be present in your scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Supervise, tutor, coach, and direct the scholar's daily lessons as advised by the assigned supervising credentialed teacher.
- Establish daily and weekly goals by creating a consistent schedule.
- Ensure that your scholar attends Virtual Classroom sessions and open office hours that are run by teachers.
- Become familiar with the CCS grading system, making sure to understand the difference between "average" grade and "cumulative" grade.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.
- Be a positive role model for the scholar.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Set high expectations for scholar's success
- Participate in parent/learning coach conferences in both the fall and spring semesters with scholars' teachers.

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 online school looks very different than that at a brick and mortar school.

Work Samples

Independent study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (M-F, non-holidays) and further determined based upon the time value of the scholar's work product, judged in the discretion of the supervising credentialed teacher.

Learning Periods

The scholar must submit assignments to the supervising teacher in accordance with the frequency, time, and manner specified in the board policy on independent study and the applicable provisions of the master agreement.

Virtual Classroom Attendance "Learning Labs"

All CCS teachers run weekly learning labs multiple times each week. These live teacher-led classroom instruction, called "Learning Labs," occur in each class 2-3 days a week. These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the

Learning Lab sessions for each of their classes. Attendance in Learning Labs can be included as part of the worth 10% of the scholar's participation grade for his or her classes.

Q & A SESSIONS

The remaining 2-3 days of web-based instruction hosted by teachers are "office hours." Teachers host regularly scheduled "office hours" 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.

Missed Assignments

As per the independent study policy, after five [5] missed assignments, in 10 school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

Work Sample Requirements

- In order for attendance to remain current, representative work samples must be emailed to the teacher when requested.
- Work samples need to be submitted to the assigned supervising teacher each learning period.
- Teachers will give scholars due dates and the quantity and descriptions of work samples that should be submitted.
- It is essential that these work samples are submitted on time. Failure to do so can result in academic or disciplinary sanctions.

State Standardized Tests

As members of a public charter school, our scholars participate in the following state standardized tests:

- Grade 5 - CST Science
- Grades 3-5 - SBAC Testing (aka California Assessment of Student Performance and Progress: ("CAASPP"))
- Grade 5 - Physical Fitness Test ("PFT")
- English Language Learners: California English Language Development Test: CELDT for English Language Proficiency Assessment

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS's effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act ("ESSA"), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California or federal government.

- CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our learning coaches.
- Individual scholar performance results on statewide assessments will be distributed to both learning coaches and teachers in a timely manner once released from the state.
- For more information on Testing & Accountability, visit the California Department of Education's web page at <http://www.cde.ca.gov/ta/>
- Notwithstanding any other provision of law, a learning coach's written request to CCS officials to

excuse his or her scholar from any or all parts of the state assessments shall be granted.

Policy on Retention and Progress

Kindergarten through 5th grade

Promotion to the next grade level is dependent upon the grades earned. Scholars must pass a minimal number of core curriculum courses (i.e., mathematics, science, social science and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year.

Scholars who do not make satisfactory progress each year are at risk of being retained. If a scholar is recommended for retention, the school will notify the scholars learning coach in writing.

Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the school should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the President & CEO. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the President & CEO or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The President & CEO's decision will be final.

Contact Information & Communication Procedures

Methods of Communication

Reliable contact information is required for all learning coaches and for scholars.

Email Expectations

- We request that scholars and learning coaches supply separate email addresses for communication.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyber-bullying or any form of harassment.

Unable to Contact

Regular communication with CCS teachers is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's teacher for a period of time, please notify the teacher so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff is unable to contact the scholar and/or learning coach for 10 consecutive days and there has been no logging in or work submitted, and contact has not been made by the scholar and/or learning coach, CCS will check the CALPADs system for enrollment in another educational institution and will withdraw the scholar from CCS. Notice will be provided to the

Scholar's last known district of residence.

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or learning coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

Proof of Residency

Learning coaches must notify the Records Department should contact information change, and provide a proof of new residence to them.

Learning coaches are expected to update their account information in the Online School should their email address change.

Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

Authorized Contacts

At the time of enrollment, a scholar's learning coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the school.

Academic Program

Grades

The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the learning coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the Parent Scholar Portal. Teachers will hold Learning Coach/Teacher conferences quarterly to discuss academic progress.

Kindergarten – 5th Grading Policy

Scholars' final grades will be reported according to the following scale:

M = Mastery - Scholars have completed 80%-100% of subject units and are able to move on to the next grade level.

C = Completed - Scholars have completed 70%-79% of the curriculum and are able to move onto the next grade level.

I = Incomplete - 0%-69% of the curriculum. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the college & career counselor. A scholar must be in good academic standing to be eligible for this permit.

Requirements for obtaining an entertainment permit:

Scholar shall be in good academic standing.

Entertainment permit renewal:

This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.

To print an entertainment application: paste the link below in your browser:

<http://www.dir.ca.gov/dlse/dlseform277.pdf>

Steps for received a complete entertainment application:

- Complete form with student information (do not include parent/guardian signature).
- Email form to college & career counselor Edith Cruz at ecruz@compasscharters.org
- College & career counselor will mail form to student's home address.
- The form indicates the following: all signatures must be in original ink. No fax or photo copies permitted. This is the information from the Van Nuys office
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.dir.ca.gov/dlse/onlinepermits.htm>

Scholars with Special Needs

CCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act, California Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA]. These services are available for special education scholars enrolled at CCS. We offer high quality educational programs and services for all of our scholars in accordance with the assessed needs of each scholar. CCS collaborates with learning coaches, scholars, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each scholar.

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The learning coach of any scholar suspected of needing or qualifying for

accommodations under Section 504 may make a referral for an evaluation to the President & CEO. A copy of the School's Section 504 policies and procedures is available upon request

Homeless Scholars

1. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:
2. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
3. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
4. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
5. Runaway children or children who are abandoned; and
6. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."
7. Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento.

Homeless status is determined in cooperation with the learning coach. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The President & CEO designates the following staff person as the School Liaison for homeless scholars:

Jessica Franco | Information Services Manager

850 Hampshire Rd. Suite P

Thousand Oaks, CA 91361

805-358-9007

The School Liaison shall ensure that:

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless scholars enroll in, and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Learning Coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
5. Public notice of the educational rights of homeless children is disseminated at places where children

receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
7. Learning coaches are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Academic Integrity and Plagiarism

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

Other Violations of Academic Integrity include:

- Using another person's work and claim as your own;
- Copying from text, a 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;
- Looking at another person's test or test materials;
- Letting a friend or learning coach 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; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

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.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the learning coach and Academic Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both learning coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.

2nd Offense

- If a scholar is caught violating academic integrity a second time, with any teacher, the teacher will notify the learning coach, and Elementary School Coordinator.
- The scholar will receive a "0" on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the learning coach and the scholar, and returned to the teacher. Notification will be sent via certified mail and email with read receipt.
- The Elementary School Coordinator will schedule a meeting with the teacher, the scholar and the learning coach.

3rd Offense

- If a scholar is caught violating academic integrity a third time the teacher will notify the learning coach, Elementary School Coordinator and Online Learning Manager.
- The scholar will receive a "0" on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by both the learning coach and scholar's Notification will be sent via certified mail and email.
- A meeting will be held with the Online Learning Manager, Elementary School Coordinator, teacher, learning coach and scholar.

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the learning coach, Elementary School Coordinator and Online Learning Manager.
- The course is locked until a recommendation is made by the Disciplinary Action Committee ("DAC"). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the learning center. If the scholar is recommended for expulsion and ultimately expelled from CCS they may return to their school of residence or seek other educational opportunities. The

incidents will be noted in the scholar's permanent file.

- If the DAC recommends the scholar for expulsion, the scholar and learning coach will meet with the CCS Academic Affairs Committee. The CCS Academic Affairs Committee will determine to expel the scholar or not based on the recommendation of the DAC.

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in academic dishonesty, as determined by the Elementary School Coordinator, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Planning and Approval

The Scholar Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's learning coach. One copy of the permission slip shall be filed with the Scholar Engagement Coordinator, and one copy shall be given to the teacher to take on the field trip.

Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The Scholar Engagement Coordinator or teacher on the trip shall be designated as the emergency contact for the group on the field trip or excursion.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

Role of Learning Coach on Field Trips

Learning coaches are encouraged to participate in field trips and excursions to assist with supervision of scholars. Learning coaches accompanying CCS group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Scholar Engagement Coordinator may hold a meeting for learning coaches scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Learning Coaches shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar Leadership Council will be advised by the President & CEO. The President & CEO, as advisor, will establish a fair process for the nomination and election of officers for President, Vice President,

Secretary and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Scholar Engagement Coordinator consistent with this policy and any other applicable requirements.

Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Scholar Engagement Coordinator for initial review to ensure consistency with school rules.

Fundraising

All funds raised by any scholar organization shall be maintained by the school and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the President & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the California Education Code as it pertains to violations to any of the following expectations.

1. Respect opinions and privacy of others during web-based discussions.
2. Refrain from posting anonymous messages unless authorized by the teacher.
3. Use only your own user name and password, and do not share these with anyone.
4. Do not post personal information including: Phone number, YouTube, Facebook, etc.
5. Do not download, transmit or post material that is intended for personal gain or profit.
6. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
7. Do not distract other scholars via chat, web or drawing features.
8. Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
9. Do not post any audio, video, or other non-instructional files to any CCS server.
10. Avoid using sarcasm, jargon, and slang, and derogatory or foul language.
11. Limit use of all capital letters, as this can be considered yelling.
12. Don't broadcast online discussions, and never reveal other people's email addresses.

Internet Safety Policy

It is the policy of CCS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The complete CCS Student Technology Policy is available on the school website or at the learning center.

Sexual Harassment and Cyberbullying

CCS does not discriminate against any scholar or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CCS adheres to all provisions of federal law related to 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 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

The President & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

CCS’s full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at either of the Learning Centers or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited e-mails not pertaining to the course), threatening communications, offensive

communications or any other kind of communication that makes a person feel uncomfortable.

- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident an CCS staff member. The President & CEO or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's learning coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the President & CEO.
6. If the abusive communication is from someone within the administration, inform the victim's learning coach of the situation who can then inform the appropriate personnel.

Scholar Grievances

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at each of the learning centers and on the CCS website will be appropriate.

Uniform Complaint Procedure

CCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the President & CEO of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the President & CEO or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS's procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy CCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge at either of the Learning Centers. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the President & CEO.

Scholar Records

The Family Educational Rights and Privacy Act ("FERPA") affords learning coaches and scholars who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the scholar's education records within 5 days after the day CCS receives a request for access. Learning coaches or eligible students should submit to the CCS President & CEO or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the learning coach or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the learning coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning coaches or eligible students who wish to ask CCS to amend a record should write the CCS President & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the learning coach or eligible student, CCS will notify the learning coach or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learning coach or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before CCS discloses personally identifiable information ("PII") from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or

therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from scholar's education records, without consent of the learning coach or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the learning coach or eligible student, §99.32 of the FERPA regulations requires CCS to record the disclosure. Learning coaches and eligible students have a right to inspect and review the record of disclosures. CCS may disclose PII from the education records of a scholar without obtaining prior written consent of the learning coach or the eligible student —

1. To other CCS officials, including teachers, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible student if the student is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as “directory information” under §99.37.

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish year books. CCS has designated the following information as directory information:

1. Scholar’s name
2. Scholar’s address
3. Learning coach’s address
4. Telephone listing
5. Scholar’s electronic mail address
6. Learning coach’s electronic mail address
7. Photograph
8. Dates of attendance
9. Grade level
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Scholar ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the President & CEO at jlewis@compasscharters.org.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's Learning Coach communicates the decision through his or her teacher.
2. The scholar’s teacher will schedule an exit conference with the Elementary School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
4. Once the withdrawal is completed the Attendance Specialist will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. CCS may withhold transcripts, grades and diplomas where a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers,

loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

Signature Page

Please sign and date below to indicate that you have read the Learning Coach/Scholar handbook and are aware of the school expectations for learning coaches and scholars.

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____

APPENDIX



2017-18 School Year

| July 2017 | | | | | | |
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| June 2018 | | | | | | |
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- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Entry Requirements by Age and Grade:

| Vaccine | 4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above | 7-17 Years Old Elementary or Secondary School | 7th Grade* |
|--|--|--|---|
| Polio (OPV or IPV) | 4 doses (3 doses OK if one was given on or after 4th birthday) | 4 doses (3 doses OK if one was given on or after 2nd birthday) | |
| Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap) | 5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday) | 4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.) | 1 dose of Tdap (Or DTP/DTaP given on or after the 7th birthday.) |
| Measles, Mumps, and Rubella (MMR or MMR-V) | 2 doses (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.) | 1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.) | 2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.) |
| Hepatitis B (Hep B or HBV) | 3 doses | | |
| Varicella (chickenpox, VAR, MMR-V or VZV) | 1 dose | 1 dose for ages 7-12 years. 2 doses for ages 13-17 years. | |

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten **through** 12th grade and all students advancing to 7th grade before entry.

THE LAW:

Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

WHAT YOU WILL NEED FOR ADMISSION:

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a **medical exemption** for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit ShotsforSchool.org.

You must also submit an immunization record for all required shots not exempted.

Questions? Visit ShotsForSchool.org or contact your local health department (bit.do/immunization).



MIDDLE SCHOOL SCHOLAR HANDBOOK 2017-18

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805-590-7077

@COMPASSCS

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Table of Contents

| | |
|---|----|
| Letter from the CEO | 5 |
| CCS Vocabulary | 5 |
| Mission Statement | 6 |
| Vision Statement | 6 |
| Core Values | 6 |
| Pledge of Excellence | 6 |
| Description of Program | 7 |
| Enrollment Requirements | 7 |
| General Requirements for 6-8th grade | 7 |
| Immunization Requirements | 7 |
| Leaving the Country | 8 |
| Master Agreement | 8 |
| Internet Service | 8 |
| Computers | 8 |
| Grade Level Placement Policy | 9 |
| Middle School (6th-8th Grade) | 9 |
| Report Cards | 9 |
| Benchmark Testing | 9 |
| Scholar Expectations | 9 |
| Learning Coach Responsibilities | 10 |
| Attendance | 10 |
| Work Samples | 11 |
| Virtual Classroom Attendance “Learning Labs” | 11 |
| Q&A Sessions | 11 |
| State Standardized Tests | 11 |
| Policy On Retention and Progress Policy On Retention and Progress | 12 |
| Promotion | 12 |
| Appeal Process | 12 |
| Contact Information & Communication Procedures | 12 |
| Methods of Communication | 12 |
| Email Expectations | 12 |
| | 2 |

| | |
|--|----|
| Unable to Contact | 13 |
| Notification Regarding Change of Contact Information | 13 |
| Proof of Residency | 13 |
| Emergency Contacts | 13 |
| Authorized Contacts | 13 |
| Academic Program | 13 |
| Grades | 13 |
| Understanding CCS Grading Terms | 13 |
| Progress Reports | 14 |
| Middle School Course Placement | 14 |
| Middle School Course Scheduling | 14 |
| Middle School Grading Scale | 14 |
| Middle School Subject Requirements (6TH-8TH Grade) | 15 |
| Withdrawal Notice | 16 |
| Entertainment Work Permits | 16 |
| Scholars with Special Needs | 16 |
| Homeless Scholars | 17 |
| School Liaison | 17 |
| Academic Dishonesty and Plagiarism | 18 |
| What is Plagiarism? | 18 |
| How to Avoid Plagiarism | 19 |
| PREVENTION OF PLAGIARISM | 19 |
| Consequences for Academic Dishonesty | 19 |
| Disciplinary Action Committee (“DAC”) | 20 |
| Process | 20 |
| Appeal Process | 20 |
| Academic Probation | 21 |
| Field Trips | 21 |
| Planning and Approval | 21 |
| Permission Slips | 21 |
| Supervision | 21 |
| Role of Learning Coach on Field Trips | 21 |
| | 3 |

| | |
|-------------------------------------|----|
| Scholar Organizations and Clubs | 22 |
| Scholar Leadership Council | 22 |
| Scholar Clubs | 22 |
| Approval | 22 |
| Fundraising | 22 |
| Revocation of Privileges | 22 |
| Virtual Classroom Expectations | 22 |
| INTERNET Safety POLICY | 23 |
| Sexual Harassment and Cyberbullying | 23 |
| Compliance Officers | 23 |
| Steps for Scholars to Follow | 24 |
| SCHOLAR GRIEVANCES | 24 |
| UNIFORM COMPLAINT PROCEDURE | 24 |
| SCHOLAR RECORDS | 26 |
| WITHDRAWAL FROM CCS | 28 |
| SIGNATURE PAGE | 30 |
| Appendix | 31 |

Letter from the CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS”) your school of choice. I am proud to be the President & CEO of CCS, and am looking forward to working with our staff to provide a quality independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

CCS Vocabulary

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

Learning Coach

Parents and guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to each student as a “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

We have a great Middle School team led by Ms. Melissa Blitzstein, our Middle School Coordinator, who manages the Middle School Academic Program. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific teachers, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing CCS. We look forward to being part of you and your scholar’s educational journey!

Respectfully,

J.J. Lewis, M.Ed.

President & CEO

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Pledge of Excellence

CCS signed onto the Independent Study Pledge of Excellence in 2016. Its purpose is to establish a consistent, transparent approach to responsible charter school management across all of the member schools. The Code of Conduct is a pledge to employees, families and the public that member charter schools will conduct business in an honest, legal and ethical manner.

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decision in the running of these charter schools.

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, home study, 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:

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 student where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.

1. 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 reviews 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.

2. 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.
3. 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 drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
4. 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 students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
5. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
6. As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in kindergarten and grades one through twelve. We are an independent study program. We recognize that, in education, one size does not fit all and have two great programs to serve scholars. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

Enrollment Requirements

General Requirements for 6-8th grade

- A scholar's age cannot exceed sixteen (16) years.
- A scholar must have completed the CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized, and provide proof of residency annually. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar 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).

Immunization Requirements

Learning Coaches are required to provide proof of immunizations upon registration in order to maintain updated records. For more information about the required number of doses and the ages at which vaccines must be given, please see the included handout in appendix. The School's verification of immunizations is through written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- The Learning Coach provides a signed doctor's statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education ("FAPE") due to lack of immunizations.
- If a Learning Coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.

Leaving the Country

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Master Agreement

To attend CCS, each scholar, Learning Coach, and supervising teacher shall sign a Master Agreement Form ("MA") prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or Learning Coach will 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 classes will result in a mandatory meeting with the President and CEO or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the Learning Coach. The signed MA is the agreement that the scholar and Learning Coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar's Individualized Education Program due to a lack of a signed MA.

An updated MA must be submitted if changes are made in classes, coursework, and/or advising teacher to be completed during the school year.

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the Learning Coach (at their option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and Learning Coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as, to log attendance and submit assignments.

Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their scholars. Learning Coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at computers@compasscharters.org. All requests for loaner computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loaner computer other than to those necessary for maintenance and asset management.

Grade Level Placement Policy

A scholar's grade level is determined upon initial enrollment and is written on the Master Agreement.

Middle School (6th-8th Grade)

- If a Learning Coach or teacher feels that a scholar should repeat a grade level, or differs from that indicated in the prospective assignment, the situation must be discussed with the Counseling Services Manager and Middle School Coordinator prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.
- Scholars may be required to take a placement exam and/or end of unit subject tests to determine appropriate placement based on Learning Coach requests for skipping or repeating a grade.

Report Cards

An incoming scholar must provide the most recent report card and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into classes. Maximum age for an 8th grader is 16 years of age.

If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Counseling Services Manager and Middle School Coordinator. Scholars may be required to take assessments to determine appropriate placement.

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again at the start of the second semester, and again at the end of the school year.

Scholar Expectations

- Attend live, real-time office hours with the teacher, if scholar needs help with coursework.
- Attend live, real-time Virtual Classroom sessions as required.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned teacher at least once per week via email, phone or virtual classroom.
- Log in every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with his or her courses and submit work on time.
- Return calls and emails promptly when teachers reach out.

- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, Learning Coaches, faculty, and staff.
- Attend all state testing in person at school-designated locations.

Learning Coach Responsibilities

- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Alert administration if the Learning Coach does not hear back from a scholar's teacher within 48 hours.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Include the scholar's name and grade in emails.
- Be present and a positive role model in your scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish daily and weekly goals by creating a consistent schedule.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Ensure that your scholar attends Virtual Classroom sessions and open office hours with that are run by teachers.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Become familiar with the StrongMind grading system, making sure to understand the difference between "progress grade" grade and "final" grade.
- Keep informed of news and information about school through communication from staff and newsletters.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers and counselors to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in his/her courses. Attendance at an online school looks very different than that at a

brick and mortar school.

Work Samples

Independent study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school on days that school is in session (M-F, non-holidays) and further determined based upon the time value of the scholar's work product, judged in the discretion of the supervising credentialed teacher.

Virtual Classroom Attendance "Learning Labs"

All CCS teachers run weekly learning labs multiple times each week. These live teacher-led classroom instruction occur in each class 2-3 days a week. These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the Learning Lab sessions for each of their classes. Attendance in Learning Labs can be included as part of the 10% of the scholar's participation grade for his or her classes.

Q&A Sessions

The remaining 2-3 days of web-based instruction hosted by teachers are "office hours." Teachers host regularly scheduled "office hours" 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.

Missed Assignments

As per the independent study policy, after five [5] missed assignments, in 10 school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

The learning coach is expected to check the StrongMind account daily to ensure the scholar is logging in daily and progressing through classes at an appropriate pace. Additionally, the Learning Coach must ensure scholar is submitting work, as specified on the pacing guide. Work should be turned in consistently throughout the program or the scholar may get too far behind and not be able to pass their course.

State Standardized Tests

As members of a public charter school, our scholars participate in the following state standardized tests:

- Grade 8 - CST Science
- Grades 6-8 - SBAC Testing (aka California Assessment of Student Performance and Progress: ("CAASPP"))
- Grade 7 - Physical Fitness Test ("PFT")
- English Language Learners: California English Language Development Test: CELDT for English Language Proficiency Assessment

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS's effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by Every Student Succeeds Act ("ESSA"), signed into law in December 2015, a public school is required to achieve a participation rate of

95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California or federal government.

- CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our Learning Coaches.
- Individual scholar performance results on statewide assessments will be distributed to both Learning Coaches and teachers in a timely manner once released from the state.
- For more information on Testing & Accountability, visit the California Department of Education's web page at <http://www.cde.ca.gov/ta/>
- Notwithstanding any other provision of law, a Learning Coach's written request to CCS officials to excuse his or her scholar from any or all parts of the state assessments shall be granted.

Policy On Retention and Progress Policy On Retention and Progress

Promotion

Promotion to the next grade level is dependent upon grades earned. Scholars must pass a minimal number of core curriculum courses (mathematics, science, social science and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year.

Scholars who do not make satisfactory progress each year are at risk of being retained. If a scholar is recommended for retention, the school will notify the scholars Learning Coach in writing.

Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the school should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the President & CEO. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the President & CEO or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The President & CEO or designee decision will be final.

Contact Information & Communication Procedures

Methods of Communication

Reliable contact information is required for all Learning Coaches and for scholars.

Email Expectations

- We request that scholars and Learning Coaches supply separate email addresses for communication.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyberbullying or any form of harassment.

Unable to Contact

Regular communication with CCS teachers is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's teacher for a period of time, please notify the teacher so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff is unable to contact the scholar and/or Learning Coach for 10 consecutive days and there has been no logging in or work submitted, and contact has not been made by the scholar and/or Learning Coach, CCS will check the CALPADs system for enrollment in another educational institution and will withdraw the scholar from CCS. Notice will be provided to the scholar's last known district of residence.

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or Learning Coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

Proof of Residency

Learning Coaches must notify the Records Department should contact information change, and provide a proof of new residence to them.

Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

Authorized Contacts

At the time of enrollment, a scholar's Learning Coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the school.

Academic Program

Grades

The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

Understanding CCS Grading Terms

- A "final grade" (or cumulative grade) is the arithmetic mean (average) of individual grades on

the assignments the scholar HAS and HAS NOT completed. Assignments scholars have not completed will be averaged in as a zero to the final grade. This is also known as the “final grade.”

- A “progress grade” (or average grade) includes only the assignments the scholar HAS completed. The progress grade does not include the incomplete assignments. This is a snapshot of how well the scholar is performing on the assignments he or she had submitted.
- “Percent complete” is the total amount of work the scholar has completed divided by the total amount of work assigned.
- Once the scholar has completed 100% of the assigned work, the progress grade and final grade will be equal

Progress Reports

“Snapshots” of scholar grades in all courses are sent home on a weekly basis. “Progress Reports” are sent home once a quarter. While phone calls and emails are used frequently, Progress Reports serve as a formal notice of grades.

Middle School Course Placement

All middle school scholars are required to enroll in four (4) academic courses (English, mathematics, science, social science), physical education and one elective course each semester of the academic school year.

Middle School Course Scheduling

Our middle school academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

Middle School Grading Scale

A standard percentage scale is used school wide to determine grades. This ensures a standard of excellence toward which each scholar may strive to achieve.

Honor Roll:

- Is awarded to scholars each semester who have earned a 3.5 GPA or higher.

Scholar of the Month:

- Receiving a 90% or higher in all academic courses
- Working on pace consistently and embodies an independent learner

| LETTER GRADE | PERCENTAGE | GPA POINTS |
|--------------|------------|------------|
| A | 90-100 | 4 |
| B | 80-89 | 3 |
| C | 70-79 | 2 |
| D | 60-69 | 1 |
| F | BELOW 60 | 0 |

Middle School Subject Requirements (6TH-8TH Grade)

SUBJECT COURSE REQUIREMENTS

English

English 6

English 7

English 8

Science

Science 6

Science 7

Science 8

Mathematics

Math 6

Math 7

Math 8

Social Science

Social Studies 6

Social Studies 7

Social Studies 8

Physical Education

Physical Education 6

Physical Education 7

Physical Education 8

**Each scholar is required to complete 60 hours of physical activity each semester.*

Electives

My Success 6 (Fall semester)

Computer Skills 6 (Spring semester)

My Success 7 (Fall semester)

Health 7 (Spring semester)

My Success 8 (Fall semester)

Study Skills 8 (Spring semester)

Withdrawal Notice

If a scholar and/or a Learning Coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive an incomplete (I) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the college & career counselor. A scholar must be in good academic standing to be eligible for this permit. Requirements for obtaining an entertainment permit:

- Scholar shall be in good academic standing.

Entertainment permit renewal:

- This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.

To print an entertainment application: Paste the link below in your browser:

<http://www.dir.ca.gov/dlse/dlseform277.pdf>

Steps for received a complete entertainment application:

- Complete form with student information (do not include parent/guardian signature).
- Email form to College & Career Counselor Edith Cruz at ecruz@compaascharters.org
- College & Career Counselor will mail form to student's home address.
- The form indicates the following: all signatures must be in original ink. No fax or photo copies permitted. This is the information from the Van Nuys office.
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.dir.ca.gov/dlse/onlinepermits.htm>

Scholars with Special Needs

CCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act, California Education Code requirements, and applicable policies and procedures of the El Dorado County Charter [SELPA]. These services are available for special education scholars enrolled at CCS. We offer high quality educational programs and services for all of our scholars in accordance with the assessed needs of each scholar. CCS collaborates with Learning Coaches, scholars, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each scholar.

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the

basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The Learning Coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the President & CEO. A copy of the School's Section 504 policies and procedures is available upon request

Homeless Scholars

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."
6. Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento

Homeless status is determined in cooperation with the Learning Coach. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The President & CEO or designee designates the following staff person as the School Liaison for homeless scholars:

Jessica Franco | Information Services Manager

850 Hampshire Rd. Suite P

Thousand Oaks, CA 91361

805-358-9007

The School Liaison shall ensure that:

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless scholars enroll in, and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under Part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services,

and other appropriate services.

4. Learning Coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
7. Learning Coaches are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Academic Dishonesty and Plagiarism

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 include:

- Using or turning in another person's work and claim as your own;
- Copying from text, a 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;
- Letting a friend or Learning Coach 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; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

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.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

PREVENTION OF PLAGIARISM

1. All scholars and Learning Coaches are given a copy of this CCS Learning Coach/Scholar Handbook which outlines the school's policy on plagiarism.
2. Scholars complete a lesson on understanding plagiarism during one of the core courses. 6-12 scholars complete a lesson on plagiarism during the first unit of a core course.
3. Teachers will use recognized plagiarism detection program, to check for plagiarism as necessary.
4. More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the Learning Coach and Middle School Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both Learning Coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.

2nd Offense

- If a scholar is caught violating academic integrity a second time, with any teacher, the teacher will notify the Learning Coach, and Middle School Coordinator.
- The scholar will receive a "0" on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the Learning Coach and the scholar, and returned to the teacher. Notification will be sent via certified mail and email with read receipt.
- The Middle School Coordinator will schedule a meeting with the teacher, the scholar and the Learning Coach.

3rd Offense

- If a scholar is caught violating academic integrity a third time the teacher will notify the Learning Coach, Middle School Coordinator and Online Learning Manager.
- The scholar will receive a "0" on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by

both the Learning Coach and scholar. Notification will be sent via certified mail and email.

- A meeting will be held with the Online Learning Manager, Middle School Coordinator, teacher, Learning Coach and scholar.

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the Learning Coach, Middle School Coordinator, and Online Learning Manager.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at either learning center. If the scholar is recommended for expulsion and ultimately expelled from CCS they may return to their school of residence or seek other educational opportunities. The incidents will be noted in the scholar’s permanent file.
- If the DAC recommends the scholar for expulsion, the scholar and Learning Coach will meet with the CCS Academic Affairs Committee. The CCS Academic Affairs Committee will determine to expel the scholar or not based on the recommendation of the DAC.

Disciplinary Action Committee (“DAC”)

Process

- Introductions
- Teacher(s) present case
- Family presents their case
- DAC questions and answers
- Family closing comments
- DAC deliberates and makes decision whether to recommend expulsion

If decision is to recommend expulsion

- Family presents case to the board of director’s Academic Affairs committee
- Board of Directors Committee makes final decision on expulsion

If decision is **not** to recommend expulsion, alternative consequences may include:

- Suspension
- Receives an F in the class
- Resubmits assignment
- Receives a 0 on the assignment
- Other/No action taken

Appeal Process

The Parent will have five (5) school days to file an appeal of the decision to the school board by submitting a letter in writing to the Board of Directors Academic Affairs Committee. The Board will decide on the matter within 15 school days. Members of the Academic Affairs Committee may hear from the parents, scholar, teacher, authorized administrator or other school personnel in accordance with school policies. The Academic Affairs Committee may determine expulsion, alternative disciplinary action, or remove the allegations from the scholar’s records.

Scholars who are expelled from the school for academic dishonesty will be given a chance for re

assessment and may be given the opportunity to re-enroll to the school no sooner than one year from the date of expulsion took place.

Disciplinary Action Committee composed of at least:

1 Administrator

2 Teachers

1 Coordinator

1 Counselor

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in Academic dishonesty, as determined by the Director of Academic Affairs, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Planning and Approval

The Scholar Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's Learning Coach. One copy of the permission slip shall be filed with the Scholar Engagement Coordinator, and one copy shall be given to the teacher to take on the field trip.

Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The Scholar Engagement Coordinator or teacher on the trip shall be designated as the emergency contact for the group on the field trip or excursion.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

Role of Learning Coach on Field Trips

Learning Coaches are encouraged to participate in field trips and excursions to assist with supervision of scholars. Learning Coaches accompanying CCS group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Scholar Engagement Coordinator may hold a meeting for Learning Coaches scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Learning Coaches shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar Leadership Council will be advised by the President & CEO. The President & CEO, as advisor, will establish a fair process for the nomination and election of officers for President, Vice President, Secretary and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Scholar Engagement Coordinator consistent with this policy and any other applicable requirements.

Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Scholar Engagement Coordinator for initial review to ensure consistency with school rules.

Fundraising

All funds raised by any scholar organization shall be maintained by the school and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the President & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the California Education Code as it pertains to violations to any of the following expectations.

1. Respect opinions and privacy of others during web-based discussions.
2. Refrain from posting anonymous messages unless authorized by the teacher.
3. Use only your own username and password, and do not share these with anyone.
4. Do not post personal information including: Phone number, YouTube, Facebook, etc.
5. Do not download, transmit or post material that is intended for personal gain or profit.
6. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
7. Do not distract other scholars via chat, web or drawing features.

8. Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
9. Do not post any audio, video, or other non-instructional files to any CCS server.
10. Avoid using sarcasm, jargon, and slang, and never use derogatory or foul language.
11. Limit use of all capital letters, as this can be considered yelling.
12. Don't broadcast online discussions, and never reveal other people's email addresses.

INTERNET Safety POLICY

It is the policy of CCS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The complete CCS Student Technology Policy is available on the school website or at the learning center.

Sexual Harassment and Cyberbullying

CCS does not discriminate against any student or employee on the basis of 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 in the California Penal Code.

CCS adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

The President & CEO or designee shall ensure that employees designated to investigate complaints are

knowledgeable about the laws and programs for which they are responsible.

CCS's full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at either of the Learning Centers or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The President & CEO or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to Follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's Learning Coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the President & CEO.
6. If the abusive communication is from someone within the administration, inform the victim's Learning Coach of the situation who can then inform the appropriate personnel.

SCHOLAR GRIEVANCES

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at each of the learning centers and on the CCS website will be appropriate.

UNIFORM COMPLAINT PROCEDURE

CCS has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic

information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the President & CEO of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the President & CEO or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by

written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS's procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy CCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge at either of the Learning Centers. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the President & CEO.

SCHOLAR RECORDS

The Family Educational Rights and Privacy Act ("FERPA") affords Learning Coaches and scholars who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the scholar's education records within 5 days after the day CCS receives a request for access. Learning Coaches or eligible students should submit to the CCS President & CEO or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the Learning Coach or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the Learning Coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning Coaches or eligible students who wish to ask CCS to amend a record should write the CCS President & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible student, CCS will notify the Learning Coach or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before CCS discloses personally identifiable information ("PII") from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate

educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from scholar's education records, without consent of the Learning Coach or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Learning Coach or eligible student, §99.32 of the FERPA regulations requires CCS to record the disclosure. Learning Coaches and eligible students have a right to inspect and review the record of disclosures. CCS may disclose PII from the education records of a scholar without obtaining prior written consent of the Learning Coach or the eligible student —

1. To other CCS officials, including teachers, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their

behalf.

4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible student if the student is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as “directory information” under §99.37.

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish yearbooks. CCS has designated the following information as directory information:

1. Scholar’s name
2. Scholar’s address
3. Learning Coach’s address
4. Telephone listing
5. Scholar’s electronic mail address
6. Learning Coach’s electronic mail address
7. Photograph
8. Dates of attendance
9. Grade level
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended

Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please contact & notify:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

WITHDRAWAL FROM CCS

1. If a scholar decides to withdraw, the scholar’s Learning Coach communicates the decision

through his or her teacher.

2. The scholar's teacher will schedule an exit conference with the Middle School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
4. Once the withdrawal is completed the Attendance Specialist will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. CCS may withhold transcripts, grades and diplomas where a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers, loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

SIGNATURE PAGE

Please sign and date below to indicate that you have read the Learning Coach/Scholar handbook and are aware of the school expectations for Learning Coaches and scholars.

Return this page signed to CCS.

Learning Coach Name: _____

Date: _____

Learning Coach Signature: _____

Scholar Name: _____

Date: _____

Scholar Signature: _____

Appendix



2017-18 School Year

| July 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 30 | 31 | | | | | |

| August 2017 | | | | | | |
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| September 2017 | | | | | | |
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| December 2017 | | | | | | |
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| February 2018 | | | | | | |
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| April 2018 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Entry Requirements by Age and Grade:

| Vaccine | 4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above | 7-17 Years Old Elementary or Secondary School | 7th Grade* |
|--|--|--|---|
| Polio (OPV or IPV) | 4 doses (3 doses OK if one was given on or after 4th birthday) | 4 doses (3 doses OK if one was given on or after 2nd birthday) | |
| Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap) | 5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday) | 4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.) | 1 dose of Tdap (Or DTP/DTaP given on or after the 7th birthday.) |
| Measles, Mumps, and Rubella (MMR or MMR-V) | 2 doses (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.) | 1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.) | 2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.) |
| Hepatitis B (Hep B or HBV) | 3 doses | | |
| Varicella (chickenpox, VAR, MMR-V or VZV) | 1 dose | 1 dose for ages 7-12 years. 2 doses for ages 13-17 years. | |

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten **through** 12th grade and all students advancing to 7th grade before entry.

THE LAW:

Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

WHAT YOU WILL NEED FOR ADMISSION:

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a **medical exemption** for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit ShotsforSchool.org.

You must also submit an immunization record for all required shots not exempted.

Questions? Visit ShotsForSchool.org or contact your local health department (bit.do/immunization).



Options Scholar Handbook 2017-18

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Table of Contents

| | |
|---|----|
| Letter from the CEO | 6 |
| CCS Vocabulary | 6 |
| Mission Statement | 8 |
| Vision Statement..... | 8 |
| Core Values | 8 |
| Pledge of Excellence | 8 |
| Description of Program | 9 |
| Enrollment Requirements..... | 10 |
| General Requirements..... | 10 |
| Immunization Requirements | 10 |
| Exceptions are allowed under the following conditions:..... | 10 |
| Leaving the Country | 11 |
| Oral Health Exam Requirements..... | 11 |
| Master Agreement..... | 11 |
| Internet Service..... | 11 |
| Computers..... | 12 |
| Grade Level Placement Policy | 12 |
| Elementary (Transitional Kindergarten - 5th grade)..... | 12 |
| Middle School (6th – 8th Grade)..... | 12 |
| Learning Coach Requests | 13 |
| Official Transcripts | 13 |
| Scholar Expectations..... | 13 |
| Learning Coach Responsibilities for K-5th Grade..... | 14 |
| Attendance..... | 15 |
| Work Samples | 15 |
| Learning Periods (LP) | 15 |
| Missed Assignments..... | 15 |
| Work Sample Requirements | 15 |
| State Standardized Tests..... | 15 |
| Tests Proctored by Agencies Other Than CCS..... | 16 |
| Advanced Placement (AP)..... | 16 |
| Policy On Retention and Progress..... | 16 |

Appeal Process 16

Contact Information & Communication Procedures 17

 Methods of Communication 17

 Email Expectations 17

 Unable to Contact 17

 Notification Regarding Change of Contact Information 17

 Proof of Residency 17

 Emergency Contacts 17

 Authorized Contacts..... 18

Academic Program 18

 Daily Instruction 18

 Completing PE/Activity Logs 18

 Meetings with The Educational Facilitator (EF) 18

 Digital Portfolio 19

 Assigned Work Samples 20

 Work Sample Guidelines 20

 Instructional Funds (IF) 21

 Requesting Services and Materials 22

 Guidelines for Using Instructional Funds 22

 Requesting Enrichment Classes and Materials 25

 Requesting Services from High Risk Vendors..... 26

 Approved Vendor List 26

 Requesting New Vendors..... 26

 Grades 26

 Progress Monitoring 26

 Grading Policy 26

 High School Grading Scale..... 27

Course Placement 27

 9th Grade CCS Math Placement Policy 28

 Multiple Objective Academic Measures 28

 Placement Criteria for Geometry..... 29

 Placement Criteria for Algebra I..... 29

 Placement Checkpoint 29

Annual Examination of Scholar Placement Data and Report to the Board of Directors 29

Recourse for Parents and Scholars 29

Course Schedule Changes 30

Concurrent/Dual Credit Enrollment..... 30

High School Graduation Requirements 31

Transcripts..... 32

Cal Grant Program for College 33

CCS CEEB Codes..... 33

NAVIANCE 33

High School Transfer Credits, Home School Credits, International Records 34

 Transfer Credits..... 34

 Home School Credit Transfer 34

 International Records 34

Work Permits 34

 Entertainment Work Permits..... 35

Concurrent Enrollment 35

Adult Scholars (18 Years of Age and Older) 36

High School Grading Policy 36

 Final Exams..... 36

 High School Biology and Chemistry Science Labs 36

 Frequency 36

 Attendance Required 36

Scholars with Special Needs..... 36

Homeless Scholars 37

 School Liaison..... 37

Academic Dishonesty and Plagiarism 38

 What is Plagiarism?..... 39

 How to Avoid Plagiarism 39

Consequences for Academic Dishonesty 39

DISCIPLINARY ACTION COMMITTEE (“DAC”) 40

 Process 40

 Appeal Process 41

Academic Probation..... 41

| | |
|--|----|
| Field Trips | 42 |
| Planning and Approval | 42 |
| Permission Slips | 42 |
| Supervision..... | 42 |
| Role of Learning Coach on Field Trips..... | 42 |
| Scholar Organizations and Clubs..... | 42 |
| Scholar Leadership Council | 42 |
| Scholar Clubs..... | 42 |
| Approval..... | 43 |
| Fundraising..... | 43 |
| Revocation of Privileges..... | 43 |
| Virtual Classroom Expectations | 43 |
| Internet Safety Policy..... | 43 |
| Sexual Harassment and Cyberbullying..... | 44 |
| Compliance Officers..... | 44 |
| Scholar Grievances..... | 45 |
| Uniform Complaint Procedure..... | 45 |
| Scholar Records..... | 47 |
| Withdrawal from CCS..... | 50 |
| Signature Page | 51 |
| Appendix | 52 |

Letter from the CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS”) your school of choice. I am proud to be the President & CEO of CCS, and am looking forward to working with our staff to provide a quality independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

CCS Vocabulary

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

Learning Coach

Parents and guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to each student as a “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

Educational Facilitator (EF)

For our Options (Homeschool) program, we assign a credentialed Educational Facilitator to support and guide each scholar on his or her educational journey. This Educational Facilitator is called an Educational Facilitator or EF.

We have a great Options program team, led by Ms. Kristy Smith, our Options Program Coordinator. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific educational facilitators, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Allocated Funds

The funds allocated to each scholar to be used for educational materials and services that have been approved by the school. Also called Instructional Funds (IF)

Family Order Agreement (FOA)

Includes the terms and conditions in which orders may be requested. It is a requirement that this form be signed before any order may be placed.

High School Foundation Path Acknowledgement

Acknowledges that the Learning Coach (parent) and scholar understand that the Options program is not an a-g program and does not meet minimum requirement for entry into UC / CSU schools. It is a requirement that this form be signed before enrolling any high school scholar in our Foundations Path.

Instructional Funds (IF)

Funds allocated to each scholar to be used for educational materials and services that have been approved by the school. Also called Allocated Funds (AF)

Learning Period (LP)

The span of time between which an EF and scholar connect to review the learning for that time period. The span of time between which work assignments begin and when they are given to the EF for evaluation.

Materials Vendor

A business that sell books, curriculum, and other such items.

Service Vendor

Business that markets lessons, services, or classes to the scholars at our school.

Order Request

Request made by parent that lists items or services that they would to use the allocated funds for. The EF reviews and approves the list and then places the order into the online order system for the vendor department to order.

Tradogram

The online accounting-procurement system used by our EFs, vendor team, and accounting department to facilitate orders and to manage the instructional funds, orders, invoices, purchase orders, and inventory.

Student Information System (SIS)

The system that schools use to manage the data of each scholar such as attendance, grades, courses, enrollment information, etc. The system used by CCS is called StrongMind SIS.

Western Association of Schools and Colleges (WASC)

A committee of educators from within the state who evaluate and approve schools for accreditation based on the organization's criterion. One of their purposes is to ensure educational best practices.

Thank you again for choosing CCS. We look forward to being part of you and your scholar's educational journey!

Respectfully,

J.J. Lewis, M.Ed.

President & CEO

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Pledge of Excellence

CCS signed onto the Independent Study Pledge of Excellence in 2016. Its purpose is to establish a consistent, transparent approach to responsible charter school management across all of the member schools. The Code of Conduct is a pledge to employees, families and the public that member charter schools will conduct business in an honest, legal and ethical manner.

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decision in the running of these charter schools.

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, home study, 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 student 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 reviews 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 drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
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 students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students 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 exist to offer innovative and tested methods of instruction and self--paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.

As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in transitional-kindergarten, kindergarten and grades one through twelve. We are an independent study program. We recognize that in education one size does not fit all and have two great programs to serve scholars. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

CCS strives to uphold parental choices in the education of their children. Compass Charter Schools' Options Program is a home study program for grades TK-12 which allows the parent (also known as the Learning Coach) to be fully involved in all aspects of their child's daily education. Parents should be fully committed to:

- Select and implement appropriate curriculum from a list of approved vendors
- Create a compelling learning environment every school day
- Provide challenging lessons and experiences for learning
- Strive to be the best primary instructor for their scholars

It is our goal to equip Learning Coaches in this endeavor. We are committed to:

- Provide the assistance of a credentialed Educational Facilitator
- Maintain a variety of approved vendors for use of allocated instructional funds
- Give access to a subscription package of online supplemental learning programs

- Plan field trips and other enrichment activities to foster community among our families

Compass Charter Schools is an academic program, and we are proud of the rich, rigorous, standards-based program we provide. Because we are a virtual school, many of our procedures take advantage of digital tools. For example, Learning Coach Lounges, clubs, and communication are conducted virtually. Scholar portfolios are maintained in an application that can be accessed on a phone, tablet, or computer. These digital tools allow us to enhance our scholars' learning, as well as the relationships and communication we have with them and each other. While a virtual community is important to us, we also seek to build in-person communities with a variety of enrichment events, workshops, and field trips.

Scholars and Learning Coaches work with their assigned, credentialed Educational Facilitator (EF) to develop a custom educational plan for their scholars. Families communicate with their assigned EF on a regular basis to discuss assigned work, evaluate progress, and submit samples and logs. In addition, instructional funds are allocated to each scholar to use towards approved, non-sectarian educational materials, curriculum, and services.

Enrollment Requirements

General Requirements

- A scholar must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year.
- A scholar who has their fifth birthday between September 2nd and December 2nd are eligible for Transitional Kindergarten.
- A scholar must have completed the CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized, and provide proof of residency annually. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar 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).

Immunization Requirements

Learning Coaches are required to provide proof of immunizations upon registration upon registration in order to maintain updated records. For more information about the required number of doses and the ages at which vaccines must be given, please see the included handout in appendix _____. The School's verification of immunizations is through written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- The Learning Coach provides a signed doctor's statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education ("FAPE") due to lack of immunizations.

- If a Learning Coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.
- If a scholar is enrolled in independent study and will not receive classroom-based instruction at the learning center.

Leaving the Country

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return.

Oral Health Exam Requirements

California law states your scholar must have a dental check-up by May 31 of his/her kindergarten year or, if the scholar was not previously enrolled in kindergarten in a public school, his/her first-grade year. A California licensed dental professional operating within his scope of practice must perform the check-up and fill out our oral health assessment form. If your scholar had a dental check-up in the 12 months before he/she started school, ask your dentist to fill out the oral health assessment form required for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Master Agreement

To attend CCS, each scholar, Learning Coach, and supervising Educational Facilitator shall sign a Master Agreement Form (“MA”) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or Learning Coach or scholar will 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 classes will result in a mandatory meeting with the President and CEO or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the Learning Coach. The signed MA is the agreement that the scholar and Learning Coach and scholar sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar’s Individualized Education Program due to a lack of a signed MA.

An updated MA must be submitted if changes are made in classes or coursework to be completed during the school year.

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the Learning Coach (at their option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and Learning Coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments.

Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their Scholars. Learning Coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at computers@compasscharters.org. All requests for loaner computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loaner computer other than those necessary for maintenance and asset management.

Grade Level Placement Policy

A scholar's grade level is determined upon initial enrollment and is written on the Master Agreement.

Elementary (Transitional Kindergarten - 5th grade)

If a Learning Coach or Educational Facilitator feels that a scholar should repeat a grade level, the situation must be discussed with the Elementary School Coordinator and Online Learning Manager prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.

If an elementary scholar is coming to CCS from another school, the grade level is typically based on the scholar's grade level at the previous school. If no previous school was attended, grade level can be determined by the legal need to be (or have been) five (5) years old by the cutoff date in the year of entry into kindergarten and proceeding chronologically for each grade level.

- For school years 2014-15 and later, scholars must have been five (5) years old by September 1, of that school year in order to enter kindergarten.
- For school year 2013-14, scholars must have been five (5) years old by October 1, 2013 in order to enter kindergarten.
- For school year 2012-13, scholars must have been five (5) years old by November 1, 2012 in order to enter kindergarten.
- For school years prior to 2012-2013, scholars must have been five (5) years old by December 2 of that school year to have started kindergarten that fall.

Middle School (6th – 8th Grade)

If a Learning Coach or Educational Facilitator feels that a scholar should repeat a grade level, the situation must be discussed with the Middle School Coordinator and Online Learning Manager prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.

- Report Cards - An incoming scholar must provide the most recent report card and current progress report and/or transcripts, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into classes. Maximum age for an 8th grader is 16 years of age.

If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Academic Affairs. Scholars may be required to take assessments to determine appropriate placement.

- Upon enrollment, high school scholars will be placed into courses according to the credits the scholar has earned at previous schools and takes into account appropriate course level sequencing in order to meet graduation requirements.

Learning Coach Requests

- Scholars can be placed at their age appropriate grade level or below, but not above grade level unless the previous school has officially approved a retention or promotion.
- If the grade level placement the Learning Coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Elementary School Coordinator and the Instructional Services Manager prior to making the change on the Master Agreement. They will make a recommendation for the President & CEO who shall make the final decision.
- Scholars may be required to take a placement exam and/or end of unit subject tests to determine appropriate placement based on Learning Coach requests for skipping a grade.

Official Transcripts

An incoming scholar must provide an official transcript in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the placement of the scholar into their appropriate courses.

Scholar Expectations

- Attend live, real-time office hours with the Educational Facilitator if help in course work is needed.
- Upload work samples and other educational experiences to the virtual digital portfolio application.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the pacing guidelines provided, and reach out to Educational Facilitators with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned Educational Facilitator at least once per week via email, phone or virtual classroom.
- Complete work every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with his or her courses and submit work on time.
- Return calls and emails promptly when Educational Facilitators reach out.

- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, Learning Coaches, faculty, and staff.
- Attend all state testing in person at school designated locations.

Learning Coach Responsibilities for K-5th Grade

- Turn in work samples on time with appropriate pages, topics, and lesson numbers.
- Make sure that all work has been corrected and that work samples with rough drafts are included.
- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Ensure the Learning Coach has reliable contact information on record at the school.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Alert administration if the Learning Coach does not hear back from a scholar's Educational Facilitator or advisor within 48 hours.
- Keep informed of news and information about school through communication from staff and newsletters.
- Include the scholar's name and grade in all emails.
- Notify CCS Educational Facilitators of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Be present in your scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Supervise, tutor, coach, and direct the scholar's daily lessons as advised by the assigned supervising credentialed Educational Facilitator.
- Establish daily and weekly goals by creating a consistent schedule.
- Ensure that your scholar attends Virtual Classroom sessions and open office hours that are run by Educational Facilitators.
- Become familiar with the CCS grading system.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her Educational Facilitator and advisor.
- Work in partnership with CCS Educational Facilitators to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.
- Be a positive role model for the scholar.

- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish “rewards” and “consequences” for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Set high expectations for scholar’s success
- Participate in parent/Learning Coach conferences in both the fall and spring semesters with scholar’s Educational Facilitator.

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 online school looks very different than that at a brick and mortar school.

Work Samples

Independent study attendance credit is based upon the scholar’s daily engagement in instructional activities required by the school (assignments) on days that school is in session (M-F, non-holidays) and further determined based upon the time value of the scholar’s work product, judged in the discretion of the supervising credentialed Educational Facilitator.

Learning Periods (LP)

The scholar must submit assignments to the supervising Educational Facilitator in accordance with the frequency, time, and manner specified in the board policy on independent study and the applicable provisions of the master agreement.

Missed Assignments

As per the independent study policy, after five [5] missed assignments, in 10 school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

Work Sample Requirements

- In order for attendance to remain current, representative work samples must be emailed to the Educational Facilitator when requested or uploaded to the digital portfolio application.
- Work samples need to be submitted to the assigned supervising Educational Facilitator each learning period.
- Educational Facilitator will give scholars due dates and the quantity and descriptions of work samples that should be submitted.
- It is essential that these work samples are submitted on time. Failure to do so can result in academic or disciplinary sanctions.

State Standardized Tests

As members of a public charter school, our scholars participate in the following state standardized tests:

- Grade 5, 8 - CST Science
- Grades 3-8 - SBAC Testing (aka California Assessment of Student Performance and Progress: (“CAASPP”))

- Grade 5, 7 - Physical Fitness Test (“PFT”)
- English Language Learners: California English Language Development Test: CELDT for English Language Proficiency Assessment

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’s effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California or federal government.

- CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our Learning Coaches.
- Individual scholar performance results on statewide assessments will be distributed to both Learning Coaches and Educational Facilitators in a timely manner once released from the state.
- For more information on Testing & Accountability, visit the California Department of Education’s web page at <http://www.cde.ca.gov/ta/>
- Notwithstanding any other provision of law, a Learning Coach’s written request to CCS officials to excuse his or her scholar from any or all parts of the state assessments shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (AP)

A program offering college-level curricula and examinations to high school scholars. American colleges and universities often grant placement and course credit to scholars who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For questions on AP testing, registration and locations please speak with the AP Coordinator.

Policy On Retention and Progress

Promotion to the next grade level is dependent upon the grades earned. Scholars must pass a minimal number of core curriculum courses (i.e., mathematics, science, social science and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year.

Scholars who do not make satisfactory progress each year are at risk of being retained. If a scholar is recommended for retention, the school will notify the scholars Learning Coach in writing.

Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the school should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the President & CEO. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the President & CEO or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the

family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The President & CEO's decision will be final.

Contact Information & Communication Procedures

Methods of Communication

Reliable contact information is required for all Learning Coaches and for scholars.

Email Expectations

We request that scholars and Learning Coaches supply separate email addresses for communication.

- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyber-bullying or any form of harassment.

Unable to Contact

Regular communication with CCS Educational Facilitators is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's Educational Facilitator for a period of time, please notify the Educational Facilitator so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff is unable to contact the scholar and/or Learning Coach for 10 consecutive days and there has been no logging in or work submitted, and contact has not been made by the scholar and/or Learning Coach, CCS will check the CALPADs system for enrollment in another educational institution and will withdraw the scholar from CCS. Notice will be provided to the Scholar's last known district of residence.

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or Learning Coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

Proof of Residency

Learning Coaches must notify the Records Department should contact information change, and provide a proof of new residence to them. This form can also be found on the website under Parent/Scholar Resources. Learning Coaches are expected to update their account information in the Online School should their email address change.

Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

Authorized Contacts

At the time of enrollment, a scholar's Learning Coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the school.

Academic Program

Daily Instruction

As part of an independent study program, the Learning Coach must work in partnership with the EF throughout the year to make sure the scholar is progressing at an appropriate pace. Scholars are expected to participate in educational activities on all school days per the school year calendar.

Some families work on specific subject areas for longer periods of time a couple days a week, while others spend a shorter amount of time on each subject but cover them all each day. Some families tend to concentrate most of their work time during the early mornings, while others work later in the day. Each family is unique in their learning and teaching style. Each family is unique in their family situation and schedule. This is why our program gives families a great deal of freedom and flexibility, while still providing customized support.

Completing PE/Activity Logs

The Learning Coach and scholar must ensure that attendance/activity logs are accurate, marking activity each day in the relevant subject areas. Activities may include virtual classes, outside classes, classes at learning centers, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated weekly and signed at the end of each learning period. In addition, work assignments/samples will be shared via an application called Seesaw.

Blanks on the attendance/activity log from lack of educational activity for the day are considered absences. All absences are unexcused. Several blanks/absences will result in an evaluation to determine whether it is in the best interests of the scholar to remain in independent study. Individual schools are required, under the law, to report any scholar who meets the standard for a "truancy" to the District Attendance Supervisor or the District Superintendent.

Meetings with The Educational Facilitator (EF)

Although connections can certainly be made more often and by other means as needed, scholars and Learning Coaches (parents) must connect with the EF either in person, by telephone, or by any other live visual or audio connection no less than twice per month. Parent, scholar, and EF should decide on and set the connection dates for the year and keep that schedule.

It is during these connections that the EF is updated on the scholar's progress by the scholar (or if the scholar is too young, by the Learning Coach) and assesses whether the scholar is making satisfactory educational progress. Work assignment samples and digital portfolio submissions are also discussed during these times. A missed connection is considered an absence.

The following are key components of Learning Period connections:

- Bi-weekly, live communication

- Work assignment samples (TK-8: at least two total per LP; High school: at least one per subject per LP; PE minutes must meet minimum requirements). See below for more detailed information.
- Completed and signed PE/Activity Logs

Missing any of the three from the list above for any learning period will be considered a violation of the Master Agreement contract and will result in a probation status for the scholar. If during this probation status another of the three items is missed, a meeting will convene to determine whether placement at CCS independent study is an appropriate placement for the scholar. Similarly, if the EF determines that satisfactory educational progress is not being made, she shall notify the scholar and parent and conduct an evaluation to determine whether it is in the best interest of the scholar to remain in the program.

(Section 517495 Independent Study Courses (7)(a,c))

Ed Code Section 51749.5 Independent Study Courses

(7)(A) Certificated employees and each pupil shall communicate in-person, by telephone, or by any other live visual or audio connection no less than twice per calendar month to assess whether each pupil is making satisfactory educational progress.

(C) If satisfactory educational progress is not being made, certificated employees providing instruction shall notify the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, and conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether he or she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the findings of an evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Digital Portfolio

Scholars must regularly share their educational experiences in their digital portfolios or directly to their EF. This portfolio should be a collection of experiences and work that is a source of pride for the scholar. This collection of samples for the school year is a portfolio of the breadth and depth of the scholar's learning. Work should be at the scholar's grade level (or above) and be a good representation of the scholar's true level of learning. This will help guide LC, scholar and EF discussions on the scholar's progress and will help the EF be aware of any need for additional support. It also provides insight regarding a scholar's interest or passion so that the EF can provide additional resources or support in those area when they are able to.

Digital Portfolio Suggestions:

- Scanned, written assignments
- PDF of a PowerPoint presentation
- Scanned PDF of written work, essays or tests
- Photograph of written work, essays or tests
- Videos of lessons or activities that demonstrate learning

- Videos of educational field trips or excursions
- Video or audio of the scholar reading aloud or to a sibling or parent
- Video of a scholar giving a speech or explaining a science experiment
- Video or audio of the scholar explaining a recently learned concept

Assigned Work Samples

K-8th grades: From the breadth of learning experiences demonstrated on the portfolio, the EF will select (with some input from the LC) two assignments per learning period in the areas of Language Arts, Math, Science, or Social Studies to keep on file for each learning period.

9th - 12th grades: the EF will select (with some input from the LC) a sample from each of the scholar's core classes and alternate collecting a sample from any elective courses.

Consistently late work samples (due the last day of each learning period) will result in the scholar being placed on probationary status, of which the Options Coordinator will be informed. An email will be sent to the Learning Coach stating that the scholar has been placed on probationary status, and a mandatory meeting will be scheduled. If the breach continues beyond the probationary status (i.e. continued missed meetings and/or continued lack of work samples), a mandatory evaluation meeting will be convened to discuss a different educational placement for the scholar, as outlined in the Master Agreement. In the case of expulsion, the scholar's neighborhood school will be informed.

Work Sample Guidelines

Written Work Samples Should:

- be at the scholar's grade level (or above);
- be representative of the scholar's abilities;
- be neat and legible;
- contain the scholar's name handwritten somewhere on the page;
- not contain any religious materials or references;
- (for math) show problems worked out or explained in detail by the scholar;
- NOT be multiple choice worksheets;
- be graded and/or have written comments by the Learning Coach (parent);
- if using photos,
 - ensure that images are clear and have enough light.
 - include the scholar with the project or work.
 - be sure the images demonstrate the learning or have a clearly written summary of the learning (use several photos if needed).

Work Sample Suggestions:

- projects such as slideshows or PowerPoint presentations with the slides and notes printed
- science experiments written up or photos demonstrating the steps of the experiment, with the scholar in the photo
- projects involving math or math problems that the scholar is proud to share
- writing (creative, narrative, research, poetry, etc.)

- writing about topics in the core content areas (such as history) that demonstrate knowledge of the content as well as the writing process and, therefore, can "count" as two samples (language arts and history)

Instructional Funds (IF)

Each scholar is allocated instructional funds for curriculum, materials, and/or classes. Instructional funds are to be used for the scholar's educational needs, reflecting standards appropriate for their age level. Learning Coaches, EFs, and scholars work together to make purchasing decisions based on personal goals, learning styles, and academic progress, choosing from a wide range of our school-approved vendors offering educational products and services.

Each Options scholar is allocated \$2800 (TK-8th grades) or \$3000 (high school) to support the purchase of educational materials and services needed to help the scholar progress. Allocated funds depreciate from the first day of school for scholars who do not start on the first day. Use of funds is spread through the year. The first half is available at the beginning of the first semester; the second half is made available just before the second semester begins.

Before a parent is able to place their first order, they must have a signed Master Agreement and a signed Family Order Agreement (FOA) on file. Order requests will be denied without both.

The FOA (Family Order Agreement) addresses your responsibility when placing order requests as stated below:

- For service vendors that you use, you are responsible for:
- asking them which payment option they prefer:
 - fees divided across the months that your scholar is in that class (Net30) RECOMMENDED
 - fees as a lump sum (BUT vendor paid at END of semester/session) (Net30)
- paying any vendor fees NOT pre-approved by the school (which also includes testing, registration, or membership fees)
- paying any vendor fees that exceed amounts on purchase orders
- reading and following the Instructional Funds Policy
- paying any fees after scholar withdraws from the school
- confirming vendor's prices & payment schedule for your scholar on emails and on purchase orders

You are also responsible for the following regarding materials vendors:

- receiving your scholar(s)' orders that arrive at your home;
- checking off materials that arrive by initialing it on the packing list;
- signing and dating the packing list, then scanning/photographing that list and sending to your EF immediately after.
- paying late fees that occur when packing list is not sent to EF immediately.
 - School will not pay vendors for your materials unless they know it was all received and, therefore, you must notify your EF when the materials are received by scanning that packing list.

- If a family continuously fails to correctly check-off and scan a copy of packing lists to the EF, the privilege of having materials sent directly to scholar's home will be revoked. Families will then have to wait to meet with their EF, in person, before they are able to receive their items.

Requesting Services and Materials

Order requests may only be made for products and services from our approved vendors, and a signed Family Order Agreement (see section above for FOA contents) must be on file in order for material orders to be placed. Furthermore, there are guidelines to determine what materials and services are approved from these approved vendors. CCS expects Learning Coaches to use instructional funds in a reasonable manner that furthers the instructional needs of their scholar. If any unusual orders are noted outside the scope of these guidelines, they will be subject to review and, if necessary, those orders may be delayed or denied.

When using instructional funds, focus should be on selecting materials and services that support the educational goals of the scholar. The Educational Facilitator will assist with suggested curricula as needed. There is also a guide of acceptable purchases that will be provided. The Learning Coach submits an order request to the EF who then reviews it and, if approved, submits it to the Vendor Department for ordering. When the appropriateness of requested materials or services is in doubt, the EF and the Vendor Department will evaluate using their best professional judgment. Generally, any decision made at this level is final.

Material order totals must include approximately 20-25% to cover any shipping, taxes, and/or handling fees required by the vendor. (Once invoices are reconciled, any overages will return to scholar's balance.) Please watch for any notices of deadline dates for placing order requests. In March/April, the allotment of funds will need to be finalized as orders will close then.

The materials purchased with state instructional funds are the property of Compass Charter Schools. Learning Coaches should instruct their scholars on how to care for and respect any materials purchased by the school for scholar use. The materials are loaned to the scholar while they are enrolled in our school and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be returned within three (3) days; otherwise, the family will be billed and transcripts will be held. If any item purchased by the school for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

Guidelines for Using Instructional Funds

- **Approved Vendor List:** Orders may only be placed with vendors on our Approved Vendors List. Additional limitations may apply for some vendors. See vendor list for details.
- **Our Payment:** Compass Charter Schools only pays for services when an approved purchase order (PO) has been generated and only for the dollar amount stated on the purchase order. (For example, if a scholar has taken classes in September and October, but the purchase order only states October, then the school will NOT be responsible for paying those September activities.)
- **Core Curriculum:** Verify with your EF that you have your core curriculum in place. Orders for extracurricular activities and materials will not be placed if core curriculum is not sufficient for the scholar's needs.
- **Registration of Outside Classes:** Contact the vendor directly to discuss the fees and their registration process. YOU must register your scholar(s) for the classes and sort out the details,

including dates and prices, directly with the vendor. As part of that discussion with the vendor, you must determine if the vendor wants to be paid monthly (recommended) or in a lump sum at the END of the semester/session. Discuss the fees with them so it is very clear how much they will charge your scholar(s) for classes. Make sure they agree to the prices on any cost breakdown. This part is very important. Again, we STRONGLY recommend you get all information on fees in writing for your records.

- First Day of Outside Classes: If you plan to use your scholar's allocated funds to pay for classes, be sure your scholar does not attend the class or lesson unless you have received an approved PO number from your EF. We do not reimburse for materials or services ordered on your own without a PO. You are responsible for any payments before a PO is finalized. So please, plan ahead.
- Reimbursement: A Learning Coach (parent) cannot be reimbursed using state dollars for any out-of-pocket expenses that have already been paid at any time for any reason.
- Materials ordered must be scholar-grade quality, which is the quality public schools are required to order.
- Faith-based: No religious services or materials of any type are allowed: books, CD/DVDs, videos, posters, curriculum, etc.

The list is not an all-inclusive list but, rather, is provided to give some guidelines to help with your orders. The EF, Vendor Dept, and/or Administration may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

- Services

Acceptable:

- Core classes/materials must be in place before enrichment can be ordered. (Core includes math, language arts, science, social studies.) EF may need to see these core materials or services.
- Music & art lessons are acceptable.
- PE courses are acceptable but must be offered through an insured instructor.
- Academic tutoring and small group instruction are acceptable.
- Using only 20% of funds toward core subjects is allowed only when EF has verified that family has the scholar's core curriculum already on hand.

Not Acceptable:

- Using over 80% of funds toward a non-core service or product is not acceptable.
- Office Supplies

Acceptable:

- Two (2) black printer ink and one (1) color ink per semester per scholar
- Basic, economy-grade office supplies, usually non-electric
- One (1) ream copy paper per scholar per semester
- Multi-purpose printers under \$100

- Basic, economy-grade school and office supplies adequate for learning basic course skills (non-professional or school grade only)

Not Acceptable:

- Furniture such as office chairs and the like
- Home office equipment such as fax, copier, phones, TV, Blu Ray player
- Storage and organizational items
- Stand-alone easel
- Staplers, staples, staple remover, electric office tools, laminators
- Stationery
- Lamps, lights
- Art Supplies

Acceptable:

- Basic, scholar-grade supplies appropriate for grade, course of study
- Limited amounts of material, enough for a project during the semester
- Oil paint – only appropriate for high school art scholars
- Basic, scholar-grade art portfolios used to hold and organize work
- Table-top easel

Not Acceptable:

- Excessive amounts of yarn, felt, or other similar material not approved for a project
- Carving knives; knives in general
- Rocket engines and kits
- Ready-made clothes or jewelry
- Stand-alone easel

Not Acceptable:

- Electric office supplies such as electric staplers, electric sharpeners, electric scissors, telephones, TVs
- Kitchen equipment including but not limited to: popcorn poppers, trays, plates, silverware
- Music

Acceptable:

- Sheet music is approved ONLY for scholars taking a music course; consumable item
- Musical CDs, DVDs, video, etc. may ONLY be requested if the scholar is taking a music course and the material is appropriate to that course
- Musical instruments – basic, economy-grade (see Vendor Dept for possible lists of acceptable models)
- Rental of music equipment
- Recorders \$15 or less (considered consumable)

Acceptable:

- Appropriate non-sectarian educational curriculum appropriate to the scholar's course of study and grade level
- Basic math manipulatives appropriate for grade level and amount of scholars
- Educational kits of Lego, K'nex and the like (no themed kits allowed)
- Basic economy-grade calculators
- Digital downloads

Acceptable:

Basic, economy-grade equipment that may be needed for a scholar to participate in a specific courses they are enrolled in and can show the EF evidence of the need.

Not Acceptable:

- Toys or items with no instructional value
- Camera lenses
- Internal computer parts for non-school owned computers
- Computer equipment and software upgrades for non-school owned computers and tablets
- Kitchen equipment
- Gardening equipment
- Fish tanks, aquariums, pet cages
- Trampolines
- Weapons and other dangerous items (arrows, darts, poisons)
- Power tools
- Personal hygiene items
- Yard equipment including but not limited to: grass watering kits, garden ponds, swimming pools

Physical Education

Acceptable:

Equipment needed to engage scholars in physical education such as balls, jump ropes, etc.

Not Acceptable:

- PE equipment that is personal in nature
- PE equipment known to cause higher rate of injury

NOTE: Check stock of the following before ordering: computers, iPads, tablets, telescopes, microscopes

[Requesting Enrichment Classes and Materials](#)

We want your children to have experiences that will help them progress and be well-rounded individuals, contributing to our society. Art and music classes are very popular enrichment courses that help children in the area of spatial reasoning and math. Chess, creative writing, technology, theater, and makery techniques are also popular. In order for enrichment classes to be approved, Learning Coaches must show the EF that they have, or will have, enough materials and/or services in the core subject areas. Scholars must also be current with samples and logs for enrichment courses to be approved.

Requesting Services from High Risk Vendors

High Risk classes are classes such as gymnastics, surfing, horseback riding or similar activities. When you request that a high risk vendor become an approved vendor, do know the process will be longer than usual because of additional insurance requirements. In addition, the following banned services by vendors will not be approved: aerial sports, kickboxing, outdoor rock-climbing, boxing, tightrope walking, welding and similar.

Approved Vendor List

The list displays all the vendors currently approved by CCS. These vendors have gone through an enrollment and approval process to be on our list. For service vendors, we require them to complete an application form, provide proof of liability insurance, submit a W-9 and complete a fingerprint background check since they will be working with your children. The list is not static and, therefore, it is important to check it regularly for new vendors. New vendors will often be announced on our newsletters. The list can be found on our website under Academics - Options Program: Approved Vendor List.

Requesting New Vendors

If there is a service vendor that you would like added to our Approved Vendors List, we will do our best to accommodate. Please ask the potential vendor to complete the NEW VENDOR PRE-APPLICATION FORM: <https://goo.gl/ebnsRc>.

This link can be found on our website under Academics - Options Program. We recommend that families send the link directly to their vendor of choice via email. Do double check that the vendor is not already an approved vendor.

Grades

The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards at his/her grade level. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

Educational Facilitators are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Educational Facilitators are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the Digital Portfolio. Educational Facilitators will hold Learning Coach/Educational Facilitator conferences quarterly to discuss academic progress.

Grading Policy

TK-8th grade scholars' final grades will be reported according to the following scale:

M = Mastery - Scholars have completed 80%-100% of the grade level standards and are able to move on to the next grade level.

C = Completed - Scholars have completed 70%-79% of the grade level standards and are able to move onto the next grade level.

I = Incomplete - 0%-69% of the grade level standards. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

Middle School and High School scholars' grades will be reported with a standard percentage scale.

Honor Roll: Awarded to scholars each semester who have earned a 3.5 GPA or higher.

| LETTER GRADE | PERCENTAGE | GPA POINTS |
|--------------|------------|------------|
| A | 90-100 | 4 |
| B | 80-89 | 3 |
| C | 70-79 | 2 |
| D | 60-69 | 1 |
| F | BELOW 60 | 0 |

Incomplete (I) - This grade will be given to High School scholars when scholar withdraws from CCS prior to completing 100% of the coursework.

High School Grading Scale

Credit is earned for cumulative grades

High School Repeat Policy

Scholars may repeat a class to improve their GPA only if the original grade was a D or F. To be accepted by the UC/CSU system, scholars may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the ccs repeat code, as well as, "0.00" credits earned. The original course will not be included in the computation of the GPA. The course taken to remediate the d or f will be displayed with the grade and credits earned.

Course Placement

TK-8th grade scholars are required to enroll in four (4) academic courses (English, mathematics, science, social science), and one physical course each semester of the academic school year.

Middle School scholars are required to enroll in four (4) academic courses (English, mathematics, science, social science), and one physical education and one elective course each semester of the academic school year.

High School scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account appropriate course level sequencing in order to meet graduation requirements. When selecting courses each year, remember that course selection is a team process that involves the scholar, Learning Coach and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High School Foundation Path

We have two paths for our Compass Charter School scholars.

- **Foundation Path:** This path is exclusive to Options (Home Study) scholars. It is for those who are looking for a flexible path and are not interested in attending any UC/CSU universities via the a-g course path. (Or other university or college via the a-g course path.) The method of instruction for this scholar will vary between textbooks, in-person classes, online courses, community college courses and/or a blend of these and more. EFs will review the curriculum options with the parents and together they will outline the year. The assignments required to demonstrate competency will be outlined by the EF. Before the Highly Qualified Teacher (HQT) and/or EF will grant the high school credits for the course, the learner must demonstrate knowledge via assignments, discussions, presentations and/or evaluations. (Foundation Path Acknowledgement) They must still graduate with the 220 credits and pass Algebra 1, as stated on the charter. High School Course List - Foundation Path
- **A-G* Online Path:** This path is exclusive to our Online Program. If it is the scholar's goal to attend a California State University (CSU) or University of California (UC) school, they will be placed on this path. Many other colleges and universities require specific courses and they will follow these a-g requirements for admission as well. Courses must be passed with a grade of C or better. Completion of this a-g program does not guarantee admission to any of these universities.
 - ~ 2 years of laboratory Science ~ 3 years of Math including Algebra and Geometry
 - ~ 3 years of History /Social Science ~ 4 years of College Preparatory English
 - ~ 2 years of Foreign Language ~ 1 year of Visual /Performing Arts

9th Grade CCS Math Placement Policy

The Compass Charter Schools Board of Directors ("Board") recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

Multiple Objective Academic Measures

In determining the mathematics course placement for entering 9th grade scholars, Compass Charter Schools systematically takes multiple objective academic measures of scholar performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Final math grade at the end of 8th grade on the scholar's official, end of the year 8th grade report card;
- Diagnostic exams or other Board-approved benchmark assessments;
- Educational Facilitator recommendation, if any, based on course assessments and grades.

Placement Criteria for Geometry

- Exposed to 100% of the Math 8 curriculum (or equivalent)
- Earned an A or B in Math 8 course
- Course Level
 - Honors: Earned an A in Math 8 course
 - Comprehensive: Earned a B in Math 8 course

Placement Criteria for Algebra I

- Exposed to less than 100% of the Math 8 curriculum
- Earned a C, D, or F in Math 8 course
- Course Level
 - Comprehensive: Earned a C in Math 8 course
 - Core: Earned a D or F in Math 8 course (or equivalent)

Placement Checkpoint

Compass Charter Schools will provide placement checkpoints within the first month of the school year to ensure accurate placement and permit reevaluation of individual scholar progress.

- Math diagnostic test administered to all 9th grade scholars.
- 30-day progress report evaluation for new 9th grade scholars.
- Course placement re-evaluation based on results of diagnostic test scores and progress reports, to determine whether additional academic interventions are necessary or whether the scholar should be placed into a different math course.

Annual Examination of Scholar Placement Data and Report to the Board of Directors

The President & CEO, or his or her designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Compass Charter Schools shall annually report the aggregate results of this examination to the Board of Directors.

Recourse for Parents and Scholars

Compass Charter Schools offers clear and timely recourse for each scholar and his or her parent or legal guardian who questions the scholar's placement, as follows:

- Returning scholars and parents participate in course selection process for the upcoming school year.
- Academic counseling is provided to all scholars to help select courses applicable to their academic needs.
- Parents may request that Compass Charter Schools provide the data from the objective academic measures used for math placement listed above.
- Parents may formally request that the scholar retake the end of module exams for each of the math modules. Parent may request reconsideration of math placement based upon this data.

Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first three (3) weeks from the start of the semester. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable course schedule changes:

1. Improper course placement
2. Credit previously earned for the course
3. Course prerequisites not met

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 additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four weeks prior to the end of a semester (eligibility is dependent upon 75% completion in all other courses with good academic standing).
- A scholar may add two additional courses to their schedule no later than 8 weeks prior to end of semester (eligibility is dependent upon 50% completion in all other courses with good academic standing).
- Counselor approval required to participate in the program.
- Academic counselor may approve a special circumstance request when a scholar may be eligible for additional course(s).
- Science lab courses are not eligible for ACOP:
 - Chemistry
 - Biology
 - Physics
 - Physical Science

Concurrent/Dual Credit Enrollment

1. College level courses may be approved for concurrent/dual credit enrollment if they are courses not currently offered at the scholars' high school and/or needed to meet college entrance requirements. You must be in the spring semester of 10th grade, or an 11th or 12th grade scholar to qualify for the Concurrent Enrollment process.
2. Special Circumstances: College & Career Counselor may approve a special circumstance request when a scholar may need to enroll in a college level course for dual credit purposes even if the course is available at Compass Charter Schools. This option is available to resolve any special circumstances.
 - Scholars must have a 2.8 GPA in the previous CCS semester and attendance status cannot be truant to be eligible for concurrent/dual credit enrollment.
 - Fall GPA to be eligible for Spring and Summer
 - Spring GPA to be eligible for Fall

3. Initially, a scholar will be approved to take 1 (one) college level course. Upon successfully completion of the initial course with a C or better and continues to earn at CCS 2.8 GPA or better and satisfactory attendance, the scholar will be eligible for concurrent/dual credit enrollment for two college courses the following college semester. Additional courses will be determined on scholar performance and community college policy.
4. Scholars must receive approval from the College & Career Counselor prior to enrolling in a college level course for dual credit purposes. Failure to do so will prevent scholars from receiving dual credit. Courses taken for dual credit are taken in addition to the scholars' required course schedule at CCS.
5. Scholars have the option of determining if the college course is to appear on their high school transcript prior to enrolling in the college level course for dual credit. Once approved, scholars may not request a change after the college course has started. School Administration will determine if any special circumstances should be considered.
6. Scholars are responsible for providing an official transcript from the college verifying the grade earned at the conclusion of the college course. This information must be submitted to the high school counseling/registrar office at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed time lines in order for the college course to appear on the high school transcript. Submit college transcript to: Compass Charter Schools Attn: Registrar 850 Hampshire Road Suite P. Thousand Oaks, CA 91361.
7. Credit will be granted for college level course work depending on the college units earned for each college course. 10 high school credits will be given for each college course with 3 units or more.
8. Scholars will receive the same letter grade for the high school credit as is granted by the college. Dual credit classes will be calculated as a part of the scholar's regular GPA. It is the parent's/scholar's responsibility to check with the university regarding acceptance of dual credit. Colleges and Universities have their own policies regarding acceptance of dual credit.
9. College level courses will not be weighted for the purpose of appearing on the high school transcript. All dual credit classes will be graded on a "4.0 A scale." College courses will not carry weighted grade credit on the high school transcript.
10. Parents/scholars are responsible for the cost of fees and course materials. This includes fees, textbooks and other instructional materials required for the course. Exception: If the course is required for any of the following reasons fees and materials will be paid by CCS:
 - o Meet a-g admission requirements
 - o Elective course(s) not offered at CCS
 - o Scholars who qualify for free-reduced lunch

All courses taken at the community college will appear on your official college credit transcript.

High School Graduation Requirements

Subject Requirements Total Credits Course(s)

English

(4 Years Required) 40 English 9

English 10

English 11

English 12

Science

(2 Years Required: Life & Physical Science) 20 Biology (Life)

Physical Science or Chemistry (Physical)

Mathematics

(3 Years Required; minimum Geometry) 30 Algebra I (required)

Geometry, Algebra II, Advanced Math, Business Math

History/Social Science

(3 Years Required) 30 World History (required)

American History (required)

American Civics and Government/Economics (required)

Foreign Language

(1 Year Required) 10 Spanish, American Sign Language

Visual and Performing Arts

(1 Year Required) 10 Art History, Music History, Photography

Physical Education

(2 Years Required) 20 Physical Education 9, Physical Education 10

*Each scholar is required to complete 60 hours of physical activity each semester.

Health

(1 Semester Required) 5 Health

Electives 55 See Course Catalog for scholar elective options

Total 220

Transcripts

Please contact the Records Department at records@compasscharters.org to receive a form to submit a request for official and/or unofficial transcripts.

Transcripts reflect both a weighted and unweighted grade point average (GPA):

- Unweighted GPA

Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents an as a 4.0 whether it was earned in an honors class or a lower level class.

- Weighted GPA

Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for AP level courses.

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students, apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC on October 1, 2017. The Cal Grant application submission deadline is October 1 of the grade 12 year.

CCS CEEB Codes

A CEEB code is a standardized ID number that is assigned to a high school, college or university. These codes are used to identify the high school a scholar attends. The CEEB code is needed for college entrance exams such as the SAT or ACT.

| Compass Charter Schools School Name | CEEB Code |
|--|-----------|
| Compass Charter Schools of San Diego | 054738 |
| Compass Charter Schools of Fresno | 054906 |
| Compass Charter Schools of Los Angeles | 054907 |

NAVIANCE

Navigate your college and career planning with Naviance. Check with your College & Career Counselor for your account access. This all-inclusive program is available to all scholars and provides:

- College & career readiness
- Academic planning
- College applications online
- Career interest test

- College search
- Connect to counseling
- Current information from the College and Career Center
- Explore career paths
- Goal planning
- Personality type assessment
- Resume builder
- Scholarship search

High School Transfer Credits, Home School Credits, International Records

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact with previous schools to determine eligibility of transfer credits.

Home School Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide complete records which include evidence of attendance, state/national test results, a description of the curriculum followed, a copy of the Private School Affidavit, and a portfolio of work for review by CCS personnel.

International Records

International records may require translation and/or evaluation prior to being considered for transfer credits.

Work Permits

Scholars under the age of 18 must obtain a work permit from Compass Charter Schools after securing an opportunity for employment. A scholar must maintain a 2.0 GPA each semester to be eligible.

Requirements for obtaining a work permit:

To print a work permit application:

- The scholar, after obtaining a promise of employment, shall complete “Statement of Intent to Employ and Request Work Permit,” may be downloaded from the California State Department of Education website.

To complete work permit:

- Scholar must complete minor information.
- Scholar will request employer to complete “to be filled in and signed by employer;” signing the application, which indicates the employer has “worker compensation” insurance, list hours of work for the student and indicate wage.
- Scholar will request parent/legal guardian signature.
- Submit the work permit to the College & Career Counselor, Edith Cruz at ecruz@compasscharters.org

The following students do not need a work permit:

- High School graduate, regardless of age.
- Scholar who passed the California High School Proficiency Examination.
- Scholar who is 18 years of age or older.

Renewals:

- Work permit will expire five (5) days after the end of the semester.
- Scholar must email the College & Career Counselor five (5) days before expiration date to renew work permit.
- Scholar must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the college & career counselor. A scholar must be in good academic standing to be eligible for this permit. Requirements for obtaining a work permit:

- Scholar shall be in good academic standing.

Entertainment permit renewal:

- This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.

To print an entertainment application: Paste the link below in your browser:

<http://www.Dir.Ca.Gov/dlse/dlseform277.Pdf>

Steps for received a complete entertainment application:

- Complete form with student information (do not include parent/guardian signature).
- Email form to College & Career Counselor, Edith Cruz at ecruz@compasscharters.org
- College & Career Counselor will mail form to student's home address.
- The form indicates the following: all signatures must be in original ink. No fax or photo copies permitted. This is the information from the Van Nuys office.
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.Dir.Ca.Gov/dlse/onlinepermits.Htm>

Concurrent Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools he/she will be withdrawn from CCS.

This does not include pre-approved college-level courses. In some cases, it is possible for high school scholars to enroll concurrently at a community college.

Adult Scholars (18 Years of Age and Older)

Scholars who are 18 years of age or older have many legal rights and responsibilities, such as the ability to sign legal documents, including but not limited to medical releases and IEP's. However, adult scholars must continue to follow policies in place for all scholars at Compass Charter Schools with respect to attendance and discipline.

In order for Compass Charter Schools to release any information related to the adult scholar's academics to their designated Learning Coach and/or parent(s), we must first receive permission from the adult scholar to do so. This release form can be found on our parent/scholar portal or by contacting the Records Department.

High School Grading Policy

Final Exams

All scholars in grades 9-12 are required to take all end of unit or module exams as well as semester final examinations in all courses. Scholars may not "test out" of courses by only taking a final examination.

High School Biology and Chemistry Science Labs

CCS conducts live, hands-on labs under the instruction of credentialed science teachers.

The goal of these labs is to provide high school scholars with the science laboratory experiences that will prepare them to meet the demands of university laboratories when they continue their studies in college.

Frequency

The frequency of these labs will be determined by the highly qualified CCS science instructor based on course requirements to determine standards mastery.

Attendance Required

All scholars are required to attend the labs as part of their science course. Make-up days will be available for scholars who may miss a live lab. Those make-up live labs will need to be scheduled between the scholar and the instructor. Please note that failure to attend in-person may jeopardize the scholar's chances to attend certain four-year colleges or universities.

Scholars with Special Needs

CCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act, California Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education scholars enrolled at CCS. We offer high quality educational programs and services for all of our scholars in accordance with the assessed needs of each scholar. CCS collaborates with Learning Coaches,

scholars, Educational Facilitators, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each scholar.

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The Learning Coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the President & CEO. A copy of the School's Section 504 policies and procedures is available upon request.

Homeless Scholars

"The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."
6. Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento

Homeless status is determined in cooperation with the Learning Coach. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The President & CEO or designee designates the following staff person as the School Liaison for homeless scholars:

Jessica Franco | Information Services Manager

850 Hampshire Rd. Suite P

Thousand Oaks, CA 91361

805-358-9007

The School Liaison shall ensure that:

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.

2. Homeless scholars enroll in, and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Learning Coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
7. Learning Coaches are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Academic Dishonesty and Plagiarism

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 include:

- Using another person's work and claim as your own;
- Copying from text, a 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; and
- Letting a friend or Learning Coach 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; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

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 Educational Facilitators for guidance. Educational Facilitators will dictate which citation format should be used and what the guidelines are for their class.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of this CCS Learning Coach/Scholar Handbook which outlines the school's policy on plagiarism.
2. Scholars complete a lesson on understanding plagiarism during one of the core courses. 6-12 scholars complete a lesson on plagiarism during the first unit of a core course.
3. Educational Facilitators will use recognized plagiarism detection program, to check for plagiarism as necessary.
4. More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

1st Offense - Warning

- If a scholar violates academic integrity the Educational Facilitator will notify the Learning Coach and Academic Coordinator.

- The scholar will receive a written warning from the Educational Facilitator in the form of a behavior contract which will require both Learning Coach and scholar signatures to be returned to the Educational Facilitator. This will be sent via certified mail and email with read receipt.
- Any new or pending orders, for anything other than core subject areas, will be placed on hold.

2nd Offense

- If a scholar is caught violating academic integrity a second time, with any Educational Facilitator, the Educational Facilitator will notify the Learning Coach, and Elementary School Coordinator.
- The scholar will receive a “0” on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the Learning Coach and the scholar, and returned to the Educational Facilitator. Notification will be sent via certified mail and email with read receipt.
- The Elementary School Coordinator will schedule a meeting with the Educational Facilitator, the scholar and the Learning Coach.
- Any new or pending orders, for anything other than core subject areas, will be placed on hold.

3rd Offense

- If a scholar is caught violating academic integrity a third time the Educational Facilitator will notify the Learning Coach, Elementary School Coordinator and Online Learning Manager.
- The scholar will receive a “0” on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by both the Learning Coach and scholar’s Notification will be sent via certified mail and email.
- A meeting will be held with the Online Learning Manager, Elementary School Coordinator, Educational Facilitator, Learning Coach and scholar.
- Any new or pending orders, for anything other than core subject areas, will be placed on hold.

4th Offense

- If a scholar is caught violating academic integrity a fourth time the Educational Facilitator will notify the Learning Coach, Elementary School Coordinator and Online Learning Manager.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the learning center. If the scholar is recommended for expulsion and ultimately expelled from CCS they may return to their school of residence or seek other educational opportunities. The incidents will be noted in the scholar’s permanent file.
- If the DAC recommends the scholar for expulsion, the scholar and Learning Coach will meet with the CCS Academic Affairs Committee. The CCS Academic Affairs Committee will determine to expel the scholar or not based on the recommendation of the DAC.

DISCIPLINARY ACTION COMMITTEE (“DAC”)

Process

- Introductions

- Educational Facilitator(s) present case
- Family presents their case
- DAC questions and answers
- Family closing comments
- DAC deliberates and makes decision whether to recommend expulsion

If decision is to recommend expulsion

- Family presents case to the board of director's Academic Affairs committee.
- Board of Directors committee makes final decision on expulsion

If decision is not to recommend expulsion, alternative consequences may include:

- Suspension
- Receives an F in the class
- Resubmits assignment
- Receives a 0 on the assignment
- Other/No action taken

Appeal Process

The Parent will have five (5) school days to file an appeal of the decision to the school board by submitting a letter in writing to the Board of Directors Academic Affairs Committee. The Board will decide on the matter within 15 school days. Members of the Academic Affairs Committee may hear from the parents, scholar, Educational Facilitator, authorized administrator or other school personnel in accordance with school policies. The Academic Affairs Committee may determine expulsion, alternative disciplinary action, or remove the allegations from the scholar's records.

Scholars who are expelled from the school for academic dishonesty will be given a chance for re assessment and may be given the opportunity to re-enroll to the school no sooner than one year from the date of expulsion took place.

Disciplinary Action Committee composed of at least:

1 Administrator

2 Educational Facilitators

1 Coordinator

1 Counselor

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in Academic dishonesty, as determined by the Director of Academic Affairs, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their Educational Facilitator or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Planning and Approval

The Scholar Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's Learning Coach. One copy of the permission slip shall be filed with the Scholar Engagement Coordinator, and one copy shall be given to the Educational Facilitator to take on the field trip.

Supervision

- The sponsoring Educational Facilitator must be present to supervise the field trip or excursion. The Scholar Engagement Coordinator or Educational Facilitator on the trip shall be designated as the emergency contact for the group on the field trip or excursion.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

Role of Learning Coach on Field Trips

Learning Coaches are encouraged to participate in field trips and excursions to assist with supervision of scholars. Learning Coaches accompanying CCS group shall receive clear information regarding their responsibilities from the sponsoring Educational Facilitator. Prior to the field trip or excursion, the Scholar Engagement Coordinator may hold a meeting for Learning Coaches scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Learning Coaches shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar Leadership Council will be advised by the President & CEO. The President & CEO, as advisor, will establish a fair process for the nomination and election of officers for President, Vice President, Secretary and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Scholar Engagement Coordinator consistent with this policy and any other applicable requirements.

Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Scholar Engagement Coordinator for initial review to ensure consistency with school rules.

Fundraising

All funds raised by any scholar organization shall be maintained by the school and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the President & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the California Education Code as it pertains to violations to any of the following expectations.

- Respect opinions and privacy of others during web-based discussions.
- Refrain from posting anonymous messages unless authorized by the Educational Facilitator.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information including: Phone number, YouTube, Facebook, etc.
- Do not download, transmit or post material that is intended for personal gain or profit.
- Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
- Do not distract other scholars via chat, web or drawing features.
- Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your Educational Facilitator.
- Do not post any audio, video, or other non-instructional files to any CCS server.
- Avoid using sarcasm, jargon, and slang, and derogatory or foul language.
- Limit use of all capital letters, as this can be considered yelling.
- Don't broadcast online discussions, and never reveal other people's email addresses.

Internet Safety Policy

It is the policy of CCS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online

disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The complete CCS Student Technology Policy is available on the school website or at the learning center.

Sexual Harassment and Cyberbullying

CCS does not discriminate against any student or employee on the basis of 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 in the California Penal Code.

CCS adheres 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 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

J.J. Lewis | President & CEO

850 Hampshire Road, Suite P

Thousand Oaks, CA 91361

818-824-6233

The President & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

CCS’s full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at either of the Learning Centers or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.

- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The President & CEO or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to Follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the Educational Facilitator of the situation and provide the Educational Facilitator with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's Learning Coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the President & CEO.
6. If the abusive communication is from someone within the administration, inform the victim's Learning Coach of the situation who can then inform the appropriate personnel.

Scholar Grievances

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at each of the learning centers and on the CCS website will be appropriate.

Uniform Complaint Procedure

CCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the President & CEO of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the President & CEO or his or her designee in writing.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the

complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS's procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy CCS's decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge at either of the Learning Centers. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the President & CEO.

Scholar Records

The Family Educational Rights and Privacy Act ("FERPA") affords Learning Coaches and scholars who are 18 years of age or older ("eligible students") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within five (5) days after the day CCS receives a request for access. Learning Coaches or eligible students should submit to the CCS President & CEO or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the Learning Coach or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the Learning Coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning Coaches or eligible students who wish to ask CCS to amend a record should write the CCS President & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible student, CCS will notify the Learning Coach or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before CCS discloses personally identifiable information ("PII") from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or

contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from scholar's education records, without consent of the Learning Coach or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Learning Coach or eligible student, §99.32 of the FERPA regulations requires CCS to record the disclosure. Learning Coaches and eligible students have a right to inspect and review the record of disclosures. CCS may disclose PII from the education records of a scholar without obtaining prior written consent of the Learning Coach or the eligible student —

1. To other CCS officials, including Educational Facilitators, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible student if the student is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as “directory information” under §99.37.

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish yearbooks. CCS has designated the following information as directory information:

- Scholar’s name
- Scholar’s address
- Learning Coach’s address
- Telephone listing
- Scholar’s electronic mail address
- Learning Coach’s electronic mail address
- Photograph
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please contact and notify the President & CEO at:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's Learning Coach communicates the decision through his or her Educational Facilitator.
2. The scholar's Educational Facilitator will schedule an exit conference with the High School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
4. Once the withdrawal is completed the Attendance Specialist will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. CCS may withhold transcripts, grades and diplomas where a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers, loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

Signature Page

Please sign and date below to indicate that you have read the Learning Coach/scholar handbook and are aware of the school expectations for Learning Coaches and scholars.

Return this page signed to CCS.

Learning Coach Name: _____

Date: _____

Learning Coach Signature: _____

Scholar Name: _____

Date: _____

Scholar Signature: _____

Appendix



2017-18 School Year

| July 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 01 |
| 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| 09 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| August 2017 | | | | | | |
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| S | M | T | W | T | F | S |
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| 27 | 28 | 29 | 30 | 31 | | |

| September 2017 | | | | | | |
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| October 2017 | | | | | | |
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| November 2017 | | | | | | |
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| December 2017 | | | | | | |
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| 31 | | | | | | |

| January 2018 | | | | | | |
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| February 2018 | | | | | | |
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| March 2018 | | | | | | |
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| April 2018 | | | | | | |
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| May 2018 | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June 2018 | | | | | | |
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| S | M | T | W | T | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Entry Requirements by Age and Grade:

| Vaccine | 4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above | 7-17 Years Old Elementary or Secondary School | 7th Grade* |
|--|--|--|---|
| Polio (OPV or IPV) | 4 doses (3 doses OK if one was given on or after 4th birthday) | 4 doses (3 doses OK if one was given on or after 2nd birthday) | |
| Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap) | 5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday) | 4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.) | 1 dose of Tdap (Or DTP/DTaP given on or after the 7th birthday.) |
| Measles, Mumps, and Rubella (MMR or MMR-V) | 2 doses (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.) | 1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.) | 2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.) |
| Hepatitis B (Hep B or HBV) | 3 doses | | |
| Varicella (chickenpox, VAR, MMR-V or VZV) | 1 dose | 1 dose for ages 7-12 years. 2 doses for ages 13-17 years. | |

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten **through** 12th grade and all students advancing to 7th grade before entry.

THE LAW:

Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

WHAT YOU WILL NEED FOR ADMISSION:

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a **medical exemption** for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit ShotsforSchool.org.

You must also submit an immunization record for all required shots not exempted.

Questions? Visit ShotsForSchool.org or contact your local health department (bit.do/immunization).



HIGH SCHOOL SCHOLAR HANDBOOK 2017-18

850 Hampshire Road, Suite P

Thousand Oaks, CA 91361

855-937-4227

805-590-7077

@COMPASSCS

www.compasscharters.org

Table of Contents

| | |
|--|----|
| Letter from the CEO | 6 |
| CCS Vocabulary | 6 |
| Mission Statement | 7 |
| Vision Statement | 7 |
| Core Values | 7 |
| Pledge of Excellence | 7 |
| Description of Program | 8 |
| Enrollment Requirements | 8 |
| General Requirements for 9-12th Grade | 8 |
| Immunization Requirements | 8 |
| Leaving the Country | 9 |
| Master Agreement | 9 |
| Internet Service | 9 |
| Computers | 9 |
| Grade Level Placement Policy | 10 |
| Report Cards | 10 |
| Benchmark Testing | 10 |
| Scholar Expectations | 10 |
| Learning Coach Responsibilities | 11 |
| Attendance | 11 |
| Work Samples | 11 |
| Virtual Classroom Attendance “Learning Labs” | 12 |
| Q & A Sessions/Office Hours | 12 |
| Missed Assignments | 12 |
| State Standardized Tests | 12 |
| Tests Proctored by Agencies Other Than CCS | 13 |
| Advanced Placement (AP) | 13 |
| Scholastic Aptitude Test (SAT) | 13 |
| SAT Subject Tests | 13 |
| Preliminary Scholastic Aptitude Test (PSAT) | 13 |
| American College Test (ACT) | 13 |
| | 2 |

| | |
|---|----|
| California High School Proficiency Examination (CHSPE) | 13 |
| General Educational Development Test (GED) | 14 |
| High School Equivalency Test (HiSET) | 14 |
| Test Assessing Secondary Completion (TASC) | 14 |
| Policy On Retention and Progress | 14 |
| Appeal Process | 14 |
| Contact Information & Communication Procedures | 14 |
| Methods of Communication | 14 |
| Email Expectations | 14 |
| Unable to Contact | 14 |
| Notification Regarding Change of Contact Information | 15 |
| Proof of Residency | 15 |
| Emergency Contacts | 15 |
| Authorized Contacts | 15 |
| Academic Program | 15 |
| Grades | 15 |
| Understanding CCS Grading Terms | 15 |
| Progress Reports | 16 |
| High School Graduation Requirements | 16 |
| High School Course Scheduling | 17 |
| High School Grading Scale | 17 |
| Repeat Policy | 17 |
| High School Course Placement Guidelines | 18 |
| 9th Grade CCS Math Placement Policy | 18 |
| Multiple Objective Academic Measures | 18 |
| Annual Examination of Scholar Placement Data and Report to the Board of Directors | 19 |
| Recourse for Parents and Scholars | 19 |
| Course Schedule Changes | 19 |
| ACOP – Accelerated Course Options Program | 19 |
| Concurrent/Dual Credit Enrollment | 20 |
| Transcripts | 21 |
| Cal Grant Program for College | 22 |
| | 3 |

| | |
|--|----|
| CCS CEEB Codes | 23 |
| NAVIANCE | 23 |
| NCAA – The National Collegiate Athletic Association | 23 |
| Work Permits | 23 |
| Entertainment Work Permits | 24 |
| Concurrent Enrollment | 25 |
| Adult Scholars (18 Years of Age and Older) | 25 |
| High School Grading Policy | 25 |
| Final Exams | 25 |
| High School Biology And Chemistry Science Labs | 25 |
| Frequency | 26 |
| Attendance Required | 26 |
| High School Transfer Credits, Home School Credits, International Records | 26 |
| Transfer Credits | 26 |
| Home School Credit Transfer | 26 |
| International Records | 26 |
| Scholars with Special Needs | 26 |
| Homeless Scholars | 27 |
| School Liaison | 27 |
| Academic Dishonesty and Plagiarism | 28 |
| What is Plagiarism? | 28 |
| How to Avoid Plagiarism | 28 |
| Prevention of Plagiarism | 29 |
| Consequences for Academic Dishonesty | 29 |
| Disciplinary Action Committee (“DAC”) | 30 |
| Process | 30 |
| Appeal Process | 30 |
| Academic Probation | 31 |
| Field Trips | 31 |
| Planning and Approval | 31 |
| Permission Slips | 31 |
| Supervision | 31 |
| | 4 |

| | |
|---------------------------------------|----|
| Role of Learning Coach on Field Trips | 31 |
| Scholar Organizations and Clubs | 31 |
| Scholar Leadership Council | 31 |
| Scholar Clubs | 32 |
| Approval | 32 |
| Fundraising | 32 |
| Revocation of Privileges | 32 |
| Virtual Classroom Expectations | 32 |
| Internet Safety Policy | 33 |
| Sexual Harassment and Cyberbullying | 33 |
| Compliance Officers | 33 |
| Steps for Scholars to Follow | 34 |
| Scholar Grievances | 34 |
| Uniform Complaint Procedure | 34 |
| Scholar Records | 36 |
| Withdrawal from CCS | 38 |
| SIGNATURE PAGE | 40 |
| Appendix | 41 |

Letter from the CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS”) your school of choice. I am proud to be the President & CEO of CCS, and am looking forward to working with our staff to provide a quality independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

CCS Vocabulary

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

Learning Coach

Parents and guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to each student as a “scholar.” Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

We have a great High School team led by Mrs. Janae Smith, our High School Coordinator, who manages the High School Academic Program. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific teachers, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing CCS. We look forward to being part of you and your scholar’s educational journey!

Respectfully,

J.J. Lewis, M.Ed.

President & CEO

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement

Communication

Integrity

Respect

Teamwork

Pledge of Excellence

CCS signed onto the Independent Study Pledge of Excellence in 2016. Its purpose is to establish a consistent, transparent approach to responsible charter school management across all of the member schools. The Code of Conduct is a pledge to employees, families and the public that member charter schools will conduct business in an honest, legal and ethical manner.

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decision in the running of these charter schools.

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, home study, 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 student 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 reviews 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 drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
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 students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students 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 exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
7. As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in kindergarten and grades one through twelve. We are an independent study program. We recognize that, in education, one size does not fit all and have two great programs to serve scholars. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

Enrollment Requirements

General Requirements for 9-12th Grade

- A scholar's age cannot exceed twenty-two (22) years. If a scholar has not been continuously enrolled in a public school and making satisfactory progress toward a high school diploma at any time after his/her 19th birthday, he/she may not enroll with CCS.
- A scholar must have a completed CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized, and provide proof of residency annually. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar 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).

Immunization Requirements

Learning Coaches are required to provide proof of immunizations upon registration in order to maintain updated records. For more information about the required number of doses and the ages at which

vaccines must be given, please see the included handout in appendix. The School's verification of immunizations is through written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- The Learning Coach provides a signed doctor's statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education ("FAPE") due to lack of immunizations.
- If a Learning Coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.
- If a scholar is enrolled in independent study and will not receive classroom based instruction at the learning center.

Leaving the Country

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return.

Master Agreement

To attend CCS, each scholar, Learning Coach, and supervising teacher shall sign a Master Agreement Form (MA) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or Learning Coach will 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 classes will result in a mandatory meeting with the President and CEO or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the Learning Coach. The signed MA is the agreement that the scholar and Learning Coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar's Individualized Education Program due to a lack of a signed MA.

An updated MA must be submitted if changes are made in classes, coursework, and/or advising teacher(s) to be completed during the school year.

Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the Learning Coach (at their option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and Learning Coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments.

Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their scholars. Learning Coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at computers@compasscharters.org. All requests for loaner

computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loaner computer other than those necessary for maintenance and asset management.

Grade Level Placement Policy

A scholar's grade level is determined upon initial enrollment and is written on the Master Agreement.

Report Cards

An incoming scholar must provide the most recent report card and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into classes.

If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the President & CEO, using recommendations from the Counseling Services Manager, High School Coordinator, and Online Learning Manager. Scholars may be required to take assessments to determine appropriate placement.

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again at the start of the second semester, and again at the end of the school year.

Scholar Expectations

- Attend live, real-time office hours with the teacher if help in course work is needed.
- Attend live, real-time Virtual Classroom sessions as required.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned teacher at least once per week via email, phone or virtual classroom.
- Log in every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with his or her courses and submit work on time.
- Return calls and emails promptly when teachers reach out.
- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, Learning Coaches, faculty, and staff.
- Attend all state testing in person at school designated locations.

Learning Coach Responsibilities

- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Alert administration if the Learning Coach does not hear back from a scholar's teacher within 48 hours.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Include the scholar's name and grade in emails.
- Be present and a positive role model in your scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish daily and weekly goals by creating a consistent schedule.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Ensure that your scholar attends Virtual Classroom sessions and open office hours with that are run by teachers.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Become familiar with the StrongMind grading system, making sure to understand the difference between "progress grade" and "final" grade.
- Keep informed of news and information about school through communication from staff and newsletters.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers and counselors to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in his/her courses. Attendance at an online school looks very different than that at a brick and mortar school.

Work Samples

Independent study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (M-F, non-holidays) and further determined based upon the time value of the scholar's work product, judged in the discretion of the supervising, credentialed teacher.

Virtual Classroom Attendance “Learning Labs”

All CCS teachers run weekly learning labs multiple times each week. These live teacher-led classroom instruction, called “Learning Labs,” occur in each class 2-3 days a week. These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the Learning Lab sessions for each of their classes. Attendance in Learning Labs can be included as part of the worth 10% of the scholar’s participation grade for his or her classes.

Q & A Sessions/Office Hours

The remaining 2-3 days of web-based instruction hosted by teachers are “office hours.” Teachers host regularly scheduled “office hours” 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.

Missed Assignments

As per the independent study policy, after five [5] missed assignments, in 10 school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

The Learning Coach is expected to check the StrongMind account daily to ensure the scholar is logging in daily and progressing through classes at an appropriate pace. Additionally, the Learning Coach must ensure scholar is submitting work, as specified on the pacing guide. Work should be turned in consistently throughout the program or the scholar may get too far behind and not be able to pass their course.

State Standardized Tests

As members of a public charter school, our scholars participate in the following state standardized tests:

- Grade 10 - CST Science
- Grade -11 - SBAC Testing (aka California Assessment of Student Performance and Progress: (“CAASPP”))
- Grade - 9 Physical Fitness Test (“PFT”)
- English Language Learners: California English Language Development Test: CELDT for English Language Proficiency Assessment

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’s effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California or federal government.

- CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our Learning Coaches.
- Individual scholar performance results on statewide assessments will be distributed to both Learning Coaches and teachers in a timely manner once released from the state.
- For more information on Testing & Accountability, visit the California Department of Education’s web page at <http://www.cde.ca.gov/ta/>

- Notwithstanding any other provision of law, a Learning Coach's written request to CCS officials to excuse his or her scholar from any or all parts of the state assessments shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (AP)

A program offering college-level curricula and examinations to high school scholars. American colleges and universities often grant placement and course credit to scholars who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For questions on AP testing, registration and locations please speak with the AP Coordinator.

Scholastic Aptitude Test (SAT)

A nationwide test used by most institutions to help determine college and university admission eligibility. The SAT is offered and administered by the College Board. It is the student's responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between October and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online. Contact: www.collegeboard.com. For questions on SAT testing, registration and locations please speak with the College & Career Counselor.

SAT Subject Tests

Tests administered by the College Board, in specific subjects. Students should consult specific college catalogs to find out if the subject tests are necessary for admission. There are several test dates between November and June. Apply online. Contact: www.collegeboard.com. For questions on SAT Subject testing, registration and locations please speak with the College & Career Counselor.

Preliminary Scholastic Aptitude Test (PSAT)

A shorter version of the SAT and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. For questions on PSAT testing, registration and locations please speak with the College & Career Counselor.

American College Test (ACT)

A college entrance exam that may be used as an alternative to the SAT. The ACT test content consists of English, Math, Reading, and Science. There is also a writing test. Many colleges require the writing portion to be completed. There are several dates between September and June (different dates than the SAT). Students may take the test more than once. Apply online. Contact: www.actstudent.org. For questions on ACT testing, registration and locations please speak with the College & Career Counselor.

California High School Proficiency Examination (CHSPE)

A test for students who need to verify high school level skills and in some cases take the test to leave high school early. Students who are 16 years of age or older may take the test and younger students who meet other criteria can also take the test. Prior to taking the exam consult with your Academic Counselor. <https://www.chspe.net/>

General Educational Development Test (GED)

Test may be taken by students 18 years old and older for the purpose of receiving the California High School Equivalency Certificate. Prior to taking the exam consult with your Academic Counselor.

<https://ged.com/>

High School Equivalency Test (HiSET)

Must be a California resident or a member of the Armed Forces to take this exam. A student must meet one of the following age requirements. Please view the link for details. Prior to taking the exam consult with your Academic Counselor. <http://hiset.ets.org/requirements/ca>

Test Assessing Secondary Completion (TASC)

This exam can be taken by individuals who are 16 years or older who are not currently enrolled in school. Prior to taking the exam consult with your Academic Counselor. <http://www.tasctest.com/test-center-locations-for-test-takers.html>

Policy On Retention and Progress

Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the school should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the President & CEO. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the President & CEO or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The President & CEO's decision will be final.

Contact Information & Communication Procedures

Methods of Communication

Reliable contact information is required for all Learning Coaches and scholars.

Email Expectations

- We request that scholars and Learning Coaches supply separate email addresses for communication.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyberbullying or any form of harassment.

Unable to Contact

Regular communication with CCS teachers is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's teacher for a period of time, please notify the

teacher so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff is unable to contact the scholar and/or Learning Coach for 10 consecutive days and there has been no logging in or work submitted, and contact has not been made by the scholar and/or Learning Coach, CCS will check the CALPADs system for enrollment in another educational institution and will withdraw the scholar from CCS. Notice will be provided to the scholar's last known district of residence.

Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or Learning Coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

Proof of Residency

Learning Coaches must notify the Records Department should contact information change, and provide a proof of new residence to them.

Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

Authorized Contacts

At the time of enrollment, a scholar's Learning Coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the school.

Academic Program

Grades

The grade in any given course represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

Understanding CCS Grading Terms

- A "final grade" (or cumulative grade) is the arithmetic mean (average) of individual grades on the assignments the scholar HAS and HAS NOT completed. Assignments scholars have not completed will be averaged in as a zero to the final grade. This is also known as the "final grade."
- A "progress grade" (or average grade) includes only the assignments the scholar HAS completed. The progress grade does not include the incomplete assignments. This is a snapshot of how well the scholar is performing on the assignments he or she had submitted.

- “Percent complete” is the total amount of work the scholar has completed divided by the total amount of work assigned.
- Once the scholar has completed 100% of the assigned work, the progress grade and final grade will be equal.

Progress Reports

“Snapshots” of scholar grades in all courses are sent home on a weekly basis. “Progress Reports” are sent home once a quarter. While phone calls and emails are used frequently, Progress Reports serve as a formal notice of grades.

High School Graduation Requirements

| Subject Requirements | Total Credits | Course(s) |
|---|----------------------|---|
| English <i>(4 Years Required)</i> | 40 | English 9 English 10 English 11 English 12 |
| Science <i>(2 Years Required: Life & Physical Science)</i> | 20 | Biology (Life) Physical Science or Chemistry (Physical) |
| Mathematics <i>(3 Years Required; minimum Geometry)</i> | 30 | Algebra I, Geometry, Algebra II, Advanced Math, Business Math |
| History/Social Science <i>(3 Years Required)</i> | 30 | World History, American History, American Civics and Government/Economics |
| Foreign Language <i>(1 Year Required)</i> | 10 | Spanish |
| Visual and Performing Arts <i>(1 Year Required)</i> | 10 | Art History, 2 Dimensional Design (semester course) |

| | | |
|--|------------|--|
| Physical Education (2 Years Required) | 20 | Physical Education 9, Physical Education 10 <i>*Each scholar is required to complete 60 hours of physical activity each semester.</i> |
| Health (1 Semester Required) | 5 | Health |
| Electives | 55 | See Course Catalog for scholar elective options |
| Total | 220 | |

High School Course Scheduling

When selecting courses each year, remember that course selection is a team process that involves the scholar, Learning Coach and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High School Grading Scale

Credit is earned for cumulative grades of a through d in all courses. Each semester course receives 5 credits for each course passed.

| LETTER GRADE | PERCENTAGE | GPA POINTS |
|--------------|------------|------------|
| A | 90-100 | 4 |
| B | 80-89 | 3 |
| C | 70-79 | 2 |
| D | 60-69 | 1 |
| F | BELOW 60 | 0 |

Incomplete (I) - This grade will be given when scholar withdraws from CCS prior to completing 100% of the coursework.

Repeat Policy

Scholars may repeat a class to improve their GPA only if the original grade was a D or F. To be accepted by the UC/CSU system, scholars may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the CCS repeat code, as well as, "0.00" credits earned. The original course will not be included in the computation of the GPA. The course taken to remediate the D or F will be displayed with the grade and credits earned.

Honor Roll: Is awarded to scholars, each semester, who have earned a 3.5 GPA or higher.

High School Course Placement Guidelines

Course placement is based upon review of scholar's assessments, transcripts, and teacher recommendations. All scholars must meet specific course prerequisites for all subject areas.

9th Grade CCS Math Placement Policy

The Compass Charter Schools Board of Directors ("Board") recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

Multiple Objective Academic Measures

In determining the mathematics course placement for entering 9th grade scholars, Compass Charter Schools systematically takes multiple objective academic measures of the scholar's performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Final math grade at the end of 8th grade on the scholar's official, end of the year 8th grade report card;
- Diagnostic exams or other Board-approved benchmark assessments;
- Teacher recommendation, if any, based on course assessments and grades.

Placement Criteria for Geometry

- Exposed to 100% of the Math 8 curriculum (or equivalent)
- Earned an A or B in Math 8 course
- Course Level
 - Honors: Earned an A in Math 8 course
 - Comprehensive: Earned a B in Math 8 course

Placement Criteria for Algebra I

- Exposed to less than 100% of the Math 8 curriculum
- Earned a C, D, or F in Math 8 course
- Course Level
 - Comprehensive: Earned a C in Math 8 course
 - Core: Earned a D or F in Math 8 course (or equivalent)

Placement Checkpoint

Compass Charter Schools will provide placement checkpoints within the first month of the school year to ensure accurate placement and permit reevaluation of individual scholar progress.

- Math diagnostic test administered to all 9th grade scholars.
- 30-day progress report evaluation for new 9th grade scholars.
- Course placement re-evaluation based on results of diagnostic test scores and progress reports, to determine whether additional academic interventions are necessary or whether the scholar should be placed into a different math course.

Annual Examination of Scholar Placement Data and Report to the Board of Directors

The President & CEO, or his or her designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Compass Charter Schools shall annually report the aggregate results of this examination to the Board of Directors.

Recourse for Parents and Scholars

Compass Charter Schools offers clear and timely recourse for each scholar and his/her parent or legal guardian who questions the scholar's placement as follows:

- Returning scholars and parents participate in course selection process for the upcoming school year.
- Academic counseling is provided to all scholars to help select courses applicable to their academic needs.
- Parents may request that Compass Charter Schools provide the data from the objective academic measures used for math placement listed above.
- Parents may formally request that the scholar retake the end of module exams for each of the math modules. Parent may request reconsideration of math placement based upon this data.

Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first three (3) weeks from the start of the semester. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable course schedule changes:

1. Improper course placement
2. Credit previously earned for the course
3. Course prerequisites not met

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 additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four weeks prior to the end of a semester (eligibility is dependent upon 75% completion in all other courses with good academic standing).
- A scholar may add two additional courses to their schedule no later than 8 weeks prior to end of semester (eligibility is dependent upon 50% completion in all other courses with good academic standing).
- Counselor approval required to participate in the program.
 - Academic counselor may approve a special circumstance request when a scholar may be eligible for additional course(s).
- Science lab courses are not eligible for ACOP:
 - Chemistry
 - Biology
 - Physics

- o Physical Science

Concurrent/Dual Credit Enrollment

1. College level courses may be approved for concurrent/dual credit enrollment if they are courses not currently offered at the scholar's high school and/or needed to meet college entrance requirements. You must be in the spring semester of 10th grade, or an 11th or 12th grade scholar to qualify for the Concurrent Enrollment process.
Special Circumstances: College & Career Counselor may approve a special circumstance request when a scholar may need to enroll in a college level course for dual credit purposes even if the course is available at Compass Charter Schools. This option is available to resolve any special circumstances.
2. Scholars must have a 2.8 GPA in the previous CCS semester and attendance status cannot be truant to be eligible for concurrent/dual credit enrollment.
 - Fall GPA to be eligible for Spring and Summer
 - Spring GPA to be eligible for Fall
3. Initially, a scholar will be approved to take 1 (one) college level course. Upon successfully completion of the initial course with a C or better and continues to earn at CCS 2.8 GPA or better and satisfactory attendance, the scholar will be eligible for concurrent/dual credit enrollment for two college courses the following college semester. Additional courses will be determined on scholar performance and community college policy.
4. Scholars must receive approval from the College & Career Counselor prior to enrolling in a college level course for dual credit purposes. Failure to do so will prevent scholars from receiving dual credit. Courses taken for dual credit are taken in addition to the scholar's required course schedule at CCS.
5. Scholars have the option of determining if the college course is to appear on their high school transcript prior to enrolling in the college level course for dual credit. Once approved, scholars may not request a change after the college course has started. School Administration will determine if any special circumstances should be considered.
6. Scholars are responsible for providing an official transcript from the college verifying the grade earned at the conclusion of the college course. This information must be submitted to the High School Counseling/Registrar Office at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed time lines in order for the college course to appear on the high school transcript. Submit college transcript to: Compass Charter Schools Attn: Registrar 850 Hampshire Road Suite P. Thousand Oaks, CA 91361.
7. Credit will be granted for college level course work depending on the college units earned for each college course. 10 high school credits will be given for each college course with 3 units or more.
8. Scholars will receive the same letter grade for the high school credit as is granted by the college. Dual credit classes will be calculated as a part of the scholar's regular GPA. It is the parent's/scholar's responsibility to check with the university regarding acceptance of dual credit. Colleges and Universities have their own policies regarding acceptance of dual credit.
9. College level courses will not be weighted for the purpose of appearing on the high school transcript. All dual credit classes will be graded on a "4.0 A scale." College courses will not carry weighted grade credit on the high school transcript.
10. Parents/scholars are responsible for the cost of fees and course materials. This includes fees,

textbooks and other instructional materials required for the course. Exception: If the course is required for any of the following reasons fees and materials will be paid by CCS:

- Meet a-g admission requirements
- Elective course(s) not offered at CCS
- Scholars who qualify for free-reduced lunch

11. All courses taken at the community college will appear on your official college credit transcript.

Transcripts

Please contact the Records Department at records@compasscharters.org to receive a form to submit a request for official and/or unofficial transcripts.

Transcripts reflect both a weighted and unweighted grade point average (GPA):

- Unweighted GPA

Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents an as a 4.0 whether it was earned in an honors class or a lower level class.

- Weighted GPA

Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for AP level courses.

A-G Requirements

The University of California must approve courses to meet a-g subject requirements that appear on the institution's a-g course list. UC schools and CSU schools check if freshmen applicants have taken courses from the a-g course list to meet admission requirements. 15 year-long courses must be completed with a C or better and 11 courses must be completed before your senior year.

California College Admission Information

University of California and California State University "A-G" Admission Requirements

| | |
|---|---------|
| U.S. History/Social Science 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government | 2 Years |
| English | 4 Years |

| | |
|--|-------------------------------|
| Math <i>Algebra I, Geometry, Algebra II, etc.</i> | 3 Years (4 Years Recommended) |
| *Laboratory Science <i>Biology, Chemistry, Physics</i> | 2 Years (3 Years Recommended) |
| *Visual and Performing Arts | 1 Year |
| College Preparatory Electives <i>(Yearlong Course)</i> | 1 Year |
| Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English | |
| Courses are found on the Doorways website http://www.ucop.edu/doorway/ | |
| <p>CSU Requirements: SAT or ACT with Writing UC Requirements: SAT or ACT with Writing</p> <p>Check with individual campuses to see if SAT Subject Tests are required or recommended.</p> <p>All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply</p> | |

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid

Commission (“CASC”) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student’s GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students’ GPA will be sent to CASC on October 1, 2017. The Cal Grant application submission deadline is October 1 of the grade 12 year.

CCS CEEB Codes

A CEEB code is a standardized ID number that is assigned to a high school, college or university. These codes are used to identify the high school a scholar attends. The CEEB code is needed for college entrance exams such as the SAT or ACT.

| Compass Charter Schools School Name | CEEB Code |
|--|-----------|
| Compass Charter Schools of San Diego | 054738 |
| Compass Charter Schools of Fresno | 054906 |
| Compass Charter Schools of Los Angeles | 054907 |

NAVIANCE

Navigate your college and career planning with Naviance. Check with your College & Career Counselor for your account access. This all-inclusive program is available to all scholars and provides:

- College & career readiness
- Academic planning
- College applications online
- Career interest test
- College search
- Connect to counseling
- Current information from the College and Career Center
- Explore career paths
- Goal planning
- Personality type assessment
- Resume builder
- Scholarship search

NCAA – The National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) is an athletic association that consists of three divisions (division I, II, and III) and oversees 23 sports. For current NCAA academic requirements, go to eligibilitycenter.org. CCS courses are eligible for scholarships to play sports at the collegiate level starting with the 2015-2016 school year.

Work Permits

Scholars under the age of 18 must obtain a work permit from Compass Charter Schools after securing an opportunity for employment. A scholar must maintain a 2.0 GPA each semester to be eligible. Requirements for obtaining a work permit:

To print a work permit application:

- The scholar, after obtaining a promise of employment, shall complete “Statement of Intent to Employ and Request Work Permit,” may be downloaded from the California State Department of Education website ([Click Here](#)).

To complete work permit:

- Scholar must complete minor information.
- Scholar will request employer to complete “to be filled in and signed by employer;” signing the application, which indicates the employer has “worker compensation” insurance, list hours of work for the student and indicate wage.
- Scholar will request parent/legal guardian signature.
- Submit the work permit to the College & Career Counselor, Edith Cruz at ecruz@compasscharters.org

The following students **do not** need a work permit:

- High School graduate, regardless of age.
- Scholar who passed the California High School Proficiency Examination.
- Scholar who is 18 years of age or older.

Renewals:

- Work permit will expire five (5) days after the end of the semester.
- Scholar must email the College & Career Counselor five (5) days before expiration date to renew work permit.
- Scholar must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the college & career counselor. A scholar must be in good academic standing to be eligible for this permit. Requirements for obtaining a work permit:

- Scholar shall be in good academic standing.

Entertainment permit renewal:

- This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.

To print an entertainment application: Paste the link below in your browser:

<http://www.Dir.Ca.Gov/dlse/dlseform277.Pdf>

Steps for received a complete entertainment application:

- Complete form with student information (do not include parent/guardian signature).
- Email form to College & Career Counselor, Edith Cruz at ecruz@compasscharters.org
- College & Career Counselor will mail form to student's home address.
- The form indicates the following: all signatures must be in original ink. No fax or photo copies permitted. This is the information from the Van Nuys office.
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.Dir.Ca.Gov/dlse/onlinepermits.Htm>

Concurrent Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools he/she will be withdrawn from CCS.

This does not include pre-approved college-level courses. In some cases, it is possible for high school scholars to enroll concurrently at a community college.

Adult Scholars (18 Years of Age and Older)

Scholars who are 18 years of age or older have many legal rights and responsibilities, such as the ability to sign legal documents, including but not limited to medical releases and IEP's. However, adult scholars must continue to follow policies in place for all scholars at Compass Charter Schools with respect to attendance and discipline.

In order for Compass Charter Schools to release any information related to the adult scholar's academics to their designated Learning Coach and/or parent(s), we must first receive permission from the adult scholar to do so. This release form can be found on our parent/scholar portal or by contacting the Records Department.

High School Grading Policy

Final Exams

All scholars in grades 9-12 are required to take all end of unit or module exams as well as semester final examinations in all courses. Scholars may not "test out" of courses by only taking a final examination.

High School Biology And Chemistry Science Labs

CCS conducts live, hands-on labs under the instruction of credentialed science teachers.

The goal of these labs is to provide high school scholars with the science laboratory experiences that will prepare them to meet the demands of university laboratories when they continue their studies in

college.

Frequency

The frequency of these labs will be determined by the highly qualified CCS science instructor based on course requirements to determine standards mastery.

Attendance Required

All scholars are required to attend the labs as part of their science course. Make-up days will be available for scholars who may miss a live lab. Those make-up live labs will need to be scheduled between the scholar and the instructor. Please note that failure to attend in-person may jeopardize the scholar's chances to attend certain four-year colleges or universities.

High School Transfer Credits, Home School Credits, International Records

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact with previous schools to determine eligibility of transfer credits.

Home School Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide complete records which include evidence of attendance, state/national test results, a description of the curriculum followed, a copy of the Private School Affidavit, and a portfolio of work for review by CCS personnel.

International Records

International records may require translation and/or evaluation prior to being considered for transfer credits.

Scholars with Special Needs

CCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act, California Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education scholars enrolled at CCS. We offer high quality educational programs and services for all of our scholars in accordance with the assessed needs of each scholar. CCS collaborates with Learning Coaches, scholars, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each scholar.

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The Learning Coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the President & CEO. A copy of the School's Section 504 policies and procedures is available upon request

Homeless Scholars

“The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
6. Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento

Homeless status is determined in cooperation with the Learning Coach. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The President & CEO or designee designates the following staff person as the School Liaison for homeless scholars:

Jessica Franco | Information Services Manager

850 Hampshire Rd. Suite P

Thousand Oaks, CA 91361

805-358-9007

The School Liaison shall ensure that:

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless scholars enroll in, and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Learning Coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form

- understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
 7. Learning Coaches are fully informed of all transportation services, as applicable.
 8. School personnel providing services receive professional development and other support.
 9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
 10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Academic Dishonesty and Plagiarism

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 include:

- Using another person's work and claim as your own;
- Copying from text, a 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; and
- Letting a friend or Learning Coach 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; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

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 ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of this CCS Learning Coach/Scholar Handbook which outlines the school's policy on plagiarism.
2. Scholars complete a lesson on understanding plagiarism during one of the core courses. 6-12 scholars complete a lesson on plagiarism during the first unit of a core course.
3. Teachers will use recognized plagiarism detection program, to check for plagiarism as necessary.
4. More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the Learning Coach and High School Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both Learning Coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.

2nd Offense

- If a scholar is caught violating academic integrity a second time, with any teacher, the teacher will notify the Learning Coach, and High School Coordinator.
- The scholar will receive a "0" on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the Learning Coach and the scholar, and returned to the teacher. Notification will be sent via certified mail and email with read receipt.
- The High School Coordinator will schedule a meeting with the teacher, the scholar and the Learning Coach.

3rd Offense

- If a scholar is caught violating academic integrity a third time the teacher will notify the Learning Coach, High School Coordinator and Online Learning Manager.
- The scholar will receive a "0" on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by both the Learning Coach and scholar. Notification will be sent via certified mail and email.
- A meeting will be held with the Online Learning Manager, High School Coordinator, teacher, Learning Coach and scholar.

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the Learning Coach, High School Coordinator and Online Learning Manager.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at either learning center. If the scholar is recommended for expulsion and ultimately expelled from CCS they may return to their school of residence or seek other educational opportunities. The incidents will be noted in the scholar’s permanent file.
- If the DAC recommends the scholar for expulsion, the scholar and Learning Coach will meet with the CCS Academic Affairs Committee. The CCS Academic Affairs Committee will determine to expel the scholar or not based on the recommendation of the DAC.

Disciplinary Action Committee (“DAC”)

Process

- Introductions
- Teacher(s) present case
- Family presents their case
- DAC questions and answers
- Family closing comments
- DAC deliberates and makes decision whether to recommend expulsion

If decision is to recommend expulsion

- Family presents case to the board of director’s Academic Affairs committee.
- Board of Directors committee makes final decision on expulsion

If decision is **not** to recommend expulsion, alternative consequences may include:

- Suspension
- Receives an F in the class
- Resubmits assignment
- Receives a 0 on the assignment
- Other/No action taken

Appeal Process

The Parent will have five (5) school days to file an appeal of the decision to the school board by submitting a letter in writing to the Board of Directors Academic Affairs Committee. The Board will decide on the matter within 15 school days. Members of the Academic Affairs Committee may hear from the parents, scholar, teacher, authorized administrator or other school personnel in accordance with school policies. The Academic Affairs Committee may determine expulsion, alternative disciplinary action, or remove the allegations from the scholar’s records.

Scholars who are expelled from the school for academic dishonesty will be given a chance for re assessment and may be given the opportunity to re-enroll to the school no sooner than one year from the date of expulsion took place.

Disciplinary Action Committee composed of at least:

1 Administrator

2 Teachers

1 Coordinator

1 Counselor

Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in Academic dishonesty, as determined by the Director of Academic Affairs, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Planning and Approval

The Scholar Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's Learning Coach. One copy of the permission slip shall be filed with the Scholar Engagement Coordinator, and one copy shall be given to the teacher to take on the field trip.

Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The Scholar Engagement Coordinator or teacher on the trip shall be designated as the emergency contact for the group on the field trip or excursion.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

Role of Learning Coach on Field Trips

Learning Coaches are encouraged to participate in field trips and excursions to assist with supervision of scholars. Learning Coaches accompanying CCS group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Scholar Engagement Coordinator may hold a meeting for Learning Coaches scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Learning Coaches shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar

Leadership Council will be advised by the President & CEO. The President & CEO, as advisor, will establish a fair process for the nomination and election of officers for President, Vice President, Secretary and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Scholar Engagement Coordinator consistent with this policy and any other applicable requirements.

Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Scholar Engagement Coordinator for initial review to ensure consistency with school rules.

Fundraising

All funds raised by any scholar organization shall be maintained by the school and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the President & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the California Education Code as it pertains to violations to any of the following expectations.

1. Respect opinions and privacy of others during web-based discussions.
2. Refrain from posting anonymous messages unless authorized by the teacher.
3. Use only your own username and password, and do not share these with anyone.
4. Do not post personal information including: Phone number, YouTube, Facebook, etc.
5. Do not download, transmit or post material that is intended for personal gain or profit.
6. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
7. Do not distract other scholars via chat, web or drawing features.
8. Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
9. Do not post any audio, video, or other non-instructional files to any CCS server.
10. Avoid using sarcasm, jargon, and slang, and derogatory or foul language.
11. Limit use of all capital letters, as this can be considered yelling.

12. Don't broadcast online discussions, and never reveal other people's email addresses.

Internet Safety Policy

It is the policy of CCS to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The complete CCS Student Technology Policy is available on the school website or at the learning center.

Sexual Harassment and Cyberbullying

CCS does not discriminate against any student or employee on the basis of 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 in the California Penal Code.

CCS adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

The President & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

CCS's full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at either of the Learning Centers or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The President & CEO or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to Follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's Learning Coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the President & CEO.
6. If the abusive communication is from someone within the administration, inform the victim's Learning Coach of the situation who can then inform the appropriate personnel.

Scholar Grievances

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at each of the learning centers and on the CCS website will be appropriate.

Uniform Complaint Procedure

CCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or

federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the President & CEO of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the President & CEO or his or her designee in writing.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS's procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving the decision. The appeal must include a copy

of the complaint filed with the School and a copy CCS's decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge at either of the Learning Centers. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the President & CEO.

Scholar Records

The Family Educational Rights and Privacy Act ("FERPA") affords Learning Coaches and scholars who are 18 years of age or older ("eligible students") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 5 days after the day CCS receives a request for access. Learning Coaches or eligible students should submit to the CCS President & CEO or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the Learning Coach or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the Learning Coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning Coaches or eligible students who wish to ask CCS to amend a record should write the CCS President & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible student, CCS will notify the Learning Coach or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before CCS discloses personally identifiable information ("PII") from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit

personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from scholar's education records, without consent of the Learning Coach or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Learning Coach or eligible student, §99.32 of the FERPA regulations requires CCS to record the disclosure. Learning Coaches and eligible students have a right to inspect and review the record of disclosures. CCS may disclose PII from the education records of a scholar without obtaining prior written consent of the Learning Coach or the eligible student —

1. To other CCS officials, including teachers, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible student if the student is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as “directory information” under §99.37.

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish yearbooks. CCS has designated the following information as directory information:

1. Scholar’s name
2. Scholar’s address
3. Learning Coach’s address
4. Telephone listing
5. Scholar’s electronic mail address
6. Learning Coach’s electronic mail address
7. Photograph
8. Dates of attendance
9. Grade level
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended

Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please contact and notify the President & CEO at:

J.J. Lewis | President & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
818-824-6233

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar’s Learning Coach communicates the decision

through his or her teacher.

2. The scholar's teacher will schedule an exit conference with the High School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
4. Once the withdrawal is completed the Attendance Specialist will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. CCS may withhold transcripts, grades and diplomas where a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers, loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

SIGNATURE PAGE

Please sign and date below to indicate that you have read the Learning Coach/Scholar handbook and are aware of the school expectations for Learning Coaches and scholars.

Return this page signed to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____

Appendix



2017-18 School Year

| July 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 30 | 31 | | | | | |

| August 2017 | | | | | | |
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| September 2017 | | | | | | |
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| October 2017 | | | | | | |
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| November 2017 | | | | | | |
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| December 2017 | | | | | | |
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| January 2018 | | | | | | |
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| February 2018 | | | | | | |
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| March 2018 | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| April 2018 | | | | | | |
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| May 2018 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Entry Requirements by Age and Grade:

| Vaccine | 4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above | 7-17 Years Old Elementary or Secondary School | 7th Grade* |
|--|--|--|---|
| Polio (OPV or IPV) | 4 doses (3 doses OK if one was given on or after 4th birthday) | 4 doses (3 doses OK if one was given on or after 2nd birthday) | |
| Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap) | 5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday) | 4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.) | 1 dose of Tdap (Or DTP/DTaP given on or after the 7th birthday.) |
| Measles, Mumps, and Rubella (MMR or MMR-V) | 2 doses (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.) | 1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.) | 2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.) |
| Hepatitis B (Hep B or HBV) | 3 doses | | |
| Varicella (chickenpox, VAR, MMR-V or VZV) | 1 dose | 1 dose for ages 7-12 years. 2 doses for ages 13-17 years. | |

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten **through** 12th grade and all students advancing to 7th grade before entry.

THE LAW:

Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

WHAT YOU WILL NEED FOR ADMISSION:

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a **medical exemption** for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit ShotsforSchool.org.

You must also submit an immunization record for all required shots not exempted.

Questions? Visit ShotsForSchool.org or contact your local health department (bit.do/immunization).

Coversheet

Approval of the March 27, 2017 Regular Meeting Minutes

Section: III. CONSENT ITEMS
Item: B. Approval of the March 27, 2017 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Virtual Board Meeting on March 27, 2017

APPROVED



Compass Charter Schools

Minutes

Virtual Board Meeting

Date and Time

Monday March 27, 2017 at 6:00 PM

Location

Internet

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2303 243rd Street, Lomita, CA 90717
2653 Taft Lane, Palmdale, CA 93551
7003 Ridge Avenue, Playa del Rey, CA 90293
3901 Carpenter Court, Studio City, CA 91604

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/142803757>

You can also dial in using your phone. (872) 240-3212 Access Code: 142-803-757

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

Directors Present

L. Robotham (remote), M. Cohen (remote), M. Koblick (remote), P. McDonald (remote)

Directors Absent

J. Cummings, K. Granger

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

P. McDonald called a meeting of the board of directors of Compass Charter Schools to order on Monday Mar 27, 2017 at 6:01 PM.

B. Record Attendance and Guests

C. Approval of the March 27, 2017 Regular Meeting Agenda

M. Cohen made a motion to approve the March 27, 2017 regular meeting agenda.

M. Koblick seconded the motion.

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

Roll Call

K. Granger Absent

M. Cohen Aye

J. Cummings Absent

L. Robotham Aye

M. Koblick Aye

P. McDonald Aye

II. CONSENT ITEMS

A. Consent Items

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

M. Koblick seconded the motion.

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

Roll Call

L. Robotham Aye

M. Koblick Aye

P. McDonald Aye

K. Granger Absent

M. Cohen Aye

J. Cummings Absent

B. Approval of the January 30, 2017 Regular Meeting Minutes

M. Cohen made a motion to approve minutes from the Board Meeting on 01-30-17 In-Person Board Meeting on 01-30-17.

M. Koblick seconded the motion.

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

Roll Call

P. McDonald Aye

M. Cohen Aye

M. Koblick Aye

K. Granger Absent

L. Robotham Aye

J. Cummings Absent

III. PUBLIC COMMENT

A. Public Comment

No public comment.

IV. REPORTS

A. CEO Report

Mr. Lewis shared the CEO Report.

B. Academic Affairs Committee Report

Dr. Cohen shared the Academic Affairs Committee Report.

C. Finance Committee Report

Mr. Lewis shared the Finance Committee Report.

D. Personnel Committee Report

Mr. Lewis shared the Personnel Committee Report.

E. Parent Advisory Council Report

Ms. Robotham shared the Parent Advisory Council Report.

V. NEW BUSINESS

A. Approval of the 2017-18 School Calendar

M. Koblick made a motion to approve the 2017-18 school calendar.

M. Cohen seconded the motion.

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

Roll Call

M. Koblick Aye
P. McDonald Aye
K. Granger Absent
J. Cummings Absent
M. Cohen Aye
L. Robotham Aye

B. Approval of the Donations to CCS

M. Cohen made a motion to accept the donations to Compass Charter Schools.
L. Robotham seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. McDonald Aye
J. Cummings Absent
K. Granger Absent
M. Cohen Aye
L. Robotham Aye
M. Koblick Aye

VI. Closing Items

A. Upcoming Meetings

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:34 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of the June 26, 2017 Public Hearing Minutes

Section: III. CONSENT ITEMS
Item: C. Approval of the June 26, 2017 Public Hearing Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Public Hearing on June 24, 2017

APPROVED



Compass Charter Schools

Minutes

Public Hearing

Date and Time

Saturday June 24, 2017 at 2:00 PM

Location

Internet

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2653 Taft Lane, Palmdale, CA 93551
3305 Buckman Springs Road, Pine Valley, CA 91962
7003 Ridge Avenue, Playa del Rey, CA 90293
3901 Carpenter Court, Studio City, CA 91604
3625 Thousand Oaks Blvd., Suite 245 Westlake Village, CA 91362

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/142803757>

You can also dial in using your phone. (872) 240-3212 Access Code: 142-803-757

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

Directors Present

K. Granger (remote), L. Robotham (remote), P. McDonald (remote)

Directors Absent

J. Cummings, M. Koblick

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar (remote)

I. Opening Items

A. Call the Meeting to Order

P. McDonald called a meeting of the board of directors of Compass Charter Schools to order on Saturday Jun 24, 2017 at 2:07 PM.

B. Record Attendance and Guests

C. Approval of the June 24, 2017 Public Hearing Agenda

K. Granger made a motion to approve the June 24, 2017 Public Hearing Agenda.

L. Robotham seconded the motion.

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

Roll Call

P. McDonald Aye

K. Granger Aye

M. Koblick Absent

J. Cummings Absent

L. Robotham Aye

II. PUBLIC COMMENT

A. Public Comment

No public comment.

III. PUBLIC HEARING

A. Local Control Accountability Plan (LCAP) Presentation

Mr Lewis shared an overview of the 2017-18 Local Control Accountability Plan and Annual Update (LCAP). There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve. We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

B. 2017-18 Annual Budget Presentation

Mr. Lewis shared an overview of the proposed 2017-18 operating budget. Revenue is based on 100% funding for both Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles, and 85% funding for Compass Charter Schools of San Diego. Revenue is also based on an overall enrollment of 1,100 scholars at 97% ADA. Expense projections are also based on 1,100 scholars and were examined line by line to current year spending. We are projecting a \$1.5 million deficit based on these projections. Factors include the 85% funding level for CCS of San Diego, and conservative enrollment numbers.

IV. Closing Items

A. Upcoming Meetings

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:57 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

CEO Report

Section: VII. REPORTS
Item: A. CEO Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A CEO Report.pdf
B 6.14.17 - AAS Sonoma Graduation Press Release.pdf
G 5.11.17 - CCS Names their April Scholars of the Month.pdf
E 6.19.17 - CCS San Diego Graduation Press Release.pdf
D 6.19.17 - CCS LA Graduation Press Release.pdf
I brokerage statement_053117.pdf
J Additions & Terminations Report.pdf
H 6.19.17 - CCS Names their May Scholars of the Month.pdf
F 4.20.17 - CCS Names their March Scholars of the Month.pdf
L StrongMind Campaign Presentation - Compilation.pdf
M 2017-18 Planning Survey Results.pdf
N 2017-18 Planning Survey Comparison.pdf
C 6.14.17 - CCS Fresno Graduation Press Release.pdf
K Compass Connection.pdf

RECOMMENDATION:
For information only.



CEO Report
June 26, 2017

Great work is happening throughout the organization. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

Academic Affairs

- Middle and high school coordinators, counselors, and teachers hosted inaugural Elementary to Middle School and Middle School to High School Transition online meetings for incoming 6th graders and 9th graders.
- Elementary scholars participated in the Week of Code, The Great Kindness Challenge, Digital Learning Day and more.
- High school Comprehensive Biology and Chemistry wet labs took place this year with 8 live lab days throughout the school year which continued to allow for scholars earning A-G lab credit.
- 25 high school scholars participated in concurrent enrollment during the 2016-17 academic year, completing 31 courses at local community colleges. Seven (7) scholars will be enrolled over the summer.
- 43 high school scholars participated in the Accelerated Course Options Program (ACOP) during the 2016-17 academic year, completing an additional 87 courses towards meeting graduation requirements.
- 49 high school scholars graduated as part of the class of 2017. From the graduating class we awarded 5 Golden State Seal Merit Diplomas, 1 State Seal of Biliteracy, 3 Gold Presidential Awards, and 4 Silver Presidential Awards. While attending CCS, 13 graduating seniors participated in the concurrent enrollment program at local community colleges and earned over 75 units in college credit. We held graduation ceremonies on June 8 (Sonoma area), June 9 (Fresno area) June 12 (Los Angeles area) and June 13 (San Diego area). *See enclosed press release.*
- 129 middle school scholars promoted as part of the class of 2021. From the promoting class we awarded 4 Gold Presidential Awards and 4 Silver Presidential Awards. We held promotion ceremonies on June 8 (Sonoma area), June 9 (Fresno area) June 12 (Los Angeles area) and June 13 (San Diego area).
- We successfully administered the California Assessment of Student Performance and Progress (CAASPP) across 16 sites statewide. Scholar participation rate also significantly increased from 53% in 2016 to 81% in 2017.
- A total of 1,370 scholars were served by CCS this 2016/17 school year. 1,104 were newcomers, and of this amount 17% derived from our Options program.
- Scholar of the Month recognition program continues. *See enclosed press releases.*

Operations

- An investment ladder has matured with JP Morgan Chase. We have not rolled these funds over, per policy. *See enclosed portfolio report.*
- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Our San Diego Center officially closes on August 31 once the lease expires. We will vacate the Center on June 30, however, all remaining items. We have not used the Center for scholar activities since the beginning of the year due to the Shasta ruling.

Strategic Initiatives

- CCS Compass Connection – our quarterly eNewsletter for all stakeholders is complete and includes upcoming opportunities for scholars, families, and staff. *See enclosed issue.*
- CCS participated in several events throughout the community to increase exposure, including the San Diego Kids Expo, Great Homeschool Convention, Discovery Con, Imaginology, CSUN Movie Nights, and Art Trek Workshop
- Our Director of Strategic Initiatives spoke at the Homeschool Multicultural Network Seminar in the spring.
- Our Director of Strategic Initiatives was in the Oprah channel show "For Pete's Sake" to talk about homeschooling with her daughter and others from the Multicultural Network.
- Re-enrollment for the 2017-18 school year opened on March 1, and enrollment for new scholars opened on March 20. We currently have 950 scholars enrolled for the upcoming school year.
- We have been working with the StrongMind Marketing Department to create a robust marketing plan for the spring and summer, with a goal to retain current scholars and enroll prospective scholars. Target markets for the plan include the greater Fresno, Los Angeles and San Diego areas, using a wide-range of tactics and tools. *See enclosed presentation.*

Miscellaneous

- A Planning Survey was sent to all stakeholder groups, to solicit feedback for both the LCAP and to plan for the upcoming year. *See enclosed results.*

We are closing out the 2016-17 academic year, and have made great strides to increase the impact of our educational experiences. My thanks to our team for everything they do each and every day.

Respectfully Submitted,



J.J. Lewis
President & CEO



FOR IMMEDIATE RELEASE:

June 14, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Academy of Arts & Sciences (AAS) Sonoma Celebrated its Class of 2017 and 2021

Rohnert Park, Ca. – AAS hosted an eighth grade promotion celebration and a high school graduation breakfast reception to honor its accomplished scholars on Thursday, June 8 at Sonoma State University in Rohnert Park. The ceremonies promoted 23 eighth grade scholars and celebrated 6 graduating high school scholars from the Sonoma region.

In place of a traditional graduation ceremony, CCS President and CEO, J.J. Lewis, hosted a breakfast reception. The attending scholar received her diploma to signify her graduation, and enjoyed a breakfast reception with her family to celebrate the start of her next chapter.

Two scholars were recognized for their outstanding academic achievements. In addition to receiving a diploma, Isabel T. received the President's Award for Educational Excellence for maintaining a 3.5 GPA or higher for two or more semesters, along with teacher recommendations, and Isabel L. received the President's Award for Educational Achievement for outstanding educational growth, commitment, and teacher recommendations.

"I am so proud of our accomplished high school scholars" said Lewis. "They have persevered throughout their high school journey and I am confident that they are prepared for their next journey in life. Please join me in celebrating our Class of 2017 for their amazing achievements."

CCS also hosted a promotion ceremony for eighth grade scholars to celebrate their academic progress and welcome them into high school. Each scholar received a certificate of promotion and enjoyed light refreshments following the ceremony to celebrate with their guests.

In addition to receiving a certificate, Anita R. received the President's Award for Educational Excellence and Adan G. received the President's Award for Educational Achievement.

"Congratulations to all our eighth grade scholars on their promotion," said Melissa Blitzstein, CCS Middle School Coordinator. "I am so proud of each of these scholars and wish them the best as they move onto high school."

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and

sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org.



FOR IMMEDIATE RELEASE:

May 11, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Names their April Scholars of the Month

Thousand Oaks, CA – CCS is proud of its scholars and uses its Scholar of the Month program to recognize their achievements. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by our leadership team for the monthly honor.

Elementary School Scholar of the Month: Evelyn M., of CCS of Fresno

“It gives me great pleasure to announce Evelyn M. as the elementary Scholar of the Month,” said Kimberly Love, elementary school teacher. “Evelyn has worked hard all school year, logging in and completing more than what her daily plan recommends. In addition to completing her daily assignments, Evelyn eagerly attends weekly Learning Labs with her classmates, and her work samples are completed and turned in on time every learning period. It has truly been a joy to work with Evelyn this school year and I look forward to seeing her next year!”

Middle School Scholar of the Month: Naomi L., of CCS of San Diego

“Naomi is in her first year with our school and she has a 90 percent or higher in each of her classes,” said Kim Noller, middle school teacher. “She is an independent worker who asks for help when she needs it and does a great job of staying on track with her pacing guides. She even goes above and beyond to complete extra credit assignments. Her writing is outstanding and recently wrote an excellent personal narrative about her acting experience in Language Arts class.”

High School Scholar of the Month: Alexa A., of CCS of Los Angeles

“Alexa is hard working, self-motivated and self-directed,” said Karen Lewers, high school math teacher. “She actively participates in learning labs, works ahead of schedule and shows respect in class as well as all of her communication.”

Home Study Scholar of the Month: John B., of CCS of Los Angeles

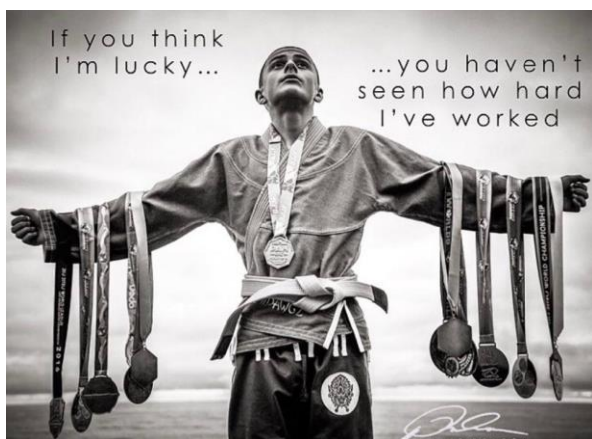
“John is an intelligent, motivated young man,” said Kristy Smith, Options Coordinator. “He demonstrates his excitement in learning about history especially, although he excels in all subject areas. His work is consistent and his self-discipline is evident in his coursework. Congratulations, John!”

“There are many talented scholars enrolled at CCS, and this Scholar of the Month program is one of the many ways we recognize and celebrate them,” shared J.J. Lewis, President & CEO. “Please join all of us at CCS in celebrating Evelyn, Naomi, Alexa, and Josh for being named our April Scholars of the Month!”

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org.





FOR IMMEDIATE RELEASE:

June 19, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) of San Diego Celebrated its Class of 2017 and 2021

San Diego, Ca. – CCS hosted an eighth grade promotion celebration and high school graduation ceremony to honor its accomplished scholars on Tuesday, June 13 at San Diego State University in San Diego. The ceremonies promoted 33 eighth grade scholars and celebrated 16 graduating high school scholars.

The high school graduation ceremony included opening remarks from Janae Smith, CCS High School Coordinator, and a keynote address from J.J. Lewis, CCS President and CEO. Each scholar received their diploma to signify their graduation, and enjoyed a light lunch after the ceremony to celebrate the start of the next chapter with their guests.

The high school graduation ceremony also gave special recognition to several scholars for their outstanding academic achievements. In addition to receiving a diploma, Albert P. received the President’s Award for Educational Excellence for maintaining a 3.5 GPA or higher for two or more semesters, along with teacher recommendations, and Randi V. received the President’s Award for Educational Achievement for outstanding educational growth, commitment, and teacher recommendations.

“I am so proud of our accomplished high school scholars” said Lewis. “They have persevered throughout their high school journey and I am confident that they are prepared for their next journey in life. Please join me in celebrating our Class of 2017 for their amazing achievements.”

CCS also hosted a promotion ceremony for eighth grade scholars to celebrate their academic progress and welcome them into high school. Each scholar received a certificate of promotion and enjoyed light refreshments following the ceremony to celebrate with their guests.

In addition to receiving their certificates, two scholars earned special recognition for their academic achievements. Michael E. received the President’s Award for Educational Excellence, and Elizabeth C. received the President’s Award for Educational Achievement.

“Congratulations to all our eighth grade scholars on their promotion,” said Melissa Blitzstein, CCS Middle School Coordinator. “I am so proud of each of these scholars and wish them the best as they move onto high school.”

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego),

serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

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FOR IMMEDIATE RELEASE:

June 19, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Academy of Arts & Sciences (AAS) Thousand Oaks & Simi Valley and Compass Charter Schools (CCS) of Los Angeles Celebrated its Class of 2017 and 2021

Thousand Oaks, Ca. – AAS and CCS hosted a joint eighth grade promotion celebration and joint high school graduation ceremony to honor its accomplished scholars on Monday, June 12 at the Sunset Hills Country Club in Thousand Oaks. The ceremonies promoted 59 eighth grade scholars and celebrated 26 graduating high school scholars.

The high school graduation ceremony included opening remarks from Janae Smith, CCS High School Coordinator, and a keynote address from J.J. Lewis, CCS President and CEO. Each scholar received their diploma to signify their graduation, and enjoyed a light lunch after the ceremony to celebrate the start of the next chapter with their guests.

The high school graduation ceremony also gave special recognition to several scholars for their outstanding academic achievements. In addition to receiving a diploma, Albert P. and Celeste R. received the President's Award for Educational Excellence, and Chavion D. received the President's Award for Educational Achievement. Two scholars, Trent D. and Albert P., were also inducted as lifetime members into the National Honor Society and were presented their NHS cords.

"I am so proud of our accomplished high school scholars" said Lewis. "They have persevered throughout their high school journey and I am confident that they are prepared for their next journey in life. Please join me in celebrating our Class of 2017 for their amazing achievements."

CCS also hosted a promotion ceremony for eighth grade scholars to celebrate their academic progress and welcome them into high school. Each scholar received a certificate of promotion and enjoyed light refreshments following the ceremony to celebrate with their guests.

In addition to receiving their certificates, two scholars earned special recognition for their academic achievements. Isabella R. received the President's Award for Educational Excellence for maintaining a 3.5 GPA or higher for two or more semesters, along with teacher recommendations, and Jude W. received the President's Award for Educational Achievement for outstanding educational growth, commitment, and teacher recommendations.

"Congratulations to all our eighth grade scholars on their promotion," said Melissa Blitzstein, CCS Middle School Coordinator. "I am so proud of each of these scholars and wish them the best as they move onto high school."

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter

Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org.



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Month End Closing Method: FIFO

STATEMENT PERIOD
 April 29 - May 31, 2017

What's In This Statement

Financial Summary.....3
 Bonds With 60-Day Horizon.....4
 Your Portfolio Holdings.....4
 Transaction Detail.....9
 Your Messages.....12

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

ACCOUNT NUMBER
 520-15886 YW8
 LAST STATEMENT April 28, 2017

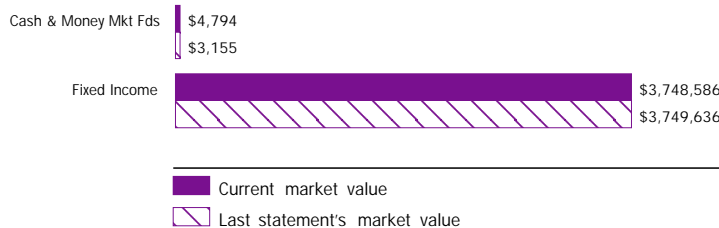
Investment products are: Not insured by FDIC; Not a deposit or other obligation of, or guaranteed by, JPMorgan Chase Bank, N.A. or any of its affiliates; Subject to investment risks, including possible loss of the principal amount invested. See "Your messages" section.

Your Portfolio at a Glance

| | |
|---------------------------------------|--------------------|
| TOTAL VALUE OF SECURITIES THIS PERIOD | 3,748,586 |
| LONG ACCRUED INTEREST | 8,420 |
| NET CREDIT BALANCE | 4,794 |
| NET EQUITY THIS PERIOD | \$3,761,800 |
| NET EQUITY LAST STATEMENT | 3,760,090 |
| CHANGE SINCE LAST STATEMENT | 1,709 |

There are no "Stop Loss" orders or other pending buy or sell open orders on file for your account.

Market Value of Your Portfolio



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

This summary is for informational purposes only. It is not intended as a tax document. This statement should be retained for your records. See reverse side for important information.

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COMPASS CHARTER SCHOOL

STATEMENT PERIOD
 April 29 - May 31, 2017

ACCOUNT NUMBER
 520-15886 YW8
 LAST STATEMENT April 28, 2017

3 of 15

Portfolio Value

| | THIS PERIOD | LAST PERIOD |
|----------------------------------|----------------|----------------|
| Assets | | |
| Net Credit Balance | 4,793.52 | 3,155.14 |
| Fixed Income | 3,748,586.00 | 3,749,636.00 |
| <i>Subtotal (Long Portfolio)</i> | 3,753,379.52 | 3,752,791.14 |
| Est. Long Accrued Interest | 8,420.00 | 7,299.00 |
| Total Assets | \$3,761,799.52 | \$3,760,090.14 |
| NET PORTFOLIO VALUE | \$3,761,799.52 | \$3,760,090.14 |

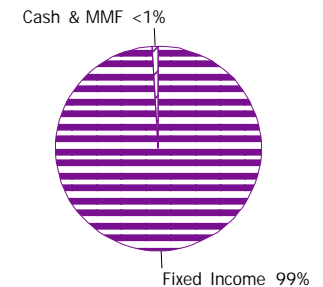
Income Summary

| | THIS PERIOD | YEAR TO DATE |
|-----------------|-------------|--------------|
| Corp. Bond Int. | 1,638.38 | 12,096.94 |
| Total | \$1,638.38 | \$12,096.94 |

Cash Flow Analysis

| | THIS PERIOD | THIS YEAR |
|----------------------------|-------------|-----------------|
| Opening Cash/Sweep Prog. | \$3,155.14 | \$28,193.17 |
| Redemptions/Tenders | 0.00 | 1,250,000.00 |
| Div/Int/Other Inc (Credit) | 1,638.38 | 12,096.94 |
| Amount Credited | \$1,638.38 | \$1,262,096.94 |
| Funds Paid/Delivered | 0.00 | -1,285,496.59 |
| Amount Debited | \$0.00 | \$-1,285,496.59 |
| Net Cash/Sweep Prog. Act. | 1,638.38 | -23,399.65 |
| Closing Cash/Sweep Prog. | \$4,793.52 | \$4,793.52 |

Your Portfolio Allocation



Unshaded portions denote debit balance and/or short market values. The allocation percentage is derived from the absolute market value of your portfolio.



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COMPASS CHARTER SCHOOL

4 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

Bonds With 60-Day Horizon

BONDS WITH MATURITY DATES WITHIN 60 DAYS

| MATURITY DATE | DESCRIPTION | SYMBOL/CUSIP | QUANTITY | INTEREST RATE (%) |
|---------------|------------------------------|--------------|----------|-------------------|
| 06/14/17 | BEAL BK PLANO TEX | 07370TY31 | 250,000 | 0.700 |
| 06/21/17 | CIT BK NATL ASSN PASADENA CA | 12556LAC0 | 250,000 | 0.700 |
| 06/21/17 | MBANK MANITISQUE MICH | 55275FJZ2 | 250,000 | 0.700 |
| 06/28/17 | BRIDGEWATER BK BLOOMINGTON | 108622EW7 | 250,000 | 0.700 |
| 06/30/17 | COMMUNITY BUSINESS BK WEST | 20365UCQ1 | 250,000 | 0.700 |

These bonds will also appear in Your Portfolio Holdings section.

Your Portfolio 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 tax consequences, please consult your tax advisor. Unrealized gain/loss total reflects only those positions for which a cost basis is available or has been provided to JPMS. Unless the tax basis provided relates to a position purchased on the books of JPMS, JPMS has not and cannot validate the basis provided. 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. Please refer to the account type key in the messages section at the end of this statement if you require more information regarding the account types in your portfolio.

CASH & MONEY MARKET FUNDS

| DESCRIPTION | TYPE | QUANTITY | PRICE | MARKET VALUE | COST | UNREALIZED GAIN/LOSS |
|---------------------------------|------|----------|-------|--------------|---------|----------------------|
| CASH BALANCE | CASH | | | 4,794 | 4,794 | |
| TOTAL CASH & MONEY MARKET FUNDS | | | | \$4,794 | \$4,794 | N/A |



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COMPASS CHARTER SCHOOL

5 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

FIXED INCOME

Certificates of Deposit

| DESCRIPTION | ACCT TYPE | ACQUISITION DATE | QUANTITY | PRICE | MARKET VALUE | UNIT COST | COST | UNREALIZED GAIN/LOSS | ESTIMATED ANNUAL INCOME | ESTIMATED YIELD (%) | ACCRUED INTEREST |
|---|--------------|---------------------|----------|--------|--------------|-----------|---------|-------------------------|----------------------------|------------------------|---------------------|
| BEAL BK PLANO TEX C/D FDIC INS TO LIMITS DATED DATE 06/15/16 FIRST COUPON 06/14/2017 BOOK ENTRY ONLY DUE 06/14/2017 0.700% CUSIP: 07370TY31 RATING: MOODY N/A S&P N/A | CASH | 06/09/16 | 250,000 | 100.00 | 249,993 | 100.00 | 250,000 | -7 ST | 1,750 | 0.70 | 1,678 |
| CIT BK NATL ASSN PASADENA CA C/D FDIC INS TO LIMITS DATED DATE 06/21/16 FIRST COUPON 06/21/2017 BOOK ENTRY ONLY DUE 06/21/2017 0.700% CUSIP: 12556LACO RATING: MOODY N/A S&P N/A | CASH | 06/09/16 | 250,000 | 100.00 | 249,995 | 100.00 | 250,000 | -5 ST | 1,750 | 0.70 | 1,649 |
| MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DATED DATE 06/21/16 BOOK ENTRY ONLY DUE 06/21/2017 0.700% CUSIP: 55275FJZ2 RATING: MOODY N/A S&P N/A | CASH | 06/09/16 | 250,000 | 100.00 | 249,995 | 100.00 | 250,000 | -5 ST | 1,750 | 0.70 | 48 |
| BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS DATED DATE 06/28/16 BOOK ENTRY ONLY DUE 06/28/2017 0.700% CUSIP: 108622EW7 RATING: MOODY N/A S&P N/A | CASH | 06/09/16 | 250,000 | 99.99 | 249,985 | 100.00 | 250,000 | -15 ST | 1,750 | 0.70 | 14 |



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COMPASS CHARTER SCHOOL

6 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

Certificates of Deposit (Continued)

| DESCRIPTION | ACCT TYPE | ACQUISITION DATE | QUANTITY | PRICE | MARKET VALUE | UNIT COST | COST | UNREALIZED GAIN/LOSS | ESTIMATED ANNUAL INCOME | ESTIMATED YIELD (%) | ACCRUED INTEREST |
|--|-----------|------------------|----------|--------|--------------|-----------|---------|----------------------|-------------------------|---------------------|------------------|
| COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DATED DATE 06/30/16 BOOK ENTRY ONLY DUE 06/30/2017 0.700% CUSIP: 20365UCQ1 RATING: MOODY N/A S&P N/A | CASH | 06/16/16 | 250,000 | 100.00 | 249,993 | 100.00 | 250,000 | -7 ST | 1,750 | 0.70 | 5 |
| BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS DATED DATE 09/23/16 BOOK ENTRY ONLY DUE 09/22/2017 0.800% CUSIP: 062683AD9 RATING: MOODY N/A S&P N/A | CASH | 09/20/16 | 250,000 | 99.94 | 249,850 | 100.00 | 250,000 | -150 ST | 2,000 | 0.80 | 44 |
| STEARNS BK NA ST CLOUD MN CD C/D FDIC INS TO LIMITS DATED DATE 09/22/16 BOOK ENTRY ONLY DUE 09/22/2017 0.750% CUSIP: 857894RF8 RATING: MOODY N/A S&P N/A | CASH | 09/20/16 | 250,000 | 99.94 | 249,853 | 100.00 | 250,000 | -147 ST | 1,875 | 0.75 | 46 |
| GNB BK GRUNDY CTR IOWA CD 0.7 C/D FDIC INS TO LIMITS DATED DATE 09/28/16 BOOK ENTRY ONLY DUE 09/28/2017 0.750% CUSIP: 36198JC1 RATING: MOODY N/A S&P N/A | CASH | 09/20/16 | 250,000 | 99.94 | 249,838 | 100.00 | 250,000 | -162 ST | 1,875 | 0.75 | 15 |



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COMPASS CHARTER SCHOOL

7 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

Certificates of Deposit (Continued)

| DESCRIPTION | ACCT TYPE | ACQUISITION DATE | QUANTITY | PRICE | MARKET VALUE | UNIT COST | COST | UNREALIZED GAIN/LOSS | ESTIMATED ANNUAL INCOME | ESTIMATED YIELD (%) | ACCRUED INTEREST |
|---|-----------|------------------|----------|-------|--------------|-----------|---------|----------------------|-------------------------|---------------------|------------------|
| SYNOVUSBK COLUMBUS GA CD 0.7 C/D FDIC INS TO LIMITS DATED DATE 09/28/16 FIRST COUPON 09/28/2017 BOOK ENTRY ONLY DUE 09/28/2017 0.750% CUSIP: 87164DJE1 RATING: MOODY N/A S&P N/A | CASH | 09/20/16 | 250,000 | 99.93 | 249,830 | 100.00 | 250,000 | -170 ST | 1,875 | 0.75 | 1,259 |
| BANKUNITED NATL ASSN C/D FDIC INS TO LIMITS DATED DATE 09/29/16 FIRST COUPON 09/29/2017 BOOK ENTRY ONLY DUE 09/29/2017 0.800% CUSIP: 066519CN7 RATING: MOODY N/A S&P N/A | CASH | 09/20/16 | 250,000 | 99.93 | 249,828 | 100.00 | 250,000 | -172 ST | 2,000 | 0.80 | 1,337 |
| BEAL BK USA LAS VEGAS NEV C/D FDIC INS TO LIMITS DATED DATE 12/21/16 FIRST COUPON 12/20/2017 BOOK ENTRY ONLY DUE 12/20/2017 1.000% CUSIP: 07370WE77 RATING: MOODY N/A S&P N/A | CASH | 12/09/16 | 250,000 | 99.97 | 249,930 | 100.00 | 250,000 | -70 ST | 2,500 | 1.00 | 1,103 |
| DISCOVER BK C/D FDIC INS TO LIMITS DATED DATE 12/21/16 FIRST COUPON 12/21/2017 BOOK ENTRY ONLY DUE 12/21/2017 1.000% CUSIP: 254672W61 RATING: MOODY N/A S&P N/A | CASH | 12/14/16 | 250,000 | 99.97 | 249,928 | 100.00 | 250,000 | -72 ST | 2,500 | 1.00 | 1,111 |



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COMPASS CHARTER SCHOOL

8 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your Portfolio Holdings (continued)

ACCOUNT NUMBER
 520-15886 YWB
 LAST STATEMENT April 28, 2017

Certificates of Deposit (Continued)

| DESCRIPTION | ACCT TYPE | ACQUISITION DATE | QUANTITY | PRICE | MARKET VALUE | UNIT COST | COST | UNREALIZED GAIN/LOSS | ESTIMATED ANNUAL INCOME | ESTIMATED YIELD (%) | ACCRUED INTEREST |
|--|-----------|------------------|-----------|-------|--------------|-----------|-------------|----------------------|-------------------------|---------------------|------------------|
| FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS DATED DATE 12/21/16 BOOK ENTRY ONLY DUE 12/21/2017 0.950% CUSIP: 310344ACO RATING: MOODY N/A S&P N/A | CASH | 12/14/16 | 250,000 | 99.95 | 249,865 | 100.00 | 250,000 | -135 ST | 2,375 | 0.95 | 65 |
| FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS DATED DATE 12/27/16 BOOK ENTRY ONLY DUE 12/27/2017 0.950% CUSIP: 319590CN3 RATING: MOODY N/A S&P N/A | CASH | 12/09/16 | 250,000 | 99.94 | 249,853 | 100.00 | 250,000 | -147 ST | 2,375 | 0.95 | 26 |
| BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS DATED DATE 12/28/16 BOOK ENTRY ONLY DUE 12/28/2017 0.950% CUSIP: 11373QCLO RATING: MOODY N/A S&P N/A | CASH | 12/13/16 | 250,000 | 99.94 | 249,850 | 100.00 | 250,000 | -150 ST | 2,375 | 0.95 | 20 |
| Total Certificates of Deposit | | | 3,750,000 | | \$3,748,586 | | \$3,750,000 | \$-1,414 | \$30,500 | | \$8,420 |
| TOTAL FIXED INCOME | | | 3,750,000 | | \$3,748,586 | | \$3,750,000 | \$-1,414 | \$30,500 | | \$8,420 |

| | |
|---|-------------|
| YOUR PORTFOLIO HOLDINGS ACCRUED INTEREST | \$8,420 |
| YOUR PORTFOLIO HOLDINGS ESTIMATED ANNUAL INCOME | \$30,500 |
| YOUR PRICED PORTFOLIO HOLDINGS | \$3,753,380 |



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COMPASS CHARTER SCHOOL

9 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Transaction Detail

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

DIVIDENDS / INTEREST / OTHER INCOME

INTEREST

| DATE | DESCRIPTION | SYMBOL/CUSIP | QUANTITY | RATE(S) | DEBIT AMOUNT | CREDIT AMOUNT |
|----------|--|--------------|----------|---------|--------------|---------------|
| 05/01/17 | COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DUE 06/30/2017 0,700 REG INT ON 250000 BND REC 04/15/17 PAY 04/30/17 | 20365UCQ1 | 250,000 | 0.7000 | | 148.63 |
| 05/22/17 | STEARNS BK NA ST CLOUD MN CD C/D FDIC INS TO LIMITS DUE 09/22/2017 0,750 REG INT ON 250000 BND REC 05/07/17 PAY 05/22/17 | 857894RF8 | 250,000 | 0.7500 | | 154.11 |
| 05/22/17 | MBANK MANITISQUE MICH C/D FDIC INS TO LIMITS DUE 06/21/2017 0,700 REG INT ON 250000 BND REC 05/06/17 PAY 05/21/17 | 55275FJZ2 | 250,000 | 0.7000 | | 143.84 |
| 05/22/17 | FARMERS ST BK QUINTON OKLA C/D FDIC INS TO LIMITS DUE 12/21/2017 0,950 REG INT ON 250000 BND REC 05/06/17 PAY 05/21/17 | 310344ACO | 250,000 | 0.9500 | | 195.21 |
| 05/23/17 | BANK HOPE LOS ANGELES CA CD C/D FDIC INS TO LIMITS DUE 09/22/2017 0,800 REG INT ON 250000 BND REC 05/08/17 PAY 05/23/17 | 062683AD9 | 250,000 | 0.8000 | | 164.38 |
| 05/30/17 | BROOKLINE BK MASS CD 0.9 C/D FDIC INS TO LIMITS DUE 12/28/2017 0,950 REG INT ON 250000 BND REC 05/13/17 PAY 05/28/17 | 11373QCLO | 250,000 | 0.9500 | | 195.21 |



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10 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Transaction Detail (continued)

ACCOUNT NUMBER
 520-15886 YW8

DIVIDENDS / INTEREST / OTHER INCOME (Continued)

LAST STATEMENT April 28, 2017

INTEREST (Continued)

| DATE | DESCRIPTION | SYMBOL/CUSIP | QUANTITY | RATE(S) | DEBIT AMOUNT | CREDIT AMOUNT |
|--------------------------------|---|--------------|----------|---------|--------------|-------------------|
| 05/30/17 | COMMUNITY BUSINESS BK WEST C/D FDIC INS TO LIMITS DUE 06/30/2017 0,700 REG INT ON 250000 BND REC 05/15/17 PAY 05/30/17 | 20365UCQ1 | 250,000 | 0.7000 | | 143.84 |
| 05/30/17 | GNB BK GRUNDY CTR IOWA CD 0.7 C/D FDIC INS TO LIMITS DUE 09/28/2017 0,750 REG INT ON 250000 BND REC 05/13/17 PAY 05/28/17 | 36198JCJ1 | 250,000 | 0.7500 | | 154.11 |
| 05/30/17 | BRIDGEWATER BK BLOOMINGTON MINN C/D FDIC INS TO LIMITS DUE 06/28/2017 0,700 REG INT ON 250000 BND REC 05/13/17 PAY 05/28/17 | 108622EW7 | 250,000 | 0.7000 | | 143.84 |
| 05/30/17 | FIRST CITRUS BK TAMPA FLA C/D FDIC INS TO LIMITS DUE 12/27/2017 0,950 REG INT ON 250000 BND REC 05/12/17 PAY 05/27/17 | 319590CN3 | 250,000 | 0.9500 | | 195.21 |
| TOTAL INTEREST (CREDIT) | | | | | | \$1,638.38 |



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COMPASS CHARTER SCHOOL

11 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Realized Gain/Loss Detail - Year to Date

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

Total Cost, 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. JPMS reports only gains or losses for certain securities to the IRS. Please contact your Tax Advisor for additional information as neither JPMS nor its affiliates provide tax advice. JPMS 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. Unless otherwise noted, the cost basis reflected at the time of sale in your account is based on the first-in, first-out (FIFO) method. 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.

LONG TERM GAIN(LOSS) DETAILS

| SECURITY DESCRIPTION | SYMBOL/CUSIP | QUANTITY | DATE ACQUIRED | DATE SOLD | TOTAL COST | PROCEEDS | REALIZED GAIN(LOSS) |
|--|--------------|----------|---------------|-----------|-----------------------|-----------------------|---------------------|
| SONABANK NATL ASSN MCLEAN VA C/D FDIC INS TO LIMITS | 8354ORFF5 | 250,000 | 03/15/16 | 03/28/17 | 250,000.00 | 250,000.00 | 0.00 |
| SAFRA NATL BK NEW YORK INSTL C/D | 78658QVF7 | 250,000 | 03/15/16 | 03/29/17 | 250,000.00 | 250,000.00 | 0.00 |
| BBCN BK LOS ANGELES CA C/D FDIC INS TO LIMITS | 073296BY0 | 250,000 | 03/15/16 | 03/23/17 | 250,000.00 | 250,000.00 | 0.00 |
| BMW BK NORTH AMER SALT LAKE C/D FDIC INS TO LIMITS | 05580ADY7 | 250,000 | 03/15/16 | 03/17/17 | 250,000.00 | 250,000.00 | 0.00 |
| AXIOM BANK MAITLAND FLORIDA C/D FDIC INS TO LIMITS | 05464LAF8 | 250,000 | 03/15/16 | 03/23/17 | 250,000.00 | 250,000.00 | 0.00 |
| TOTAL LONG TERM GAIN(LOSS)** | | | | | \$1,250,000.00 | \$1,250,000.00 | \$0 |

TOTALS

| | TOTAL COST | PROCEEDS | REALIZED GAIN(LOSS) |
|-------------------------------------|-----------------------|-----------------------|---------------------|
| TOTAL LONG TERM GAIN(LOSS)** | \$1,250,000.00 | \$1,250,000.00 | \$0 |

Blank=FIFO (First in First Out) S=Specific Match (the closing transaction was specifically matched to this lot) A=Average Cost

** These totals exclude transactions for which cost basis is not available



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COMPASS CHARTER SCHOOL

12 of 15

STATEMENT PERIOD
April 29 - May 31, 2017

Your messages

ACCOUNT NUMBER
520-15886 YW8
LAST STATEMENT April 28, 2017

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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.

FINRA Disclosure

As part of the Financial Industry Regulatory Authority (FINRA) Investor Education Program, you may obtain information on FINRA's Public Disclosure Program by contacting FINRA at telephone number (800) 289-9999 or via the internet address which is www.finra.org. In addition, a brochure explaining the Public Disclosure Program is available from FINRA upon request.

Reporting any Inaccuracy or Discrepancy in your Account:

You are advised to promptly report any inaccuracy or discrepancy in your account to your broker and J.P. Morgan Securities LLC (JPMS LLC) at the telephone numbers listed. In order to protect your rights, including any rights under the Securities Investor Protection Act ("SIPA"), any such communications should be reconfirmed in writing to your broker /financial service professional or financial advisor and JPMS LLC. JPMS LLC contact information: telephone number (800) 634-1428 or (347) 643-9953 or write to J.P. Morgan Securities LLC Attn: Client Services Operations, Four Chase Metrotech Center, Brooklyn, NY 11245

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 JPMS was unable to obtain a price from an outside service for a particular ARS, the price column on your statement will indicate "unpriced".



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COMPASS CHARTER SCHOOL

13 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

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 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.

French Financial Transaction Tax (FTT ADR)

The French parliament approved an increase of the French Financial Transaction Tax (FTT ADR) from .0020 to .0030 effective December 29, 2016.

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



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COMPASS CHARTER SCHOOL

14 of 15

STATEMENT PERIOD
April 29 - May 31, 2017

Your messages (continued)

ACCOUNT NUMBER
520-15886 YW8

LAST STATEMENT April 28, 2017

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 JPMS 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.

Check Deposits

We would like to alert you to an important change on where to mail your checks for deposit. If you wish to send a check for deposit to a J.P. Morgan Securities LLC branch, please note your account number in the memo field and note the name of your Financial Advisor on the envelope. Then please send the check to the following address for processing:

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Mailcode NY1-L004
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New York, NY 10172

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COMPASS CHARTER SCHOOL

15 of 15

STATEMENT PERIOD
 April 29 - May 31, 2017

Your messages (continued)

ACCOUNT NUMBER
 520-15886 YW8

LAST STATEMENT April 28, 2017

Account Type Key for Your Portfolio Holdings Section:

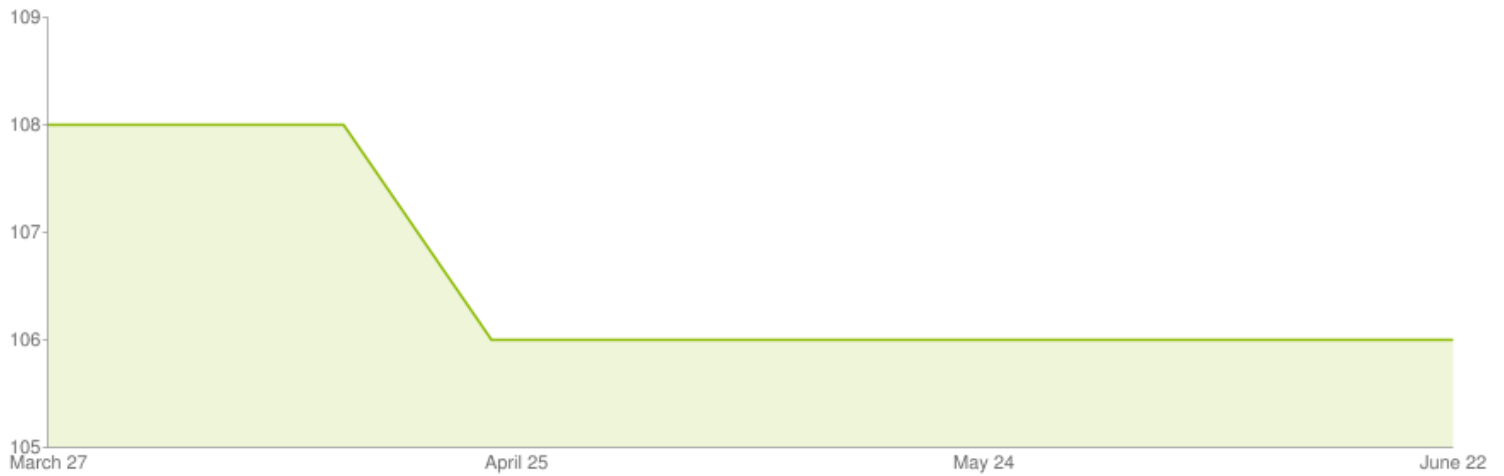
| DESCRIPTION | DETAILS |
|-------------|--|
| CASH | Brokerage account for securities transactions requiring customers promptly to pay for securities purchased or deliver securities sold, and resulting custody |
| MGRN | Brokerage account for securities purchased on margin |
| INCM | Account used for accumulating dividend and interest balances, typically for periodic payments |
| TEFR | Account for TEFRA U,S, tax withholding if no W-9 or W-8BEN form is on file |
| SHRT | Brokerage account for securities sold short |
| NPAC | Non-Purpose Account, including non-purpose loans and related collateral |
| DIFF | Money differences resulting from DVP/RVP settlements |
| OTHR | One of the following; please contact your representative if you require additional information: <ul style="list-style-type: none"> • Good faith margin, a brokerage account for certain transactions entitled to good faith credit; • Assets excluded from an Automated Customer Account Transfer; • Cash balances excluded from cash sweeps; or • Clearing Risk Deposit excluded from margin calculations |
| DRVP | Brokerage account for securities transactions that settle on a DVP/RVP basis |



***** End of Statement *****

Additions & Terminations

06/22/2017



Additions (0)

None

Terminations (2)

| Name | Employment status | Department | Division | Location | Job title | Hire date | Termination date |
|------------------|-------------------|----------------------|----------------------|----------|--|------------|------------------|
| Smith, Francine | Terminated | Instructors/Teachers | Academic Affairs | Remote | Middle School English/Social Studies Teacher | 01/06/2014 | 04/21/2017 |
| Wilson, Christen | Resigned | Advising | Information Services | Remote | Head Middle School Advisor | 02/16/2016 | 04/17/2017 |



FOR IMMEDIATE RELEASE:

June 19, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Names their May Scholars of the Month

Thousand Oaks, CA – CCS is proud of its scholars and uses its Scholar of the Month program to recognize their achievements. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by our leadership team for the monthly honor.

Elementary School Scholar of the Month: Jessenia G., of CCS of San Diego

“Jessenia is a model Compass scholar. She attends and participates in every book club, math, writing, science and art Learning Lab,” said Michelle Kenbeek, elementary school teacher. “She is a self-directed learner who is mastering all of her courses. I am so proud of her hard work!”

Middle School Scholar of the Month: Nicole W., of CCS of Los Angeles

“During this school year, Nicole has been an active scholar in all of her courses,” said Stacy Burns, middle school teacher. “Her academic ability and eagerness to acquire knowledge is evident in her assignments, which are completed with care and extreme detail. In addition, she epitomizes an independent scholar: one who recognizes weaknesses to turn them into strengths. We are all so proud of you!”

High School Scholar of the Month: Elianna G., of CCS of Los Angeles

“Elianna has worked hard this semester to improve her work habits and revise her writing assignments in American Literature,” said Jennifer Jennings, high school teacher. “She has made a point of phoning me immediately if she has a question and has worked hard to stay on track with the pacing schedule this semester. As a result she has earned an A in semester 2 and has become one of my best scholars this year!”

Home Study Scholar of the Month: Cameron R., of CCS of Los Angeles

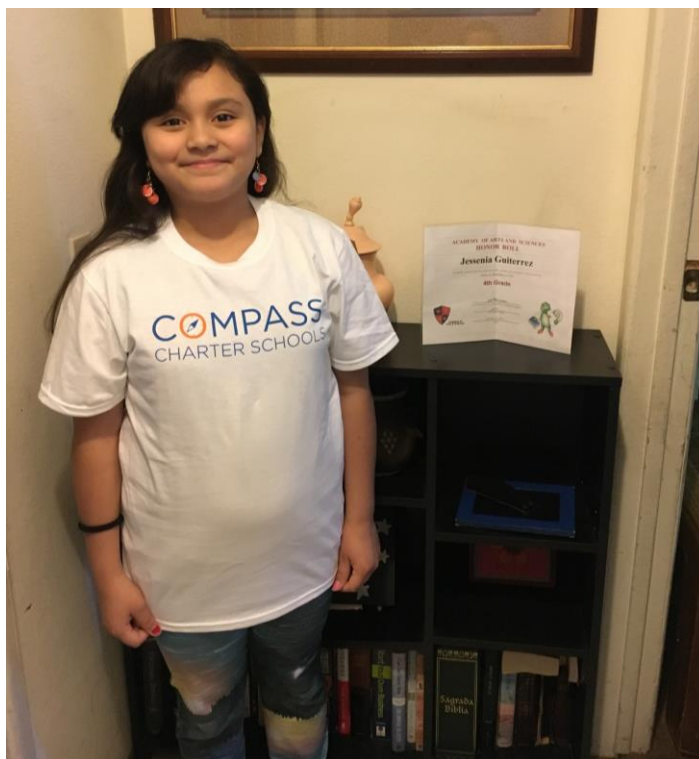
“Cameron is a very talented young man, and he has excelled in our Options program,” said Lindsey Chalco-Paz, educational facilitator. “Cameron has a variety of interests. and he pursues those wholeheartedly in his studies. He loves to study and identify rocks and gems, he is teaching himself to play the violin, and he is an incredible writer. I am so proud of Cameron and all he has accomplished this year!”

“The CCS Scholar of the Month program is one of the many ways we recognize and celebrate our talented scholars,” shared J.J. Lewis, President & CEO. “Please join all of us at CCS in celebrating Jessenia, Nicole, Elianna, and Cameron for being named our May Scholars of the Month!”

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org.





FOR IMMEDIATE RELEASE:

April 20, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) Names their March Scholars of the Month

Thousand Oaks, CA – CCS is proud of its scholars and uses its Scholar of the Month program to recognize their achievements. Scholars are nominated by teachers and staff for their academic excellence, work ethic, leadership skills, and virtual involvement, and selected by our leadership team for the monthly honor.

Elementary School Scholar of the Month: Riley P., of CCS of Los Angeles

“Riley is a self directed, hard working scholar who completes her daily lessons in the OLS,” said Sarah Eagleton, elementary school teacher. “She attends every Reading Literature Circle, Writing Lab, and Math Lab each week. Riley exhibits a true Compass Charter School scholar by demonstrating respect, integrity, and teamwork on a daily basis.”

Middle School Scholar of the Month: Bobby N., of AAS Thousand Oaks & Simi Valley

“Bobby is one of the highest performing scholars in his grade and all of middle school,” said Erica Angelo, middle school teacher. “He enjoys being challenged and often works beyond the required curriculum, offering alternative strategies and ideas for completing assignments. He was a participant on the inaugural CCS Science Olympiad team and was a leader on the team. Bobby also juggles his school work while being on the Junior Olympic Swim Team and being a competitive sailor. He is an outstanding scholar and we are so proud of all his hard work and accomplishments.”

High School Scholar of the Month: Gillian B., of CCS of Los Angeles

“Gillian is very dedicated, said Crystal Rubnerth, high school teacher. “She attends learning labs consistently and voluntarily comes to Q&A with great questions and seeking to learn. I admire her commitment to improving and learning.”

Home Study Scholar of the Month: Alia R., of CCS of San Diego

“Alia is a very sweet and caring young lady,” said Kelli McCaulley, educational facilitator. “She is always prepared to share during our meetings, and shows an eagerness for learning. I am so proud of her accomplishments! Congratulations, Alia!”

“The Scholar of the Month program is one of the many ways we recognize and celebrate the talented scholars at CCS,” remarked J.J. Lewis, President & CEO. “Please join all of us at CCS in celebrating Riley, Bobby, Gillian, and Alia for being named our March Scholars of the Month!”

About Compass Charter Schools

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For more information about CCS, visit www.compasscharters.org.



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Facebook

New Video Cover!


The screenshot shows the Facebook profile for Compass Charter Schools. At the top, the navigation bar includes the search bar with "Compass Charter Schools", the user profile "Anita", and navigation options "Home 26+", "Messages", "Notifications", and "Help". The main cover image is a video thumbnail featuring a laptop, a hand pointing at a map, and the text "COMPASS CHARTER SCHOOLS Become a Scholar Today! ENROLLING NOW".

On the left sidebar, the profile picture is a compass icon, and the name "Compass Charter Schools" is displayed with the handle "@CompassCS". The navigation menu includes "Home", "Posts", "Reviews", "Videos", "Photos", "About", "Likes", and "Events", with a "Create a Page" button at the bottom.

The main content area shows interaction buttons: "Like", "Follow", "Share", and "...". A "Learn More" button and a "Message" button are also present. Below this is the "Featured For You" section, which includes a post for "Virtual Information Session Tuesday, June 6th" at 1 PM PST, featuring Kimberly Lowe, Elementary School Teacher. Another featured item is "Welcome to Demo Day" by MIT's SCRATCH, with 593 likes.

On the right side, the "Education" category is highlighted with a 5.0 star rating. The "Community" section shows "593 people like this" and "610 people follow this". The "About" section lists the address "850 Hampshire Rd, Suite F 91631", phone number "855-937-4227", and website "www.compasscharters.org".


Enrolling Now Ad



Compass Charter Schools
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👍 Like Page

Enrollment is now open for the 2017 - 18 school year for new scholars!
Come join the CCS community! <https://goo.gl/ESkosw>



Enrollment Now Open!

Compass Charter Schools is a free public charter school with year-round admissions for scholars in grades TK-12.

[Sign Up](#)

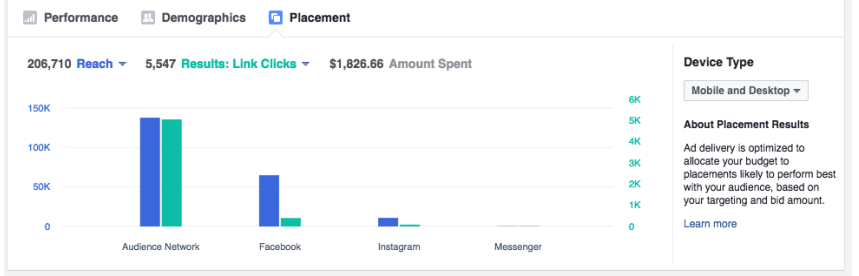
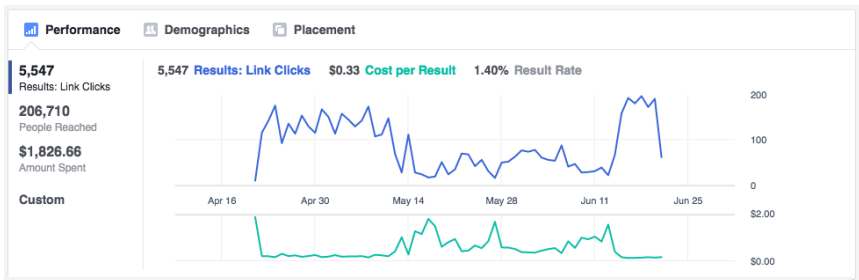
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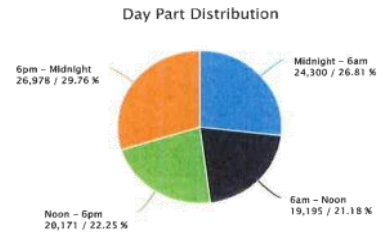
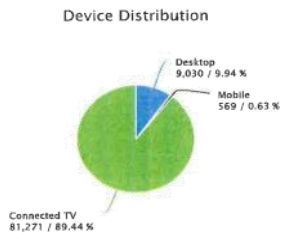
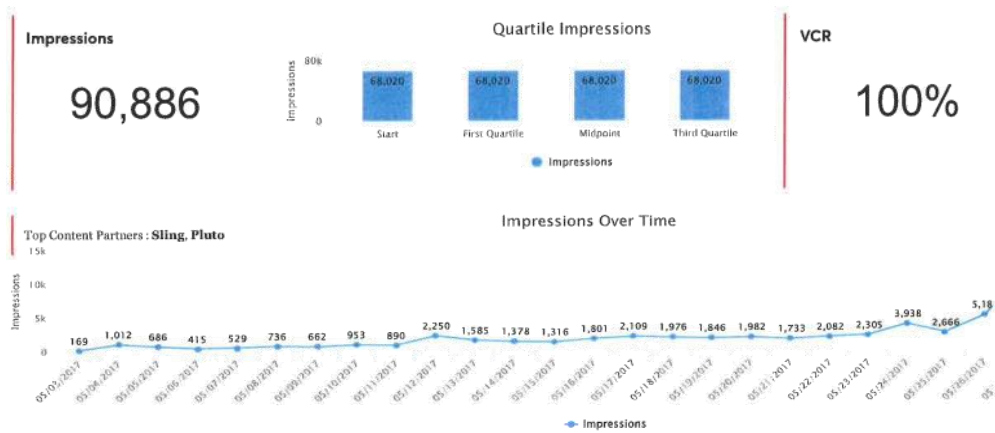
👍 Like

💬 Comment

➦ Share



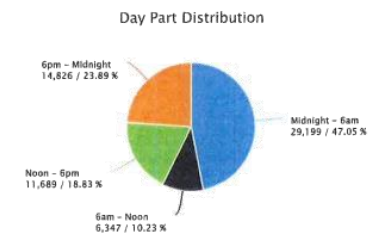
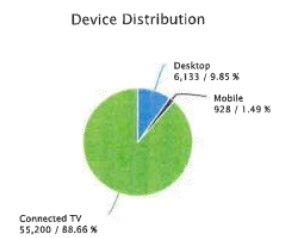
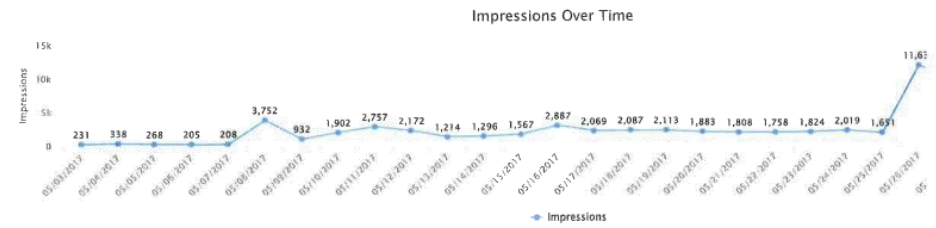
OTT Fresno



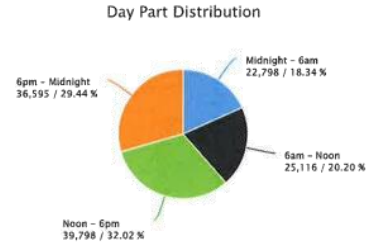
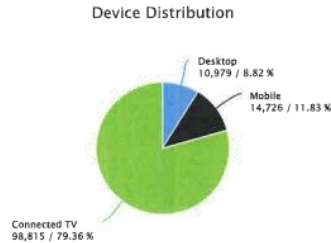
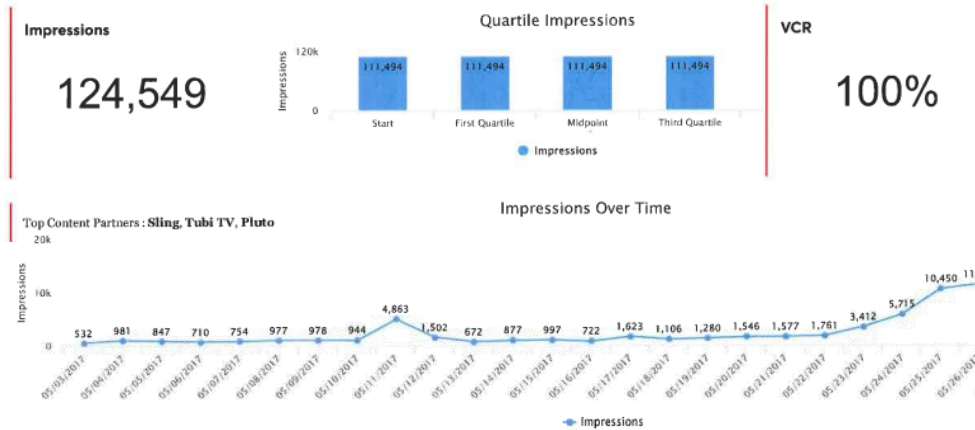
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Our Mission and Vision

MISSION STATEMENT

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

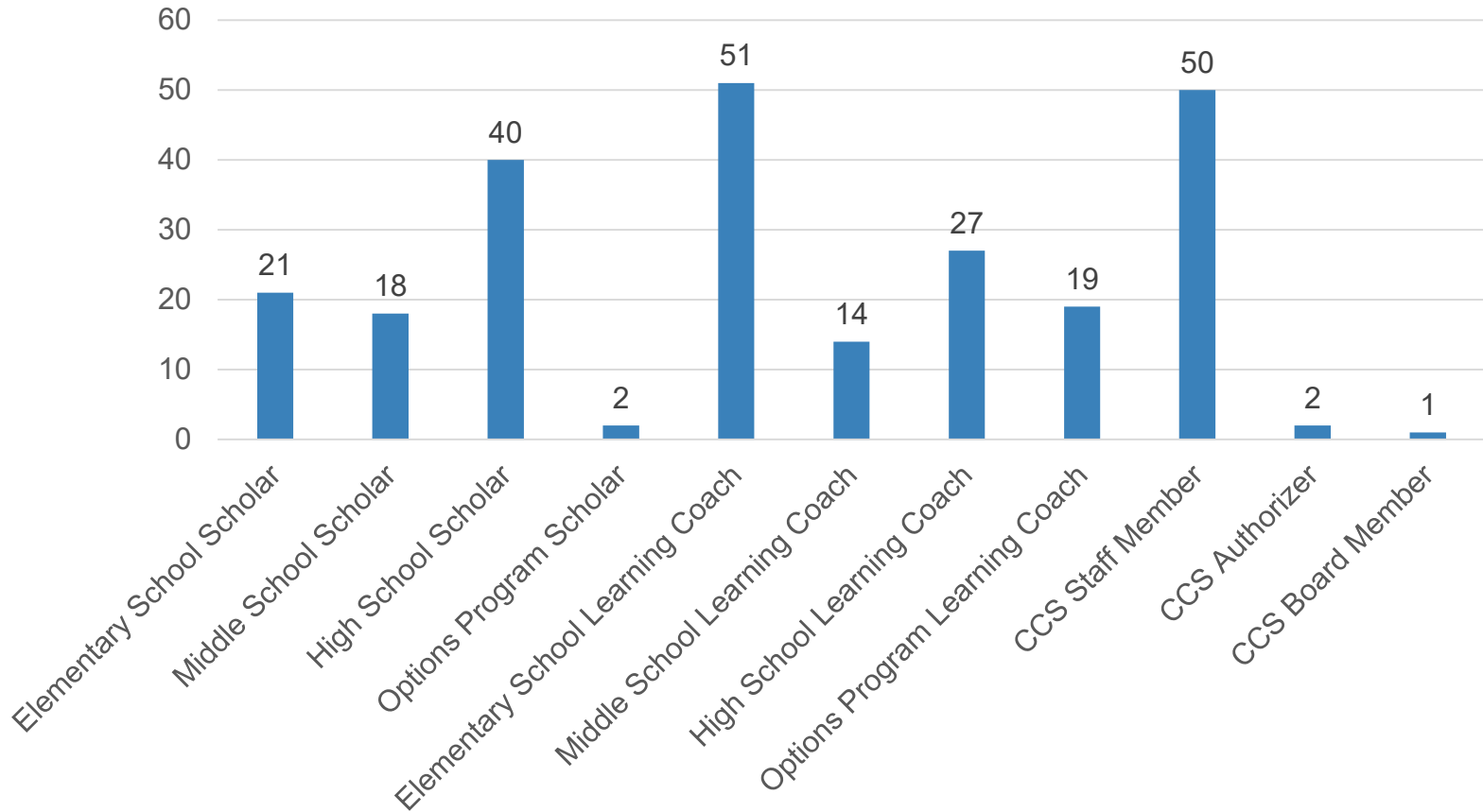
VISION STATEMENT

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





Demographics

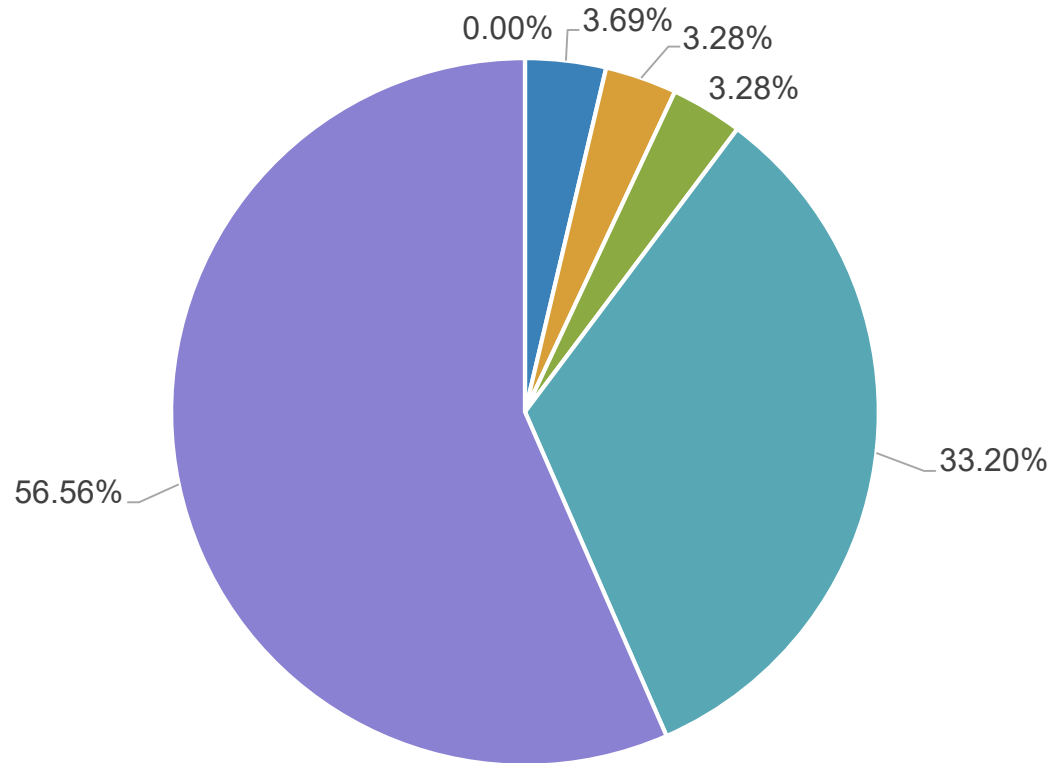


■ Demographics





Overall Program Satisfaction

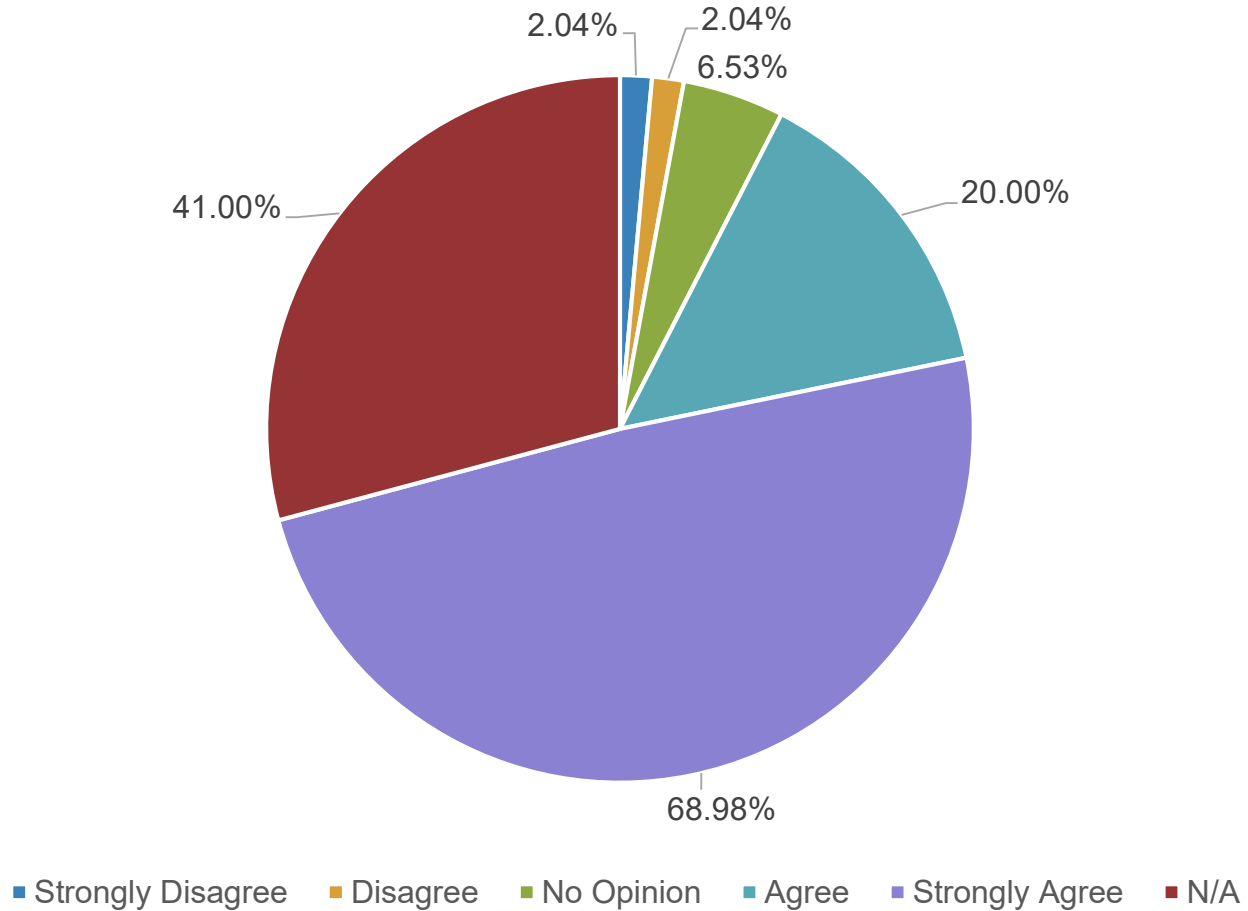


■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A





CCS is Committed to the Success of Each Scholar





Satisfaction with Communication between Staff & Family

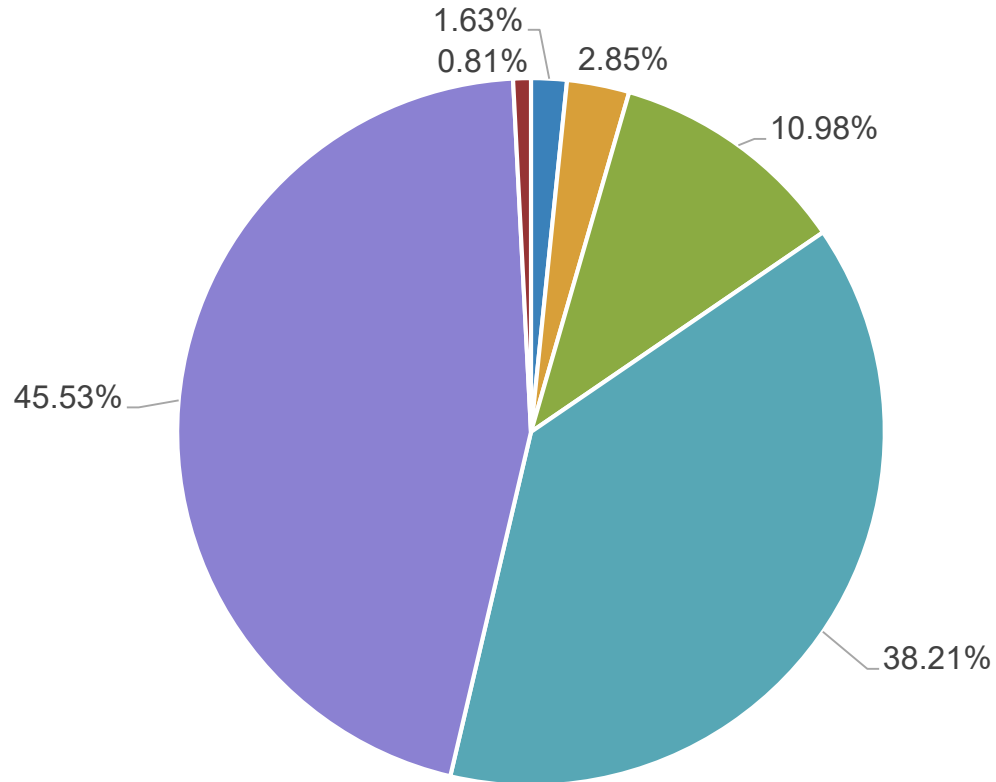


■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A





Scholars are Prepared for their Future Success

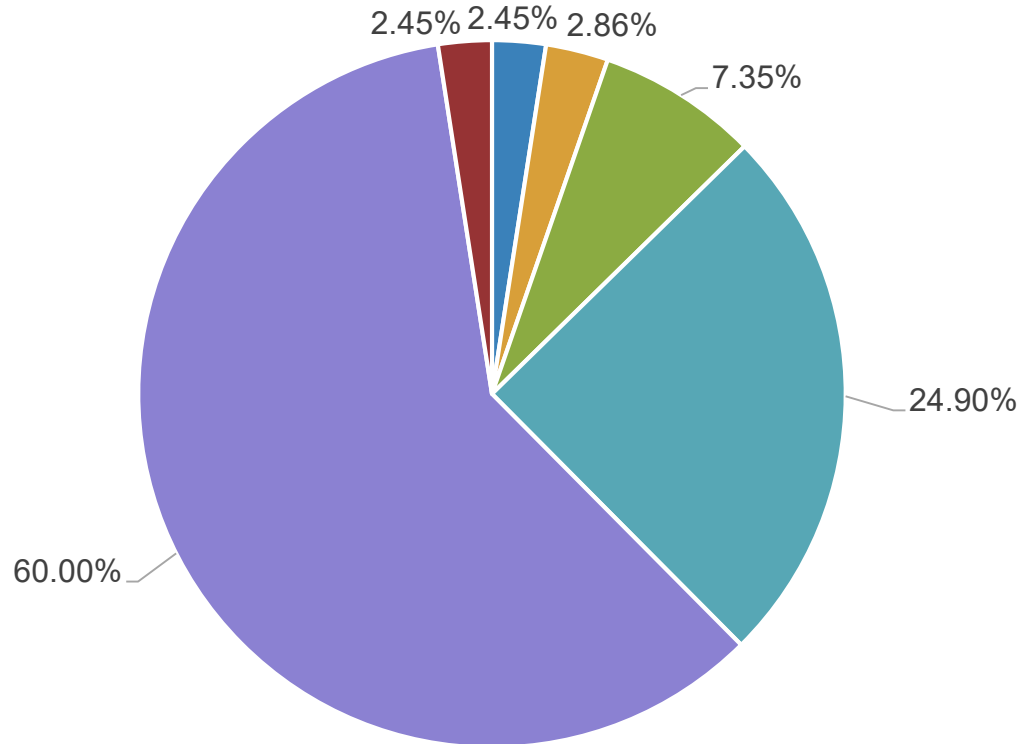


■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A





Teachers are Highly Qualified in the Fields they Teach

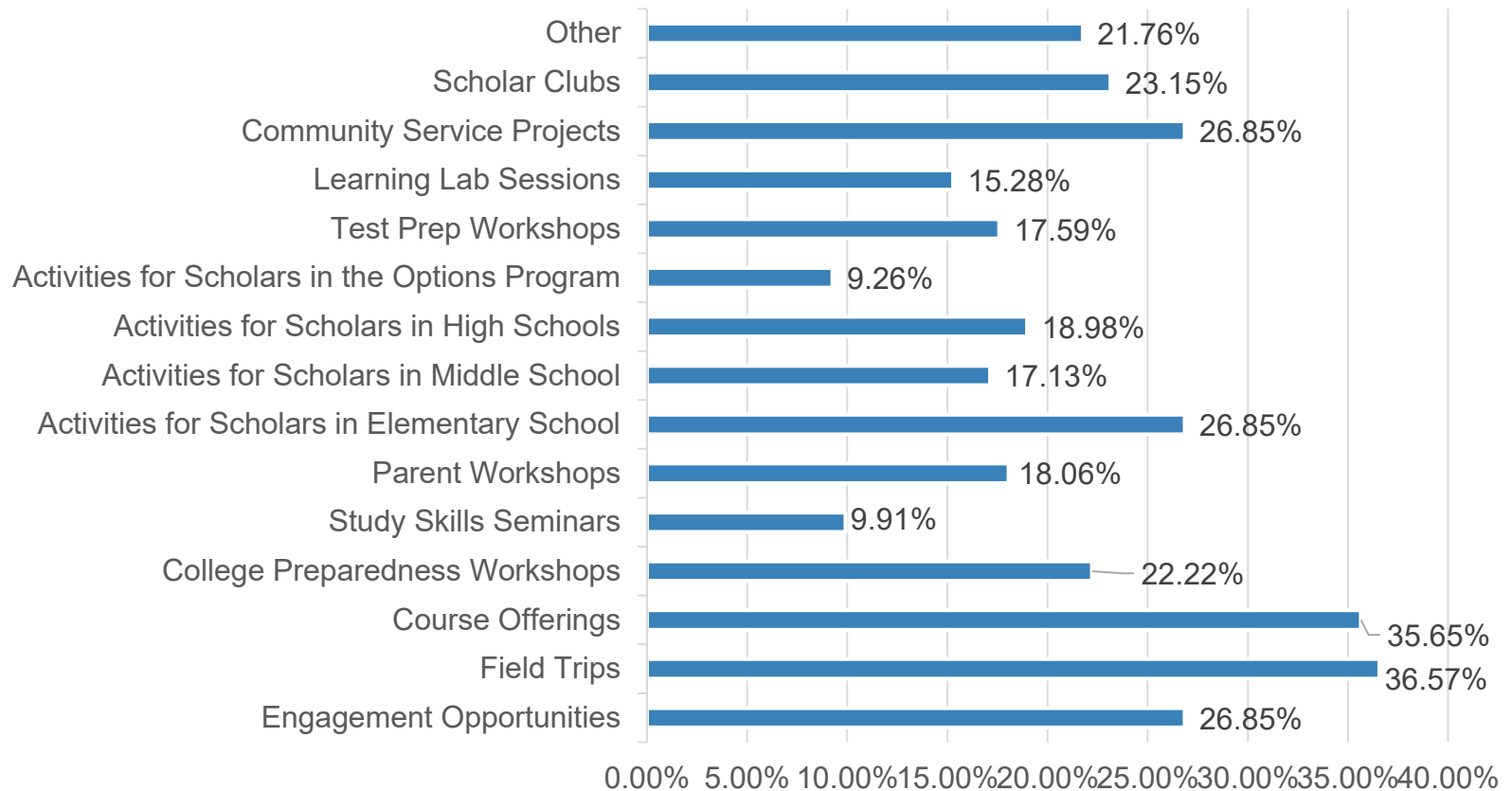


■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A





I would like to see more:

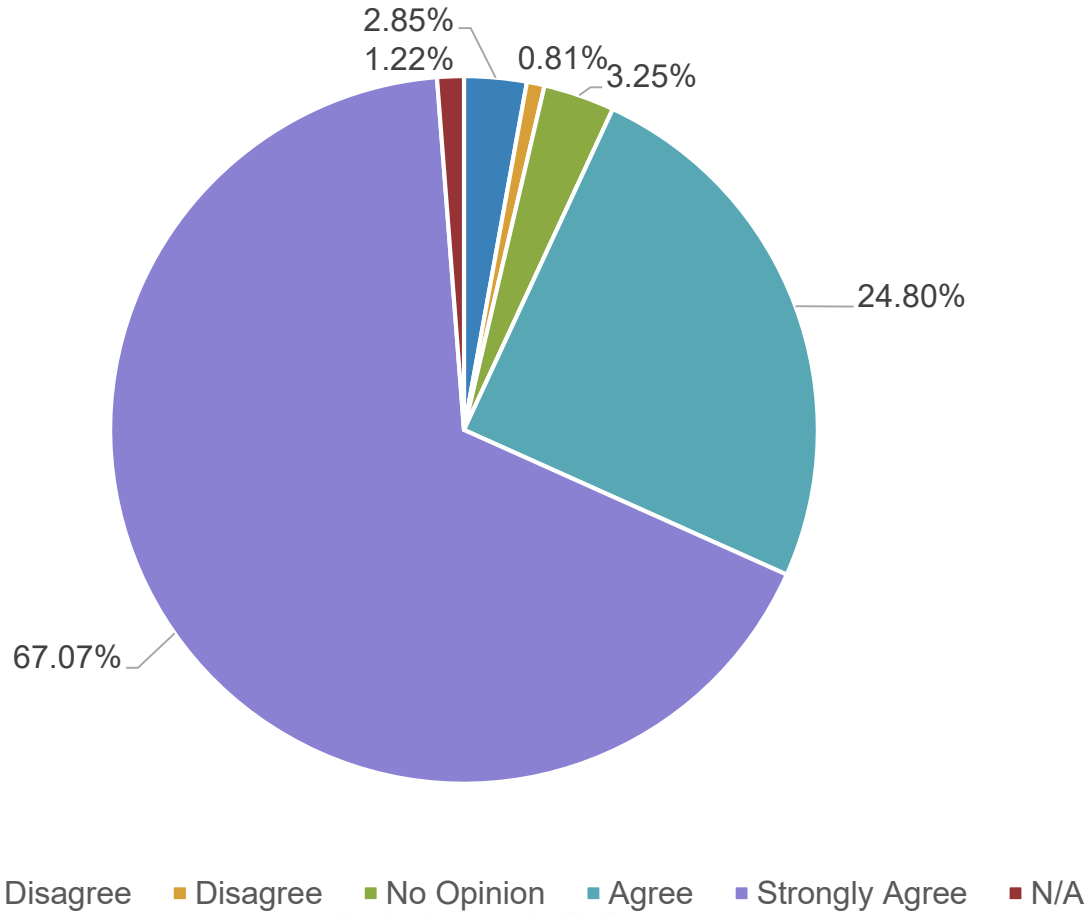


■ I would like to see more:



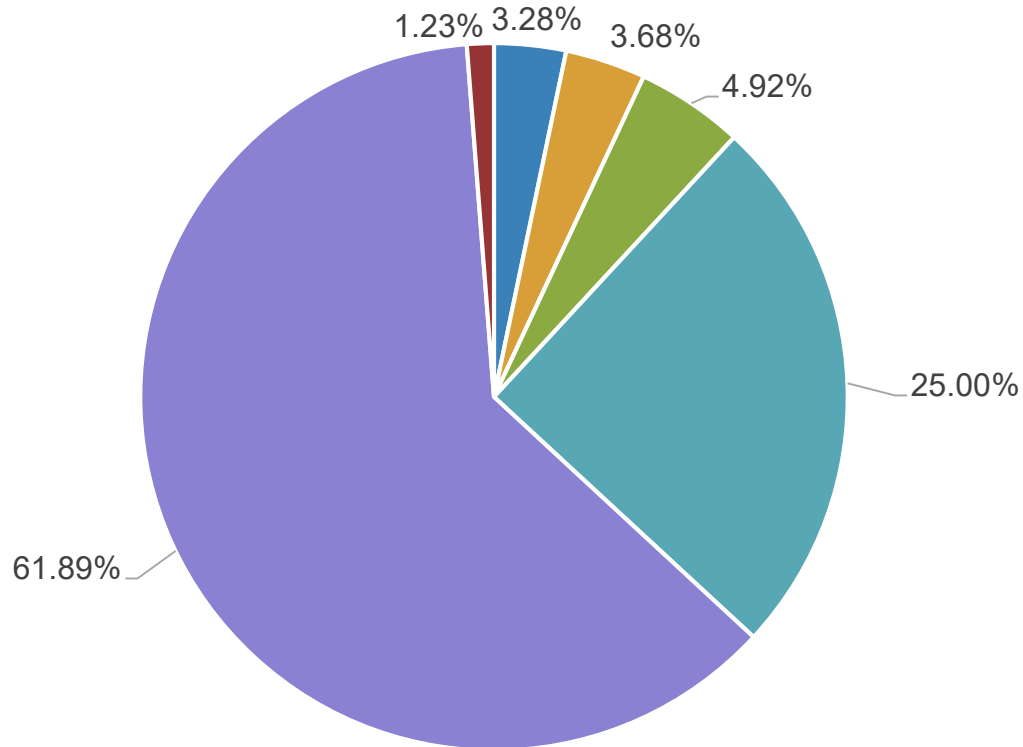


CCS Staff are Helpful & Respectful



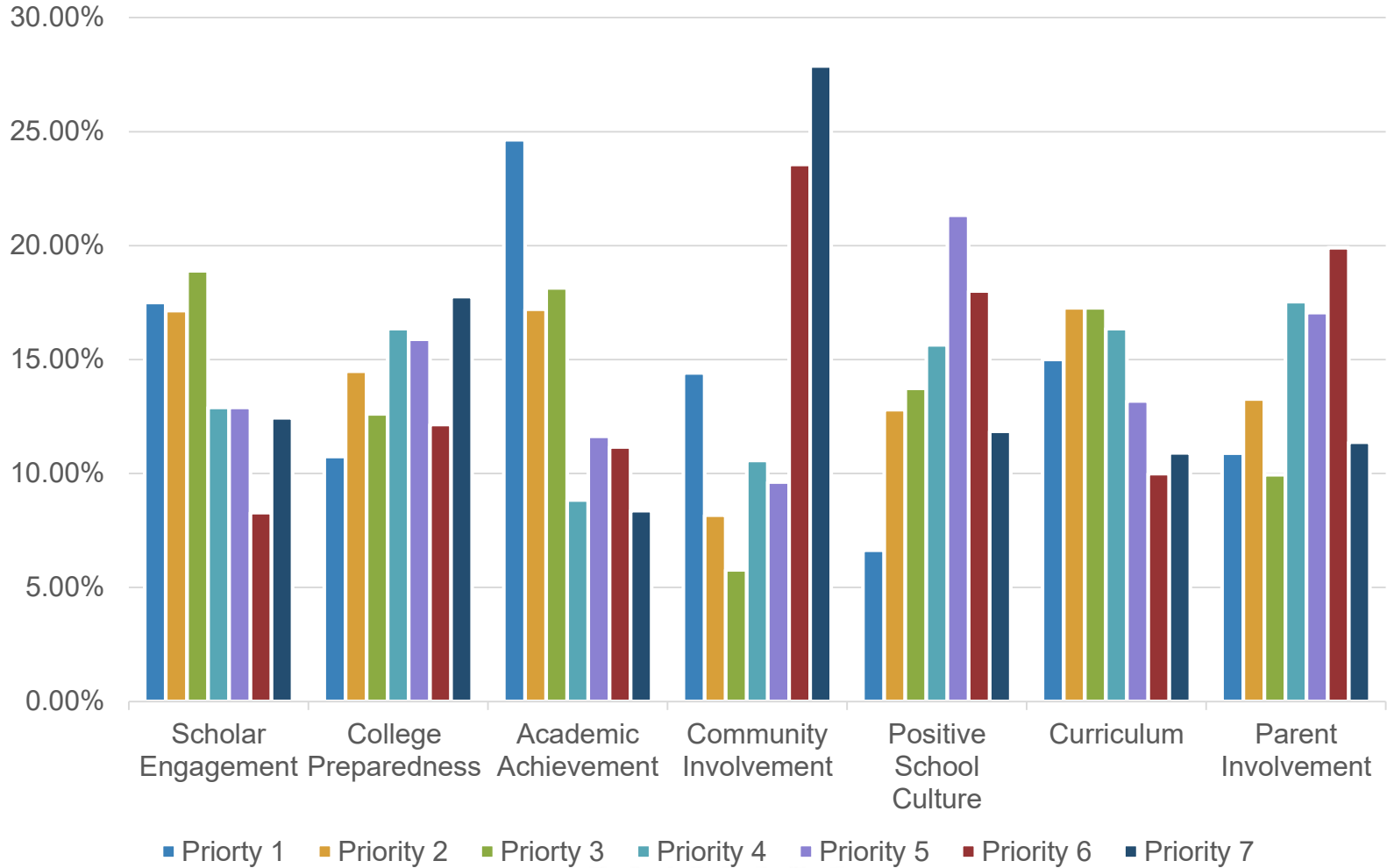


Teachers are Responsive to Scholar Needs



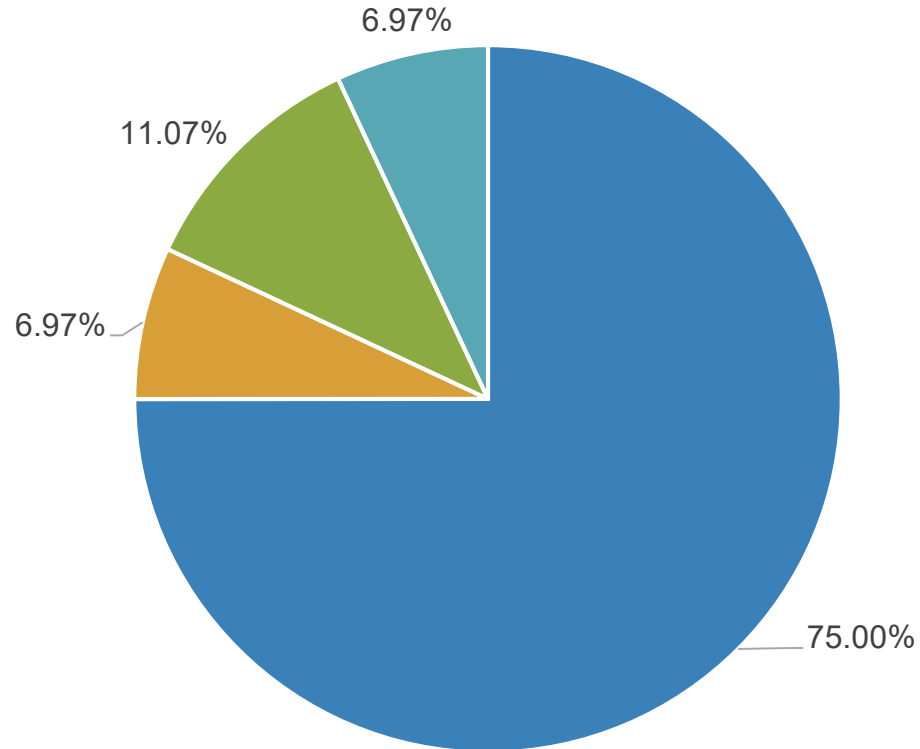
■ Strongly Disagree ■ Disagree ■ No Opinion ■ Agree ■ Strongly Agree ■ N/A







I will be returning to CCS for the 2017-18 School Year:

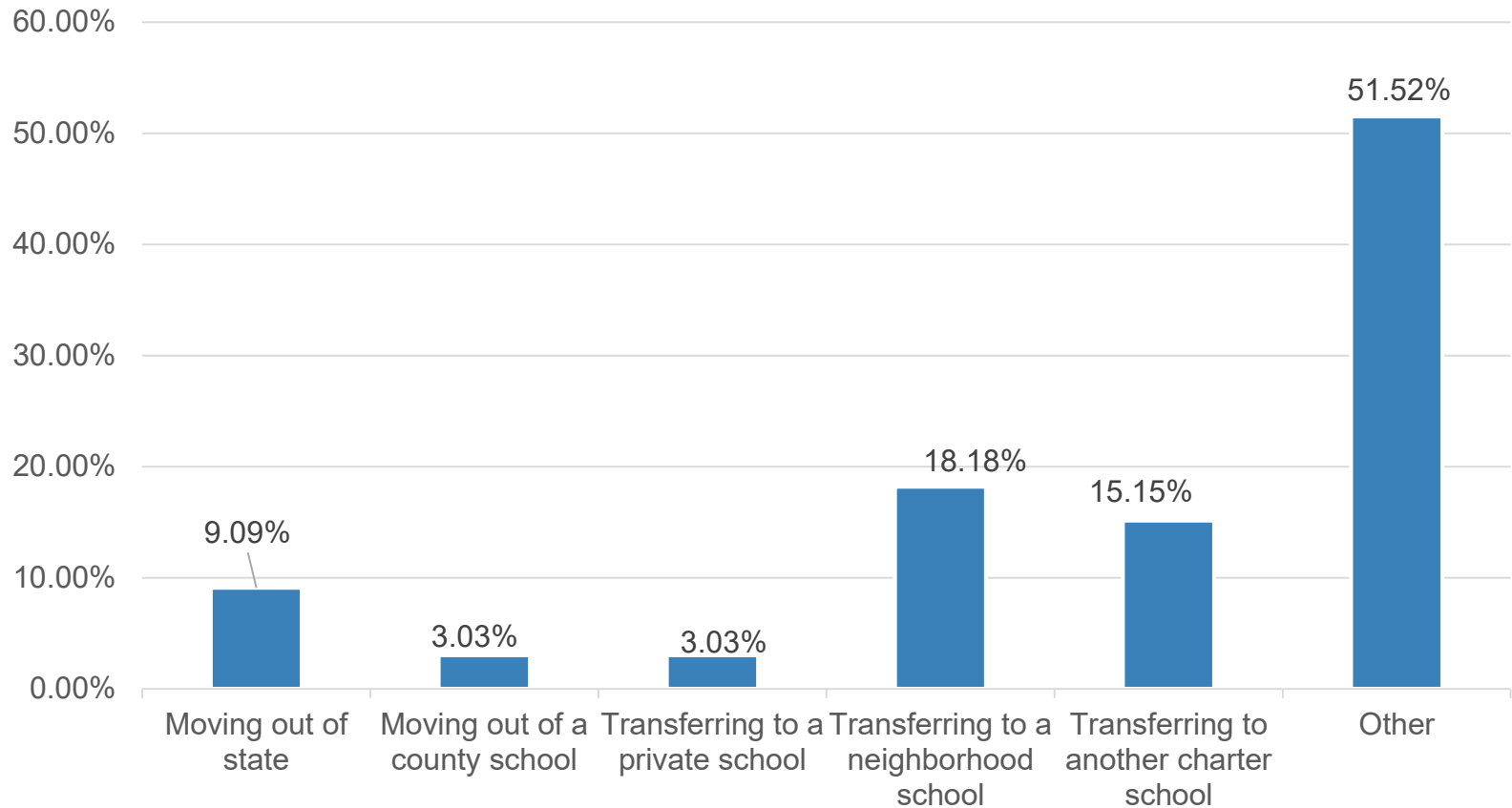


■ Yes ■ No Opinion ■ Not Sure ■ N/A





I will not be returning because:



■ I will not be returning because:





Questions?



Contact:

J.J. Lewis | President & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)





COMPASS

CHARTER SCHOOLS

2017-18 Planning Survey Results

(855) 937- 4227

CompassCharters.org



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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

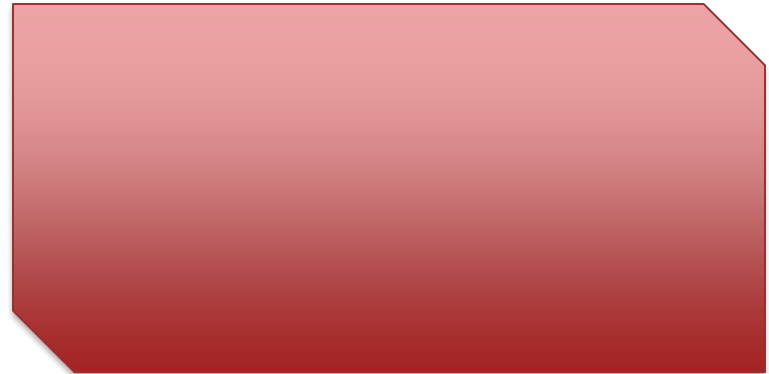




Key



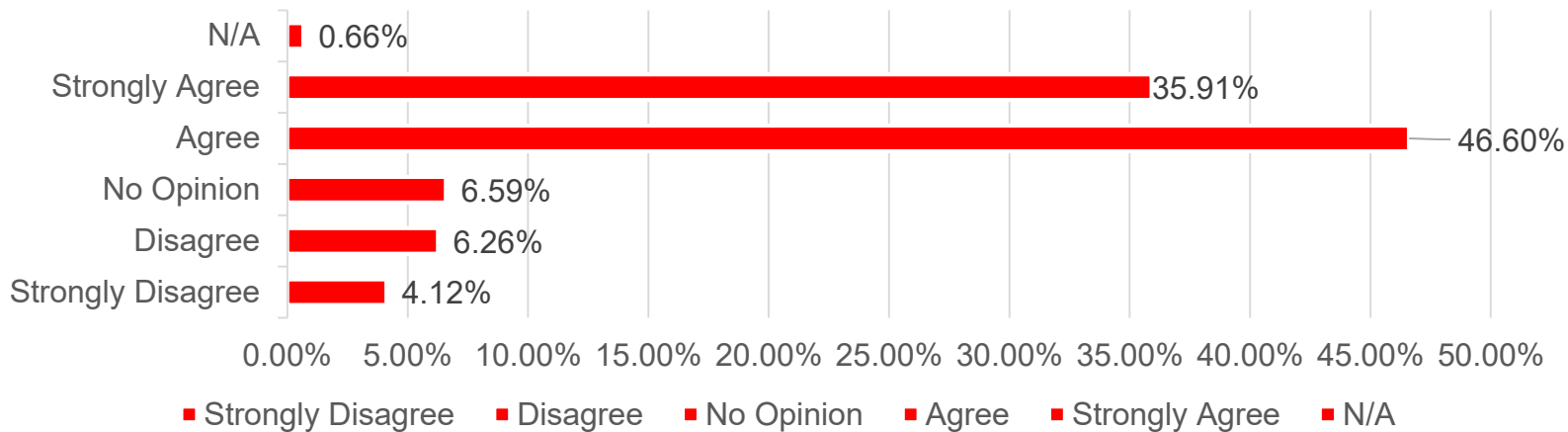
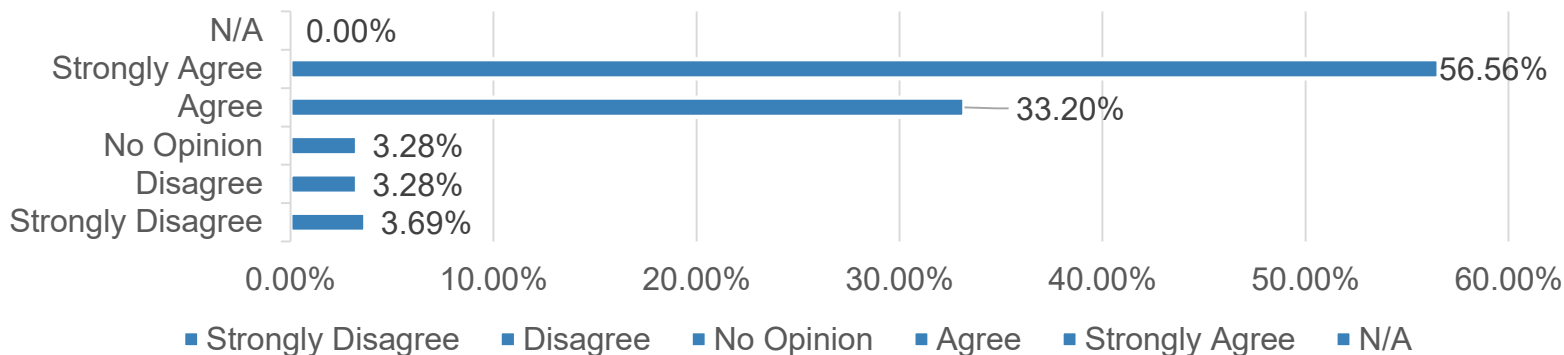
2016-17 Results



2015-16 Results

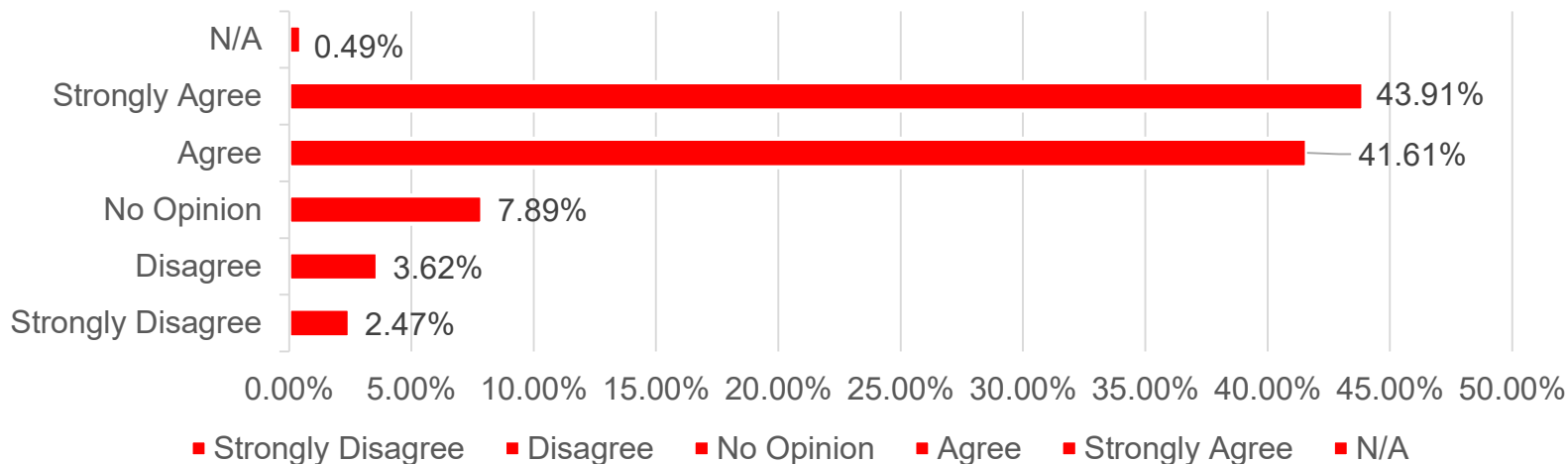
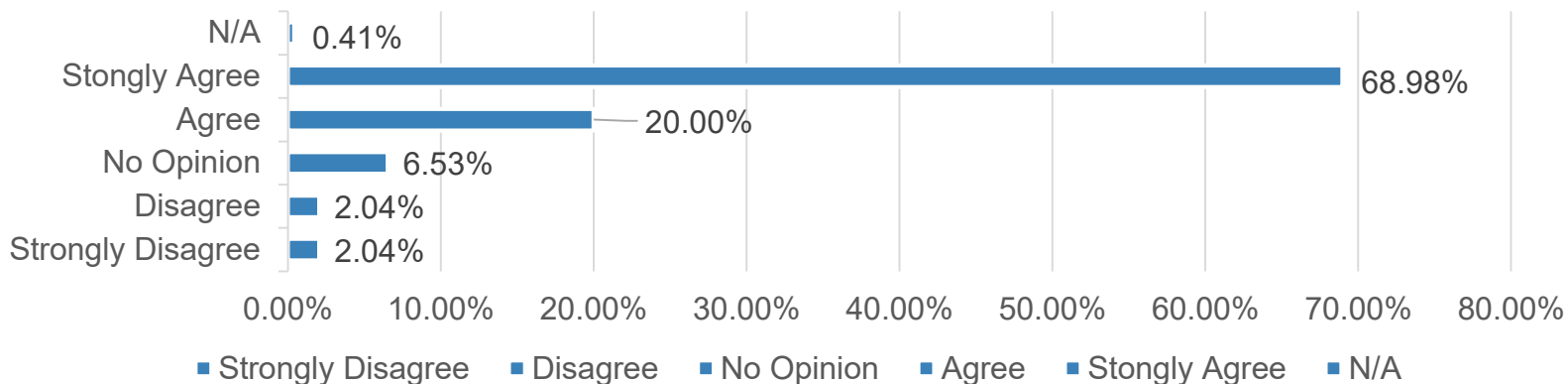


Overall Program Satisfaction



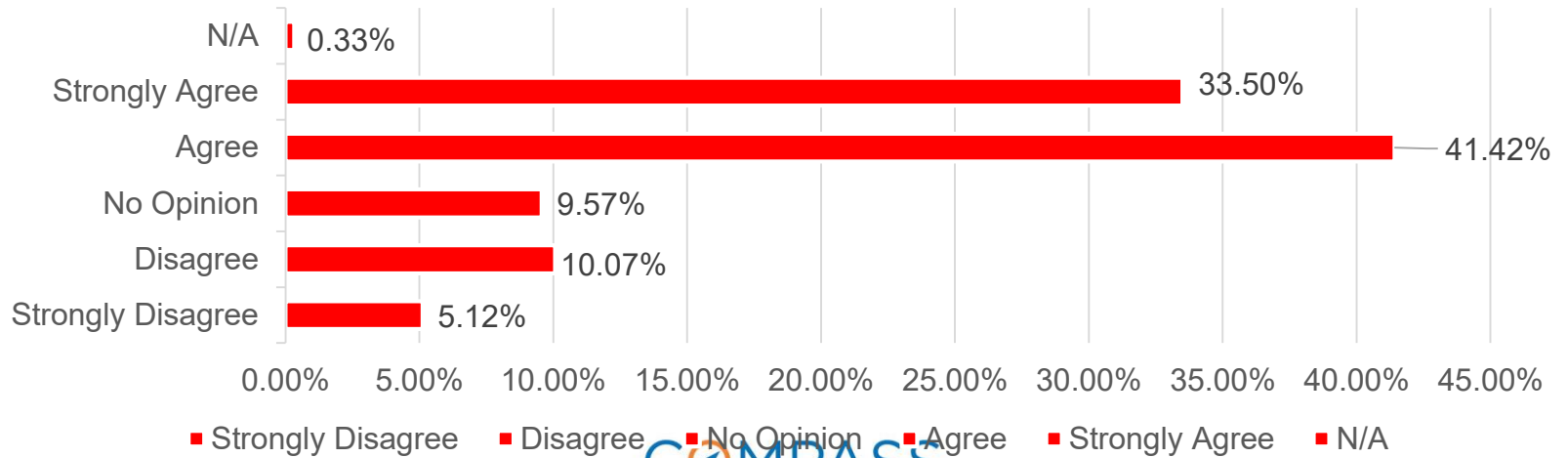
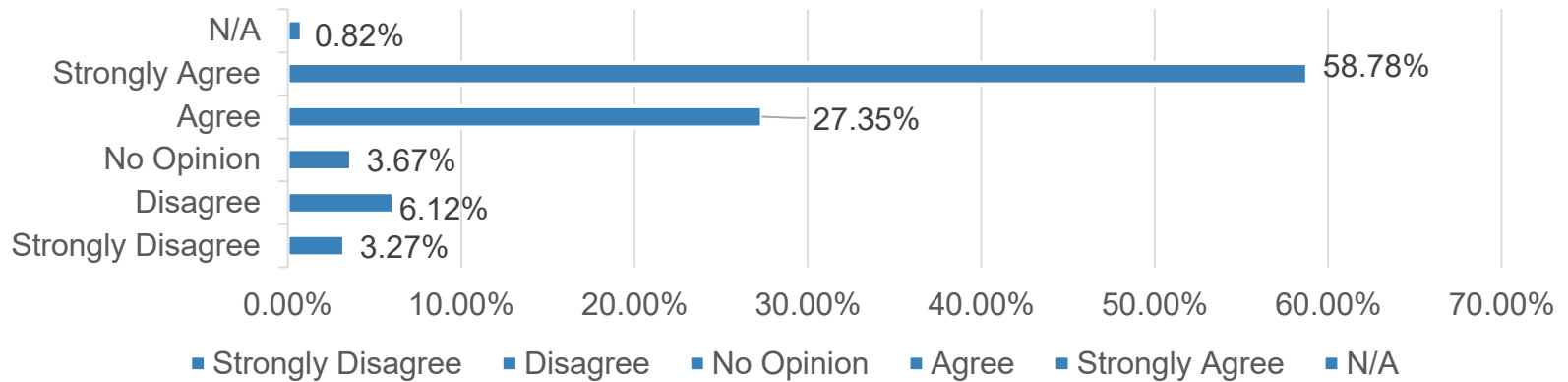


CCS is Committed to the Success of Each Scholar



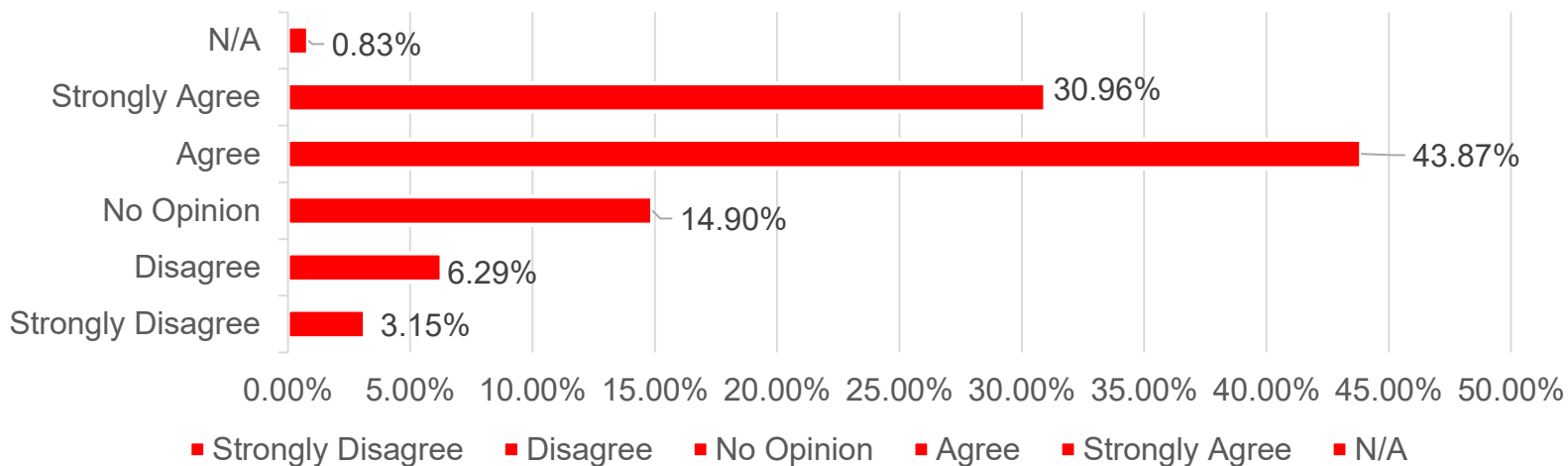
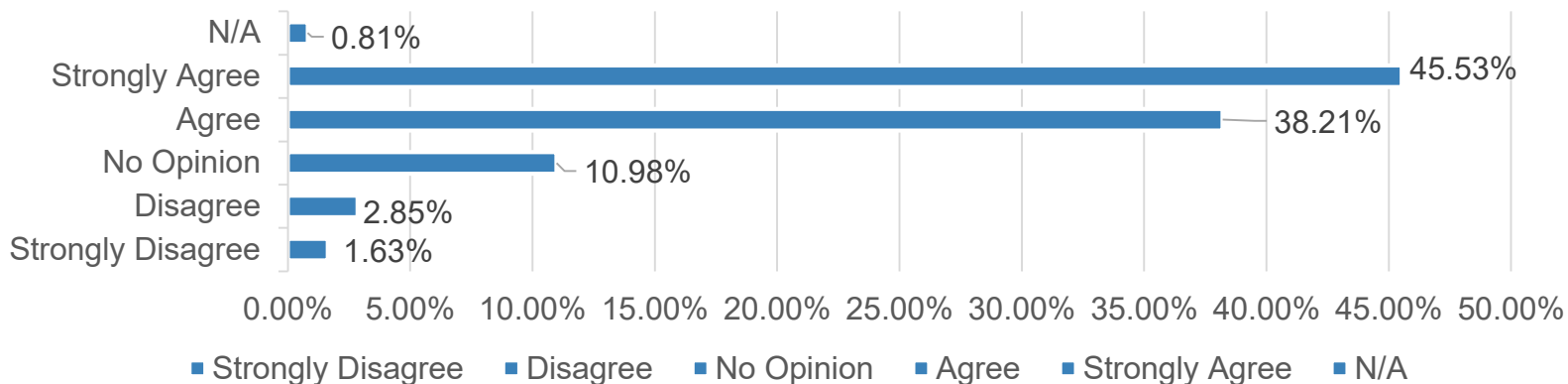


Satisfaction with Communication between Staff & Family



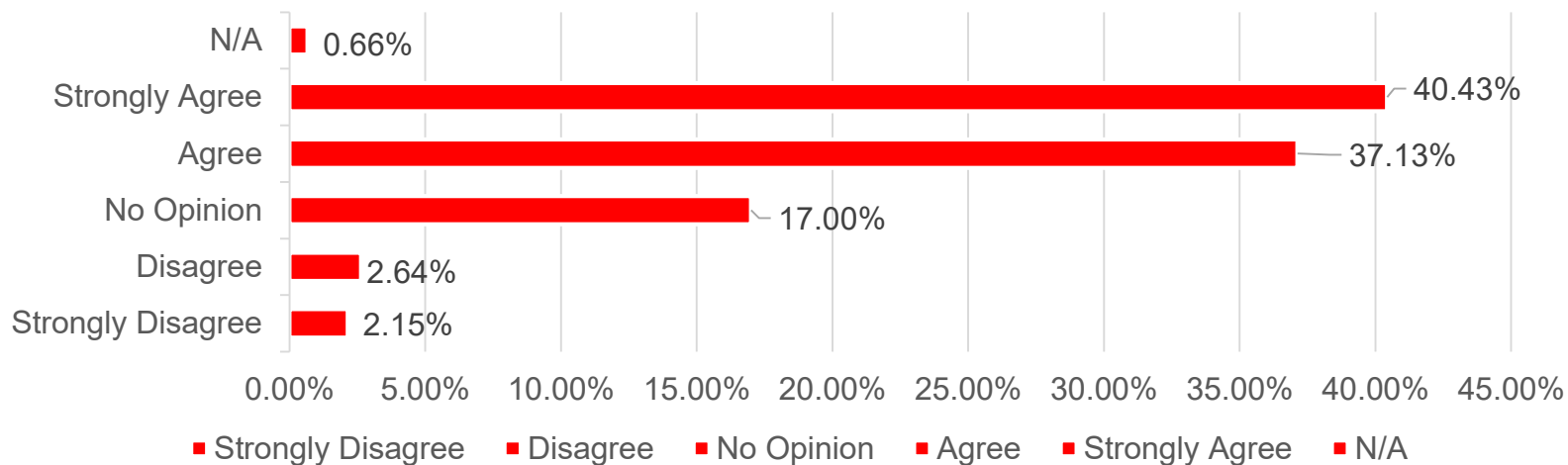
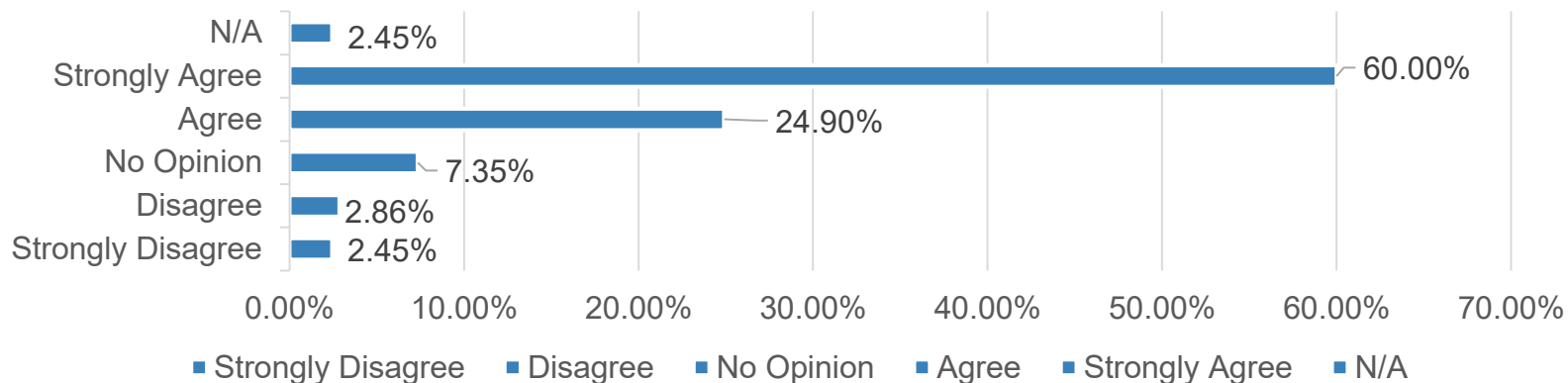


Scholars are Prepared for their Future Success



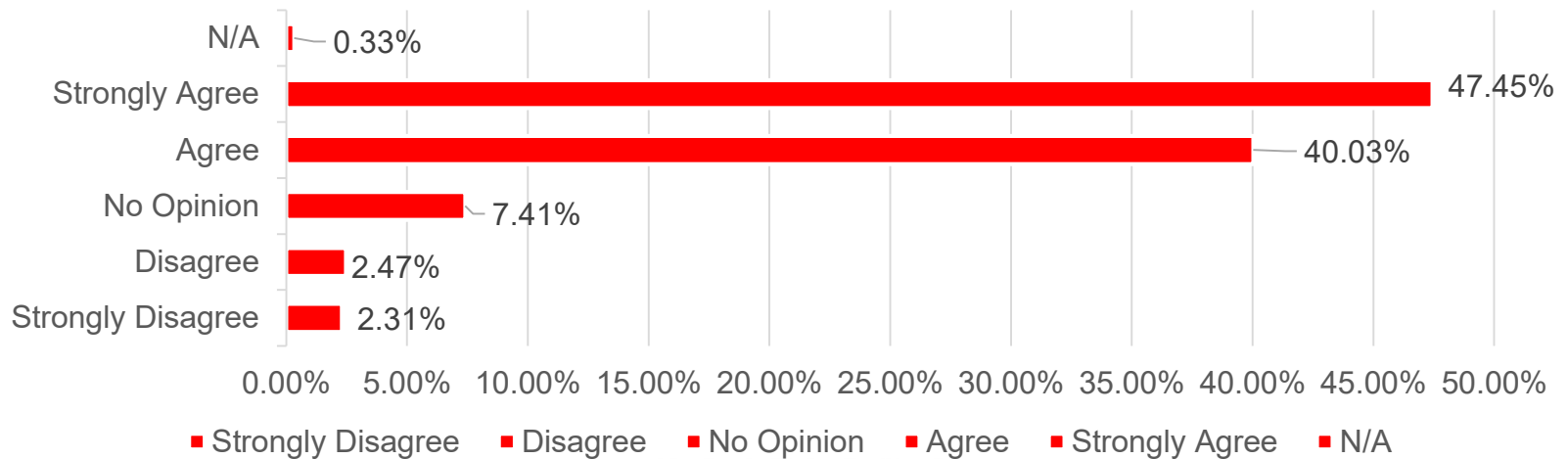
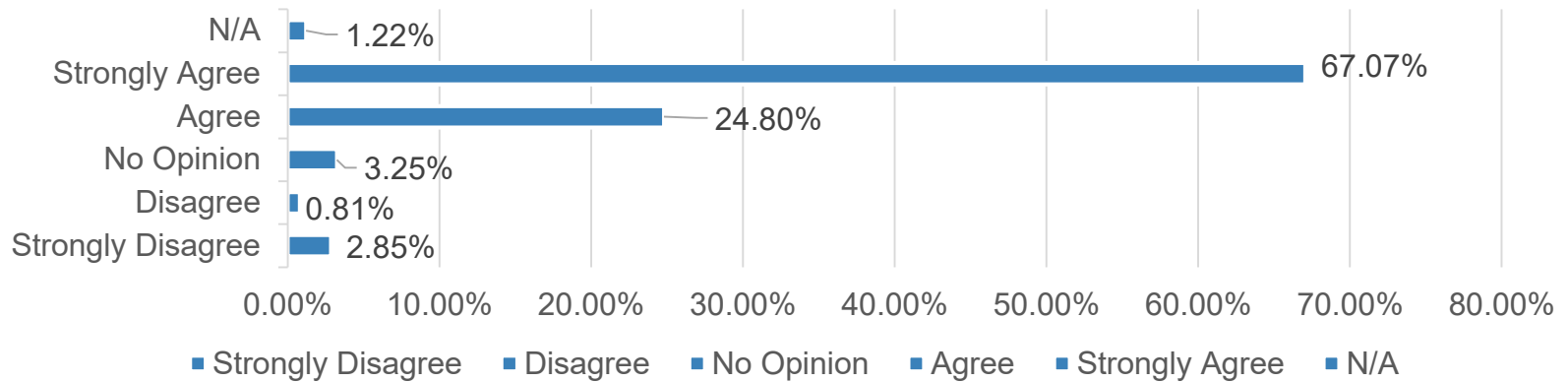


Teachers are Highly Qualified in the Fields they Teach



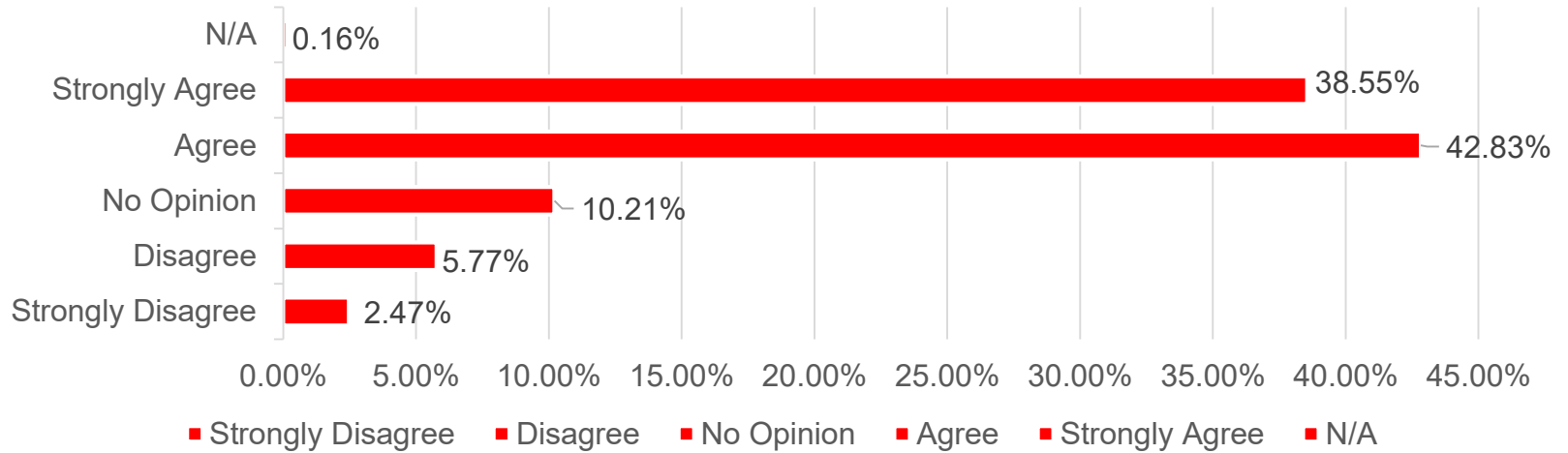
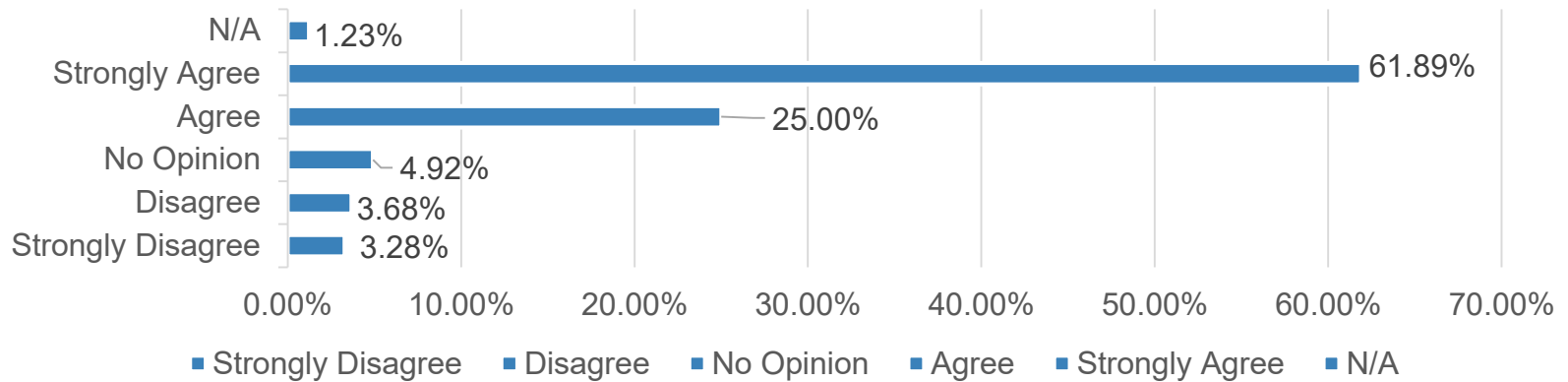


CCS Staff are Helpful & Respectful





Teachers are Responsive to Scholar Needs





Questions?



Contact:

J.J. Lewis | President & CEO

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jlewis@compasscharters.org

[@lewis1jj](#)





FOR IMMEDIATE RELEASE:

June 14, 2017

CONTACT: Rayna Gamble

(805) 405-8365

Compass Charter Schools (CCS) of Fresno Celebrated its Class of 2017 and 2021

Fresno, Ca. – CCS hosted an eighth grade promotion celebration and a high school graduation ceremony to honor its accomplished scholars on Friday, June 9 at the Smittcamp Alumni House at Fresno State University in Fresno. The ceremonies promoted 13 eighth grade scholars and celebrated 3 graduating high school scholars from the Fresno region.

The high school graduation ceremony included opening remarks from Susan DeLaPena, CCS High School Advisor, and a keynote address from J.J. Lewis, CCS President and CEO. The attending scholar received his diploma to signify graduation, and enjoyed light refreshments after the ceremony to celebrate with his guests.

“I am so proud of our accomplished high school scholars” said Lewis. “They have persevered throughout their high school journey and I am confident that they are prepared for their next journey in life. Please join me in celebrating our Class of 2017 for their amazing achievements.”

CCS also hosted a promotion ceremony for eighth grade scholars to celebrate their academic progress and welcome them into high school. Each scholar received a certificate of promotion and enjoyed light refreshments following the ceremony to celebrate with their guests.

In addition to receiving their certificates, two scholars earned special recognition for their academic achievements. Danielle M. received the President’s Award for Educational Excellence for maintaining a 3.5 GPA or higher for two or more semesters, along with teacher recommendations, and Eric C. received the President’s Award for Educational Achievement for outstanding educational growth, commitment, and teacher recommendations.

“Congratulations to all our eighth grade scholars on their promotion,” said Melissa Blitzstein, CCS Middle School Coordinator. “I am so proud of each of these scholars and wish them the best as they move onto high school.”

About Compass Charter Schools

Compass Charter Schools (CCS) operates five WASC-accredited public charter schools (Academy of Arts & Sciences: Sonoma, Academy of Arts & Sciences: Thousand Oaks & Simi Valley, Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego), serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their home study or online academic program. CCS is committed to creating a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for lifelong learning, and preparing scholars to take responsibility for their future successes.

For more information about CCS, visit www.compasscharters.org.

Compass Connection

Summer 2017 Issue | Working Together for School Success



A Word From Our President & CEO

Greetings CCS Family!

Thank you for an amazing year. As the 2016-17 academic year comes to a close, I cannot help but reflect on the great year we have had. The educational experience has grown on a number of fronts, for our scholars, learning coaches and staff.

This year alone, we have increased our services and supports for scholars, from Learning Labs to Q & A sessions using Adobe Connect, to new supports for our learning coaches with our Learning Coach Lounge. We have also increased our engagement activities, from field trips to enrichment events and more. We hosted inaugural 8th Grade Promotion Ceremonies and celebrated our graduating seniors at Graduation Banquets.

We have also solicited feedback from our stakeholders through a number of surveys. My thanks and appreciation to everyone who recently participated in our 2017-18 Planning Survey! The data will help us continue to grow and expand our program and opportunities for scholars. One point of personal pride is the changes we have started to make for the upcoming year, from new curriculum to launching an AVID Program. I am proud that our entire team puts the needs of our scholars first.

I hope everyone finishes the year strong, enjoys a great summer, and returns to CCS in the fall. I can promise you will not be disappointed with the growth and our continued commitment to providing a robust educational experience for our scholars. Thank you for being part of the CCS family!

Sincerely Yours,

J.J. Lewis

CCS President & CEO

Powered by BoardOnTrack

ELEMENTARY SCHOOL ONLINE

Greetings Compass Families!

It was an exciting Spring Semester at Compass! The Elementary School Online program is growing by leaps and bounds. I am truly impressed by all of the scholars' great work! Students attended field trips, live sessions, and completed class projects. A few highlights have been the Great Kindness Challenge, The Week of Code, Success Academy, and The Spring Break Family Art Project.



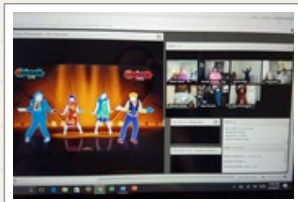
In the classroom, teachers hosted a comprehensive test preparation program and many scholars participated to show just how smart they are. This year, our elementary school teachers led incredible live sessions with their scholars! Some highlights include, group readings of novels, writing lessons, and virtual physical education classes.

We also have some special plans to look forward to next year! We will introduce several new curriculum choices that will offer a more personalized, interactive, and project based learning experience for our elementary scholars. To learn more about our programs watch our Curriculum Choice meeting- <http://tinyurl.com/ybcue48g>.

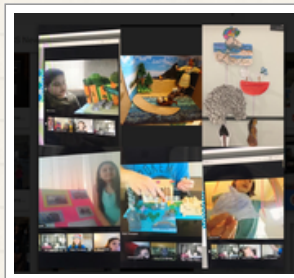
We are thankful at Compass Charter Schools for all of our families, and we appreciate all that you do for your children!

-Steven Thompson, Elementary School Coordinator

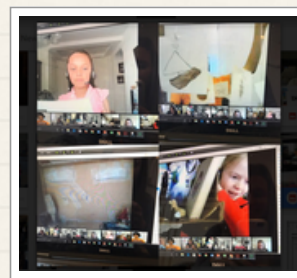
Projects & Accomplishments



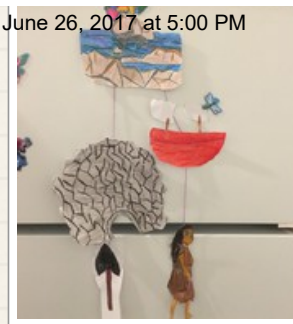
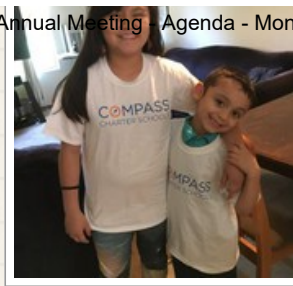
P.E. Class



Project Presentations



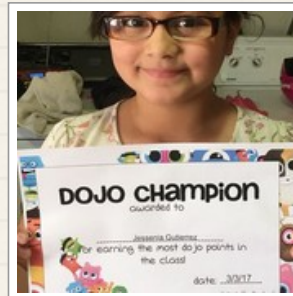
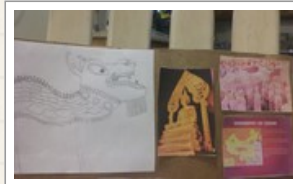
Final Project Presentations



Do Jo Class Winner

School Spirit

Island of the Blue Dolphin

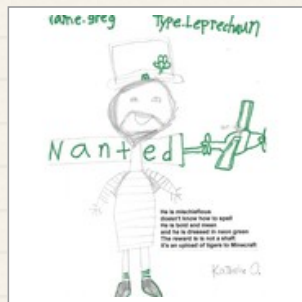


Field Trip

China vs. Japan Project

Do Jo Class Winner

Celebrating St. Patrick's Day!

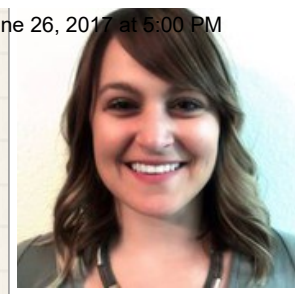


MIDDLE SCHOOL ONLINE

Happy Summer!

We recently hosted several significant events to close out the 2016-2017 school year for our scholars, including high school graduation and eighth grade promotion ceremonies,

As the school year winds down, scholars have worked very hard to complete all of the coursework in their classes. Congratulations to all the scholars who pushed through, worked diligently, and passed their classes. The end of the school year is a great time to reflect on this year's successes and failures, and create a plan for the next school year. With that said, I wish you a restful summer, full of new learning experiences and we will see you in September!



-Melissa Blitzstein, Middle School Coordinator

Projects & Accomplishments



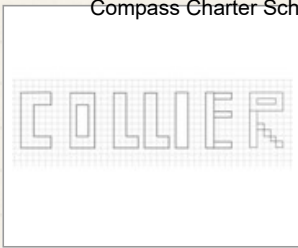
- **ASTRONAUT TRAINING!** In Life Sciences, 6th grade scholars learned all about space as they went on a virtual journey through astronaut training! Scholars were tested on a series of questions involving scientific knowledge, experience, physical fitness, and shuttle operations knowledge.

- The 6th grade math scholars reviewed statistical data and created appropriate tables and plots in order to easily understand, analyze, and make conclusions about various real-life situations.

Create a graph that best displays the following data from Dakota's fo

| Time Per Lap | | | | | | |
|----------------|----|----|----|----|----|----|
| Lap Number | 1 | 2 | 3 | 4 | 5 | 6 |
| Time (seconds) | 71 | 81 | 75 | 88 | 75 | 82 |

- It's time for a history lesson! In 7th grade social studies, scholars created a collage that compared China and Japan during the Middle Ages in the areas of customs, geography, history, and religion. They then wrote about the purpose for their choices as it related to each area. Here is [one example](#), showing how one scholar created hers by hand. Here is [another example](#), showing a digital collage.
- **WE LOVE OUR PETS!** Our 7th grade team held a Parade O' Pets Fun Friday where scholars shared about their pets through webcams and pictures. It was a great time for scholars to interact with their peers and teachers. [Click here](#) to watch!



During math time with 8th grade math, scholars have been working on finding the area of different shapes and one of their assignments was to create a garden plot and then find its area.



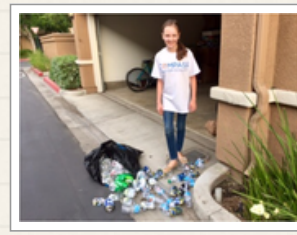
Studying Genetics

Mouaadh N., is rising to the top of his class! Here he is showing off his investigation of genetics, using Play-Doh to show the probability of trait inheritance.



Solar Oven Project

The 8th grade scholars engaged in a complex and challenging unit project to research, design, build, test, and collect data on a solar oven. Check out a scholar's awesome design! [Click here.](#)



Earth Day

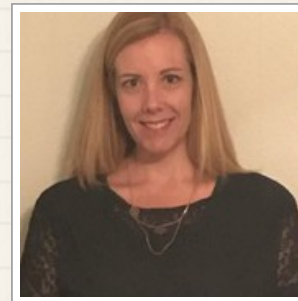
"Earth Day is a reminder to do good for planet Earth. I recycle *everyday* because it can reduce waste, pollution, and overuse of different types of materials." - KristiLynn E.



HIGH SCHOOL ONLINE

Hello Compass!

I can't believe it is already June! We had so many incredible things happen at Compass this year, especially at the High School. Scholars finished the CAASPP testing for this year, and took the Smarter Balanced Assessment Consortium (SBAC) along with other state tests to demonstrate all that they learned this year.



Our science team did a wonderful job organizing our science wet labs this year! The scholars were engaged and enjoyed working together while participating in these fun labs. Next year, our science teachers will continue to provide fun, hands-on wet labs to help scholars earn A-G approved lab credits.

Of course, as we end the school year, I would like to congratulate our Class of 2017 graduates! I wish them the best as they move on to the next journey in their lives. Best wishes and good luck!

I look forward to continuing to work with our outstanding Compass families next year. I hope you all enjoy your summer and I will see you in September!

-Janae Smith, High School Coordinator

Projects & Accomplishments

- Our National Honor Society (NHS) induction ceremony was a success! In March, Compass held their NHS induction ceremony, which was followed by a dinner that was organized by our NHS Advisor, Mr. Derek Yip. NHS also participated in the Susan B. Komen Race for the Cure Walk to fight Breast Cancer this past March at Dodger's Stadium!



- Scholars can (and should) become voters! In April, Compass scholars Gillian B, Kevin F, and Sabella H, volunteered to serve as Voter Outreach Coordinators during High School Voter Education Weeks. The coordinators reached out to other scholars to promote and encourage voter pre-registration. Thank you all for your efforts and teaching of this great California initiative!

- Maritza C, a CCS high school graduate, was recently promoted to permanent Recreational Leader/Naturalist for the Los Angeles County Parks and Recreation department at Deane Dana Friendship Park and Nature Center in San Pedro. She enjoys giving all of her nature guides. She even solely cares for a rescued owl. Her love of nature and caring for animals is evident. Thank you for your hard work, Maritza!



Scholar Story by George A.

I chose CCS because I needed a school where I could work at my own pace and still get live help along the way. I liked this school a lot from the very beginning because when I tried it out for a couple of weeks, it had a little bit of both independence and actual help from teachers. I especially love the teachers and how they are always so dedicated to helping/answering questions right away. They reply within a day whether through email, text, or social media. The teachers are active on social media and so quick to help that they do everything in their power until I would understand the question. I really feel comfortable with the teachers and



I love this online school because I have my own schedule, free time to focus on my passion, can take breaks anytime, and with the help the teachers give, I just want to be online all day and do work. A little secret: While nothing can replace my elementary experience, I've actually come to love this school more than my public middle school... and don't think any other public school could be as involved into every student as CCS ;) The projects for many classes are also really fun. My teacher for one of my classes was so nice, she let me make a full-on short film for the assignment. I feel like with this school, the teachers give kids the creative freedom to work the way they are most familiar with. I wouldn't change my education here at CCS for anything!

- George A. just completed the 9th grade



NOTES FROM OPTIONS

Happy June, Options families!

I hope you are enjoying all the learning that we see going on in your homes and out in the world. The EFs and I love talking with you about your learning and seeing your videos, pictures, and work samples in Seesaw. Great stuff going on!

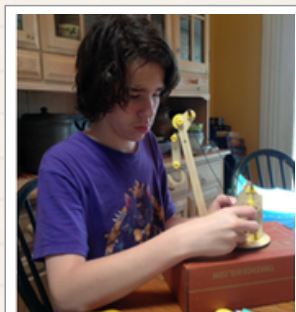
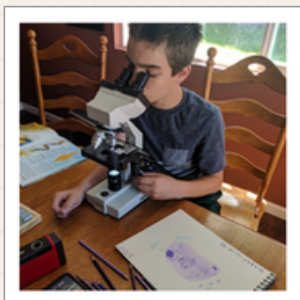


Now that CAASPP testing is over, a special thank you to those scholars who completed their testing!

It was an amazing year for the premier of the Options Program, and we are grateful you have been here to spend it with us. As we welcome the summer, I want to congratulate each and every scholar as you move to the next stepping stone of your educational journey. And an extra special virtual hi-five to you seniors who graduated and will be moving on to your life's next adventure. Way to go, scholars!

-Kristy Smith, Options Coordinator

Options Projects





The Brothers Grimm.



The Napping House.



Articulating Robotic Hand

A Learning Coach's Perspective

We interviewed Danielle Arnheiter, mom of scholar Sage Arnheiter, about her homeschooling adventure so far.

How long have you been homeschooling?

This is my first year homeschooling, and I love it so far!

What is one of your favorite parts about homeschooling?

My favorite part about homeschooling is the flexibility we have to complete assignments. If Sage has a doctor's appointment or is sick she can make it up in the evening or on another day. I also love being involved in Sage's education and choosing the materials to use that best suit her learning style. We have so many choices and resources, which make learning for Sage engaging and fun.



What would you say the greatest benefit of homeschooling has been for your family?

Sage had a difficult time in elementary school with girls bullying her, so getting her out of that environment has been the greatest benefit for her and her self-esteem. She is also more involved and excited about learning because of the hands-on materials she has access to.

Is there anything you'd like to add?

Homeschool has really benefited our entire family. I recommend CCS to everyone that is considering homeschool. We are wondering why we didn't do this sooner!



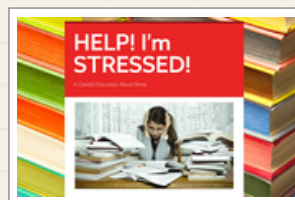
NOTES FROM COUNSELING

- Senior scholar, Kaitlin V., started the Spring 2017 semester needing over 50 credits to graduate (11 classes!). Some would think it was impossible but with extra effort, hard work, and determination, the scholar has completed seven classes so far, has two class in progress, and anticipates completing their last two classes by June! Way to go!
- MaryRegina P, found herself pretty behind in coursework. She planned out the rest of her semester by organizing her Google Calendar with assignments by color/class to catch up on her work. Her commitment to planning and not getting overwhelmed is commendable! Graduation is in the midst!
- Congratulations to Priscilla N., Trinity S., Michael V., Gerado V., Sophia L., and Jackson H., for passing the California High School Proficiency Examination (CHSPE).
- Congratulations to Raelyn A., Sabella H., Adam O., Kennedy F., Ethan D., and Kaysey G., our CCS scholars who who took an AP exam this spring.

- **Stress workshop** - In April, the counseling services department also hosted a workshop, Help! I'm Stressed! to talk candidly about stress and healthy coping strategies with scholars. If you missed the workshops, please see the recorded versions below:

Middle school session: <http://ow.ly/aKdi30cP3gl>

High school session: <http://ow.ly/z5DC30cP3hv>



SAT & ACT Information

What is the SAT and ACT?

- The SAT or ACT are college entrance exams and either exam is required by most colleges. *Note: Community college scholars do not need to take the SAT/ACT.*

How can I prepare for these exams?

- **ACT Free Preparation:** The ACT offers additional ways to prepare for the test day, including ACT Online Prep, The Official ACT Prep Guide and Sample Test Questions. [Click here.](#)
- **SAT Preparation:** Get personalized practice recommendations for the skills you'll need for the new SAT, plus six official practice exams from College Board. [Click here.](#)
- **Take the PSAT:** The 10th and 11th grade scholars can begin to prepare by taking the PSAT. The PSAT is an optional practice exam. However, it is only the scores from the PSAT taken in your junior year that are considered for the National Merit Scholarship competition. For information on how to sign up [click here.](#)

Applying to College

College Resources

- [What Do Colleges Look For in Admissions? Why Are the SAT/ACT Important?](#)
- [Applying to Cal State Schools](#) - Opens Oct. 1, 2017
- [Applying to UC Schools](#) - Deadline is Nov. 30, 2017
- [College reviews and rankings](#)
- [A list of California colleges](#)

NOTES FROM SCHOLAR ENGAGEMENT

During the spring semester, we hosted a wide variety of special field trips and enrichment events for our scholars. We look forward to planning more field trips next year!

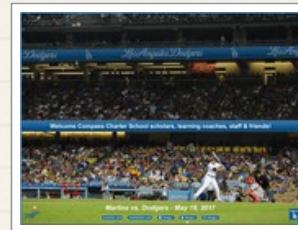
Discovery Field Trips

As you can see in the pictures below, our scholars had a great time at The Fossil Discovery Center, The Discovery Cube, and the Discovery Center! Scholars also enjoyed field trips to the Tech Museum, the Fresno Zoo, Legoland, Riley's Apple Farm and much more!



Compass Loves Baseball!

Scholars enjoyed trips to see the Los Angeles Dodgers and the San Diego Padres.



San Diego Padres

Los Angeles Dodgers

"We had a great time at the Dodgers Game. It's always a wonderful family event, and it was a great way to end Senior Year before graduation." - Jean D., CCS Parent

"Not only did we get to see a very exciting San Diego Padres game, but we got to learn all about weather patterns and also spend some time with other CCS scholars and CCS staff! It was an awesome experience!" - Therese N. C., CCS Parent

HIGH SCHOOL GRADUATION



8TH GRADE PROMOTION



CCS IN THE NEWS



Compass Charter Schools (CCS) to Implement [Advancement Via Individual Determination \(AVID\) College Readiness System this Fall](#)

Compass Charter Schools Announces [NCAA Scholarship Eligibility for Scholars](#)

Compass Charter Schools (CCS) of San Diego [Recognized for High Achievement in Scholar Success](#)



THE COMPASS BLOG



[5 Ways to Keep Scholars Engaged During the Summer](#)

[A Word From Our CEO: Reflecting](#)

[7 Easy Exercises for Scholars](#)



THANK-YOU NOTES FROM SCHOLARS

In May, Compass scholars celebrated National Teacher Appreciation Week by sending thank you letters to their teachers! Thank you to all of the scholars who took the time to send their teachers a special note. Here are a few examples:

“[Mrs. R.,]You are such a fun teacher! I love science and I love all the fun stuff we get to do with you! Happy Teacher Appreciation Week!”

-CCS Middle School Scholar

www.compasscharters.org

#ThankATeacher

@Compasscs

“Dear Mrs. W.,

Thank you for being a nice teacher and for helping me...You are the best teacher for ever and ever and ever and ever!! I hope you are my teacher next year.”

-CCS Scholar

www.compasscharters.org

#ThankATeacher

@Compasscs

Share Your Story

Are enjoying the education experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family, and what you love most about being part of the Compass community?

Share all of your wonderful experiences at Compass with us! [Click here](#) to share.

SCHOOL SPIRIT STORE

You asked, and we listened! This year Compass launched a new online school spirit store. We are Compass Charter Schools and we are loud and proud! Shop for school apparel to show your school spirit!



[Shop t-shirts.](#)

[Shop kids' apparel.](#)

[Shop professional attire.](#)

ONLINE INFORMATION SESSIONS

During the spring semester, Compass began hosting online information sessions for prospective new families to learn about the flexible academic programs that Compass has to offer.

Do you know someone who is looking for new, innovative academic programs? Invite them to join one of our upcoming virtual information sessions! Visit our website for more details.



Virtual Information Sessions

Tuesday, June 6th @ 1 PM PST
Thursday, June 22nd @ 7PM PST
Tuesday, July 11th @ 7PM PST
Thursday, July 27th @ 1PM PST
Tuesday, August 8th @ 7PM PST

Coversheet

Academic Affairs Committee Report

Section: VII. REPORTS
Item: B. Academic Affairs Committee Report
Purpose: FYI
Submitted by: Matt Koblick
Related Material: Academic Affairs Committee Report - June.pdf

RECOMMENDATION:
For information only.



Academic Affairs Committee Report
June 26, 2017

The Academic Affairs Committee was scheduled to meet on Thursday, April 20, 2017 at 1 pm. This meeting was cancelled, however, due to the resignation of Dr. Miriam Cohen from the Board of Directors. Dr. Cohen also served as the Chair of the Academic Affairs Committee.

The Academic Affairs Committee will reconvene at the start of the 2017-18 school year.

Respectfully Submitted,

Mr. Matt Koblick
Board Member &
Academic Affairs
Committee Member

Coversheet

Finance Committee Report

Section: VII. REPORTS
Item: C. Finance Committee Report
Purpose: FYI
Submitted by: Kathy Granger
Related Material: B Charter Vision Board Report.pdf
A Finance Committee Report - June.pdf

RECOMMENDATION:
For information only.

Upcoming Items

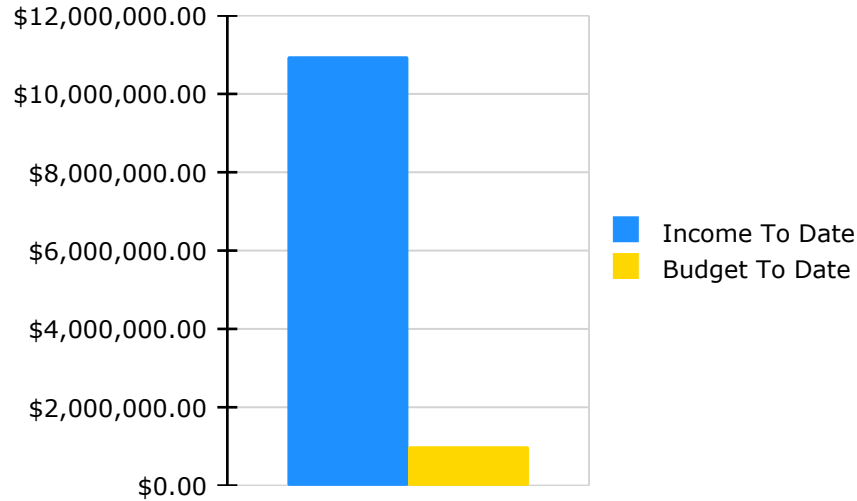
| | |
|-----------|----------------------------------|
| 7/1/2017 | CDE DUE DATE- Preliminary Budget |
| 7/15/2017 | State Due Date- P3 (P-Annual) |

In case you missed it

Total Cash on Hand

Book Balance: \$1,537,725

Revenue To Date

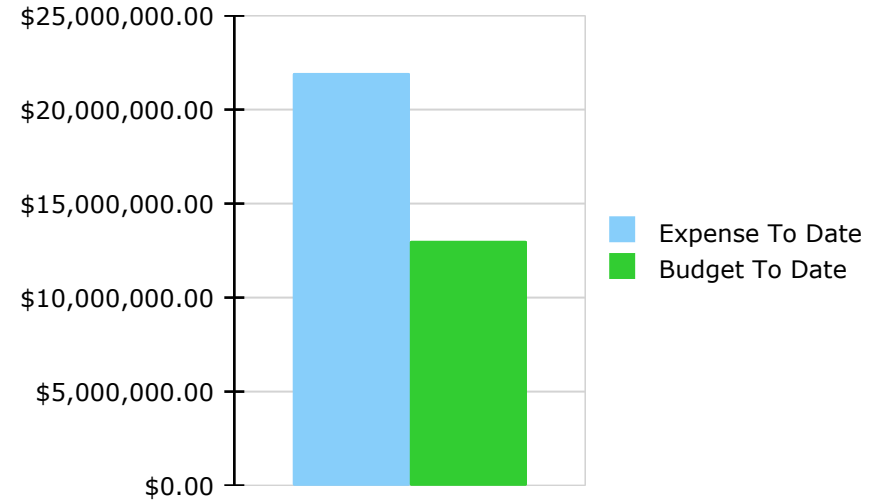


Revenue \$10,954,816

Budget \$998,881

Revenue To Budget 1,097 %

Expense To Date



Expense \$21,947,309

Budget \$13,016,891

Expense To Budget 169 %

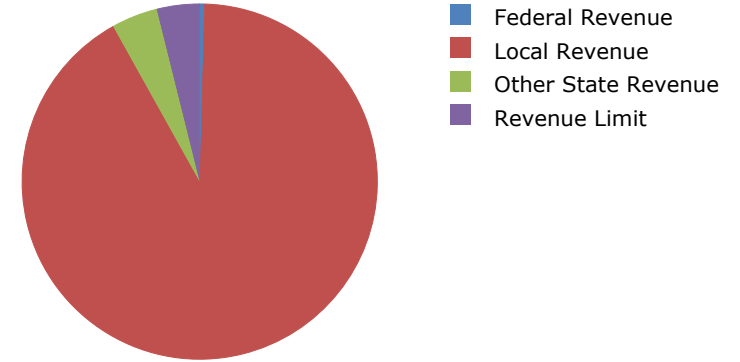
Compass Charter Schools

July 2016 - May 2017

Revenue By Category

| Account Group | Description | Total | Percent |
|---------------|---------------------|------------------------|---------|
| 800 | Revenue Limit | \$425,445.00 | 3.88 % |
| 820 | Federal Revenue | \$46,250.00 | 0.42 % |
| 840 | Other State Revenue | \$460,737.20 | 4.21 % |
| 870 | Local Revenue | \$10,022,383.81 | 91.49 % |
| Total: | | \$10,954,816.01 | |

Revenue By Category



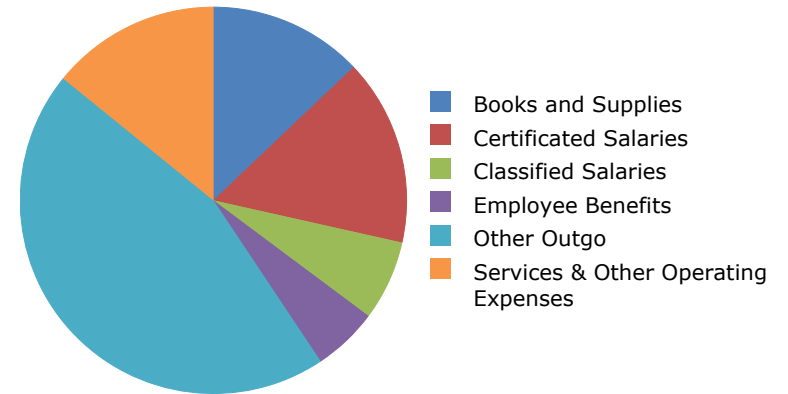
Compass Charter Schools

July 2016 - May 2017

Expenses By Category

| Account Group | Description | Total | Percent |
|---------------|-------------------------------------|------------------------|---------|
| 100 | Certificated Salaries | \$3,425,302.39 | 15.61 % |
| 200 | Classified Salaries | \$1,468,087.21 | 6.69 % |
| 300 | Employee Benefits | \$1,196,738.47 | 5.45 % |
| 400 | Books and Supplies | \$2,831,346.45 | 12.90 % |
| 500 | Services & Other Operating Expenses | \$3,105,352.30 | 14.15 % |
| 700 | Other Outgo | \$9,920,482.00 | 45.20 % |
| Total: | | \$21,947,308.82 | |

Expenses By Category



Compass Charter Schools

July 2016 - May 2017

YTD Actual to Budget Summary

| Segment Name | Filter Applied |
|--------------|----------------|
| Object | All |
| Restriction | All |
| Location | All |

| Account Description | July - May | | | | 2016 - 2017 | |
|--|----------------|----------------|---------------|------------|----------------|------------------|
| | Actual | Budget | Variance \$ | Variance % | Total Budget | Remaining Budget |
| Revenue Limit | \$425,445 | - | \$425,445 | 0.0 % | - | (\$425,445) |
| Federal Revenue | \$46,250 | - | \$46,250 | 0.0 % | - | (\$46,250) |
| Other State Revenue | \$460,737 | \$30,687 | \$430,050 | 1,401.4 % | \$38,359 | (\$434,179) |
| Local Revenue | \$10,022,384 | \$968,194 | \$9,054,190 | 935.2 % | \$1,075,771 | (\$9,027,514) |
| Total Revenue | \$10,954,816 | \$998,881 | \$9,955,935 | 996.7 % | \$1,114,130 | (\$9,933,388) |
| Certificated Salaries | \$3,425,302 | \$3,730,312 | \$305,009 | 8.2 % | \$3,944,971 | \$354,930 |
| Classified Salaries | \$1,468,087 | \$1,564,334 | \$96,247 | 6.2 % | \$1,677,104 | \$145,212 |
| Employee Benefits | \$1,196,738 | \$1,179,061 | (\$17,677) | -1.5 % | \$1,249,041 | \$45,642 |
| Total Personnel Expenses | \$6,090,128 | \$6,473,708 | \$383,580 | 5.9 % | \$6,871,116 | \$545,784 |
| Books and Supplies | \$2,831,346 | \$4,711,352 | \$1,880,006 | 39.9 % | \$4,711,352 | \$1,824,807 |
| Services & Other Operating Expenses | \$3,105,352 | \$1,831,831 | (\$1,273,521) | -69.5 % | \$1,981,586 | (\$1,299,339) |
| Capital Outlay | - | - | - | 0.0 % | - | - |
| Other Outgo | \$9,920,482 | - | (\$9,920,482) | 0.0 % | - | (\$9,920,482) |
| Total Operational Expenses | \$15,857,181 | \$6,543,183 | (\$9,313,998) | -142.3 % | \$6,692,938 | (\$9,395,014) |
| Total Expenses | \$21,947,309 | \$13,016,891 | (\$8,930,418) | -68.6 % | \$13,564,054 | (\$8,849,230) |
| Net Income | (\$10,992,493) | (\$12,018,010) | \$1,025,517 | 8.5 % | (\$12,449,924) | (\$1,084,158) |

Compass Charter Schools

July 2016 - May 2017

Balance Sheet Summary

| Segment Name | Filter Applied |
|--------------|----------------|
| Object | All |
| Restriction | All |
| Location | All |

| | |
|-----------------|-----|
| Liquidity Ratio | 4.3 |
|-----------------|-----|

| Assets | |
|-----------------------------|--------------------|
| Current Assets | |
| Cash | \$1,537,725 |
| Investments | \$3,714,503 |
| Accounts Receivables | \$408,581 |
| Prepaid Expenses | \$97,941 |
| Other Current Assets | \$110 |
| <i>Total Current Assets</i> | <i>\$5,758,860</i> |
| Fixed Assets | |
| <i>Total Fixed Assets</i> | <i>\$0</i> |
| Other Assets | |
| <i>Total Other Assets</i> | <i>\$0</i> |
| Total Assets | \$5,758,860 |

| Liabilities and Net Assets | |
|-----------------------------------|--|
| Current Liabilities | |

Compass Charter Schools

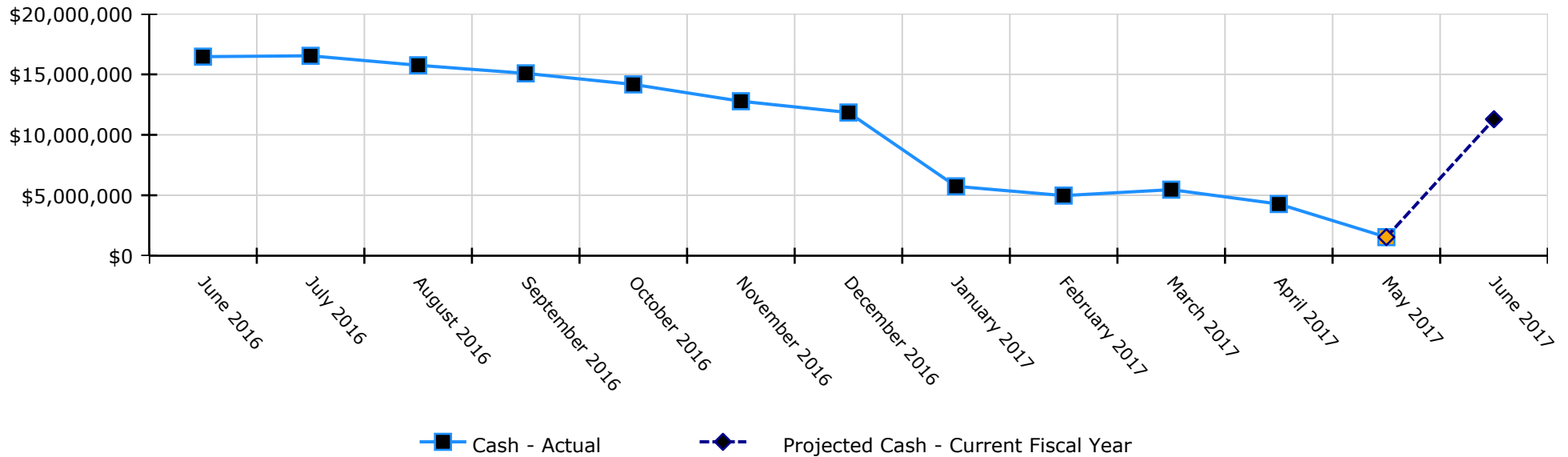
July 2016 - May 2017

| | |
|--|--------------------|
| Accounts Payable | \$1,102,956 |
| Accrued Salaries, Payroll Taxes, Postemployment Benefits | \$221,147 |
| Deposits held on behalf of other employees | \$7,531 |
| <i>Total Current Liabilities</i> | <i>\$1,331,634</i> |
| Long Term Liabilities | |
| Loans Payable | \$25,000 |
| <i>Total Long Term Liabilities</i> | <i>\$25,000</i> |
| Total Liabilities | |
| <i>Total Liabilities</i> | <i>\$1,356,634</i> |
| Net Assets | |
| Unrestricted Net Assets | \$15,394,719 |
| Profit/Loss YTD | (\$10,992,493) |
| <i>Total Net Assets</i> | <i>\$4,402,226</i> |
| Total Liabilities and Net Assets | |
| <i>Total Liabilities and Net Assets</i> | <i>\$5,758,860</i> |

Compass Charter Schools

July 2016 - May 2017

Monthly Book Balance Over Time



| | Cash Amount | Actual or Projected |
|-----------|-----------------|---------------------|
| June 2016 | \$16,466,351.35 | Actual |

| | Cash Amount | Actual or Projected |
|----------------|-----------------|---------------------|
| July 2016 | \$16,536,650.01 | Actual |
| August 2016 | \$15,752,153.96 | Actual |
| September 2016 | \$15,083,438.04 | Actual |
| October 2016 | \$14,170,032.91 | Actual |
| November 2016 | \$12,778,485.26 | Actual |
| December 2016 | \$11,845,207.18 | Actual |
| January 2017 | \$5,739,677.28 | Actual |
| February 2017 | \$4,974,874.77 | Actual |
| March 2017 | \$5,464,627.28 | Actual |
| April 2017 | \$4,277,296.99 | Actual |
| May 2017 | \$1,537,724.91 | Actual |
| June 2017 | \$11,290,359.00 | Projected |

| Financial Ratio | Formula | Current | Target |
|---------------------------|---|----------------|------------|
| Current Ratio (Liquidity) | (Current Assets) / (Current Liabilities) | 4.32 | > 1.00 |
| Cash Ratio | (Cash) / (Current Liabilities) | 115.48 % | > 100.00% |
| Defensive Interval | (Cash + Securities + AR) / (Average Expenses past 12 months) | 3.10 | > 4 months |
| Debt Ratio | (Total Liabilities) / (Total Assets) | 23.56 % | < 30.00% |
| Asset Ratio | (Current Assets) / (Total Assets) | 100.00 % | > 80.00% |
| Cash on Hand | (Cash) | \$1,537,724.91 | >= \$0.00 |
| Days Cash on Hand | (Cash) / ((Average Expenses past 12 months) / (30.4)) | 25.56 | > 45 |
| Cash Reserve Ratio | (Cash) / (Budgeted Annual Expenses) | 11.34 % | > 10.00% |
| Savings Indicator | ((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses) | -0.98 | > 1.00 |
| YTD Savings Indicator | ((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses) | -0.50 | > 1.00 |

| Financial Ratio | Description |
|---------------------------|--|
| Current Ratio (Liquidity) | Ability to pay short-term obligations |
| Cash Ratio | Ability to meet short-term obligations with cash |
| Defensive Interval | Possible months of continued operations if no additional funds received |
| Debt Ratio | Proportion of debt relative to total assets |
| Asset Ratio | Proportion of liquid assets relative to total assets |
| Cash on Hand | Assets immediately convertible to cash for purchase of goods and services |
| Days Cash on Hand | Possible days of continued operations using current cash |
| Cash Reserve Ratio | Ratio of cash to annual expenses expressed as a percentage |
| Savings Indicator | Last closed period's increase or decrease in the organization's net assets as a percentage of expenses |
| YTD Savings Indicator | Year to date closed increase or decrease in the organization's net assets as a percentage of expenses |

Input Values as of 5/31/2017

Compass Charter Schools

July 2016 - May 2017

| | |
|----------------------------------|-----------------|
| Cash | \$1,537,724.91 |
| Securities | \$3,714,503.41 |
| AR | \$408,581.28 |
| Current Assets | \$5,758,860.34 |
| Total Assets | \$5,758,860.34 |
| Current Liabilities | \$1,331,634.27 |
| Total Liabilities | \$1,356,634.27 |
| Last Closed Revenue | \$40,862.98 |
| Last Closed Expenses | \$1,852,836.72 |
| Budgeted Annual Expenses | \$13,564,054.20 |
| Average Expenses past 12 months | \$1,828,942.40 |
| Average monthly payroll expenses | \$553,648.01 |
| YTD Closed Revenue | \$10,954,816.01 |
| YTD Closed Expenses | \$21,947,308.82 |



Finance Committee Report June 26, 2017

The Finance Committee met on Tuesday, April 18, Tuesday, May 16 and Tuesday, June 20 at 2 pm. Members of the committee consist of Mr. Joe Cummings and Dr. Kathy Granger (Committee Chair), both of whom were present at each meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary; both were present at each meeting. Lisa Fishman, Director of Operations, and Scott Warner, School Business from CSMC, were also present at each meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our April, May and June Finance Committee Meeting Packets):

2016-17 Audit

Christy White Associates were on-site on Thursday, April 20 to begin work on our 2016-17 audit. They reviewed attendance compliance, as well as HR compliance. Once we close the books, they will return to review our financial compliance.

2016-17 Funding Update

The Advisory Commission on Charter Schools met on Wednesday, June 7 to consider our Funding Determination Forms and approved the CDE recommendation. The California Department of Education, Charter Schools Division, issued a positive recommendation of 100% funding for three (3) of our charters: AAS Sonoma, CCS of Fresno, and CCS of LA; and 85% for AAS Thousand Oaks & Simi Valley and CCS of San Diego. This funding is retroactive for the current year, and for the upcoming 2017-18 school year. The next and final step is action by the State Board of Education, which is scheduled for July 12 & 13.

Charter School Development Center Charter Business Officer Training Program

Lisa Fishman, Director of Operations, and J.J. Lewis, President & CEO, completed COB training through the CSDC. They will both become certified once they submit key assignments, which are due by the end of July. Training topics included attendance accounting, budget development and monitoring, charter school auditing, personnel & labor, and more. This was a three (3) month program with both in-person and online modules.

Mr. Lewis led the committee in a review of the 2015 Form 990 during the April meeting. He shared that the information is from July 1, 2015 through June 30, 2016 and that the Form 990 was completed by Christy White Associates. The Form 990 has been filed and also posted to our Guidestar profile.

Mr. Lewis led the committee in a review of the Executive Compensation Study at both the May and June meetings. He shared a spreadsheet based on data gathered from the California Charter Development School's Charter Business Officer cohort, a spreadsheet

with data from charters authorized by Acton Agua-Dulce USD, a spreadsheet with data from charters authorized by Mountain Empire USD, and a spreadsheet with three comparable charters based on data from Transparency California. He noted that the salary and compensation information was from three years ago, and made the assumption of an annual increase of 5%. Mr. Cummings asked that the assumption be changed to an annual increase of 3%, Dr. Granger concurred.

Mr. Lewis and Mr. Scott Warner, School Business Manager from CSMC, led the committee in a review of the proposed 2017-18 operating budget at both the May and June meetings. Revenue is based on 100% funding for both Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles, and 85% funding for Compass Charter Schools of San Diego. Revenue is also based on an overall enrollment of 1,100 scholars at 97% ADA. Expense projections are also based on 1,100 scholars and were examined line by line to current year spending. We are projecting a \$1.5 million deficit based on these projections. Factors include the 85% funding level for CCS of San Diego, and conservative enrollment numbers.

The Finance Committee voted unanimously to recommend approval to the full Board of Directors the 2017-18 operating budget.

Mr. Lewis and Mr. Warner walked the committee through the Balance Sheet and Year to Date Actual to Budget Detail at each meeting.

The Finance Committee will reconvene at the start of the 2017-18 school year.

Respectfully Submitted,

Dr. Kathy Granger
Board Treasurer &
Finance Committee Chair

Coversheet

Personnel Committee Report

Section: VII. REPORTS
Item: D. Personnel Committee Report
Purpose: FYI
Submitted by: Joe Cummings
Related Material: Personnel Committee Report - June.pdf

RECOMMENDATION:
For information only.



Personnel Committee Report
June 26, 2017

The Personnel Committee met on Wednesday, April 19 at 3 pm and Wednesday, June 21 at 2 pm. Members of the committee consist of Mr. Joe Cummings (Committee Chair) and Dr. Kathy Granger, both of whom were present at each meeting. Mr. J.J. Lewis, President & CEO, serves as an ex-officio member and Mr. Miguel Aguilar, Executive Assistant to the CEO, serves as secretary; both were present at each meeting. Lisa Fishman, Director of Operations was also present at each meeting.

Mr. Lewis provided highlights from the Staff Report (the entire Staff Report can be found online, in our April and June Personnel Committee Meeting Packets):

Celebrations

April 26th – Administrative Professionals Day

- CCS has four (4) administrative professionals

May 7th – 13th – Teacher Appreciation Week

- CCS has the following groups of teachers:
 - Six (6) Educational Facilitators
 - Ten (10) Elementary School Teachers
 - 21 High School Teachers
 - 11 Middle School Teachers
 - Four (4) Special Education Instructors
 - Four (4) Virtual Learning Instructors

Self-Assessments

Staff completed their self-assessments through Bamboo HR in March. Questions included:

- How well does Compass Charter Schools recognize my value?
- What would have the greatest impact on my ability to do my best work more often?
- What are some things I do well?
- How could I improve?
- What professional development activities were helpful to you in the past year?
- Is it your intention to return to Compass Charter Schools for the 2017-18 academic year? Why or why not?

403(b)

Compass Charter Schools offers a 403(b) retirement plan to its staff. For those who are not credentialed, CCS offers up to a 10% match. (Those staff who are credentialed are enrolled in the California State Teachers Retirement System and receive a match of 12.58% this year, with rates increasing year. The 2017-18 match is 14.43%; 2020-21 match is 19.1%.) 23 staff (27.7%) are currently enrolled and 12 receiving matching funds. The average

match is 6.7%. The next opportunity for staff to join and/or make changes to their plan is July 1 through July 15. They are able to join and/or make changes quarterly.

All-Staff Retreat

We will be hosting our annual in-person All-Staff Retreat at Paradise Point in San Diego from Monday, July 31 through Friday, August 4. Training will focus on the new StrongMind system, with some opportunity for department and division training. There are several evening social activities planned as well. We have also partnered with the American Red Cross to host a Blood Drive on-site for staff, guests and the community from 7-12 pm on Friday, August 4 as our way to give back to the community.

Celebrations

At our Annual Meeting on Monday, June 26, we will present the Certificated Employee of the Year Award to Kasey Bentley, Head High School Advisor, and Classified Employee of the Year Award to David Brasch, IT Coordinator. We will also present the Employee of the Year. Staff nominated their peers throughout May, and our 2016 honorees read through the nominations and selected our 2017 honorees and honorable mentions.

Mr. Lewis shared an overview of the draft 2017-18 Employee Handbook at the April meeting. He walked the committee through various highlights and key updates that ensure legal compliance. Once approved by the Personnel Committee, a final vote to approve the handbook will take place by the full Board of Directors at their June 26 Annual Meeting.

The Personnel Committee voted unanimously to recommend approval to the full Board of Directors the 2017-18 Employee Handbook.

The Personnel Committee went into Closed Session at its June meeting, to review the Performance Evaluation of the President & CEO. The Committee was pleased to hear the positive feedback on the President & CEO from the CEO Evaluation. They are very satisfied with Mr. Lewis' performance as President & CEO and look forward to his leadership in the future.

Mr. Lewis shared background on the At-Will Employment Agreement at the June meeting, which was drafted by legal counsel to comply with Ed Code and IRS regulations. There was also mention of audit guidelines to ensure the process meets all legal standards. The Personnel Committee declined action, deferring to the full Board of Directors at their next regularly scheduled meeting on Monday, June 26.

The Personnel Committee will reconvene at the start of the 2017-18 school year.

Respectfully Submitted,

Mr. Joe Cummings
Board Member &
Personnel Committee Chair

Coversheet

Parent Advisory Council Report

Section: VII. REPORTS
Item: E. Parent Advisory Council Report
Purpose: FYI
Submitted by: Lisa Robotham
Related Material: Parent Advisory Council Report - June.pdf

RECOMMENDATION:
For information only.



Parent Advisory Council Report
June 26, 2017

The Parent Advisory Council was scheduled to meet on Friday, May 19, 2017 at 1 pm. This meeting was cancelled, however, due to scheduling conflicts with the Council members.

The Parent Advisory Council will reconvene at the start of the 2017-18 school year.

Respectfully Submitted,

Mrs. Lisa Robotham
Board Member &
Parent Advisory Council Chair

Coversheet

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

Section: X. NEW BUSINESS
Item: A. Review and Discussion of 9th Grade Math Placement Policy Final Report
Purpose: Discuss
Submitted by: Debra Stephan
Related Material: 2016-17 Math Placement Policy Year-End Final Report.pdf

BACKGROUND:

The Counseling Services Department performed a 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy, based on the following indicators: • I-Ready math diagnostic test • Course progress/performance evaluation • Teacher recommendation In accordance with the high school course placement guidelines for 9th grade scholars, three (3) scholar course level changes occurred from 117 course placements during the 2016-17 academic school year: • 1 scholar from Honors Algebra 1 to Comprehensive Algebra 1 (Track A) • 1 scholar from Honors Algebra 1 to Comprehensive Algebra 1 (Track B) • 1 scholar from Comprehensive Algebra 1 to Core Algebra 1 (Track B) • 0 scholar level changes (Track C)

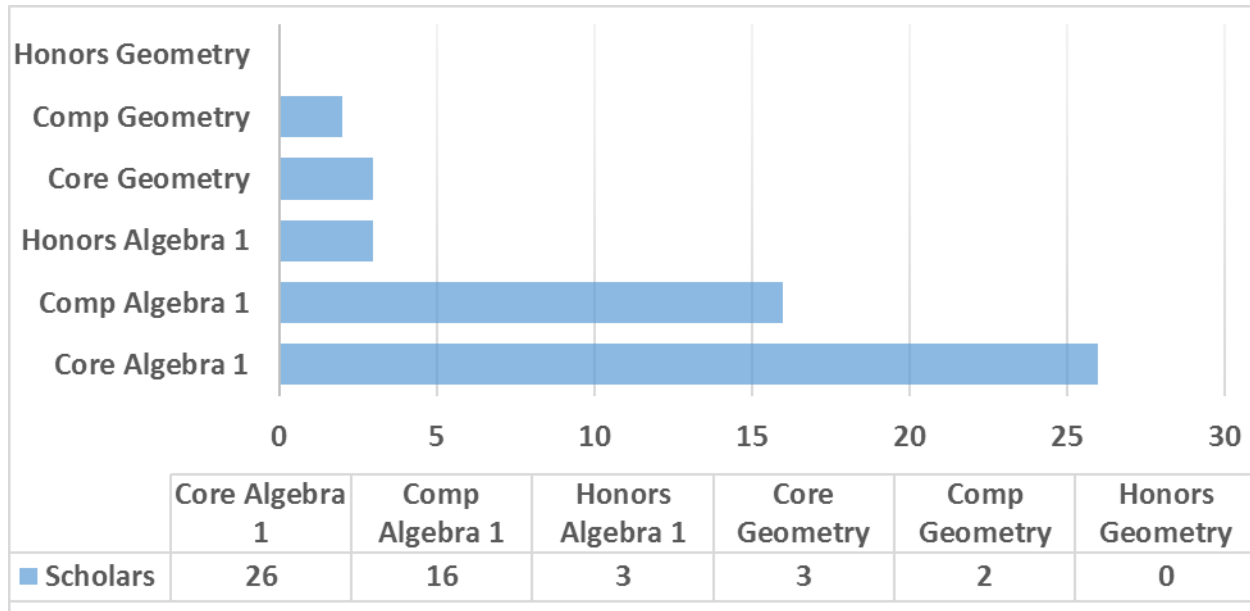
RECOMMENDATION:

For information only.

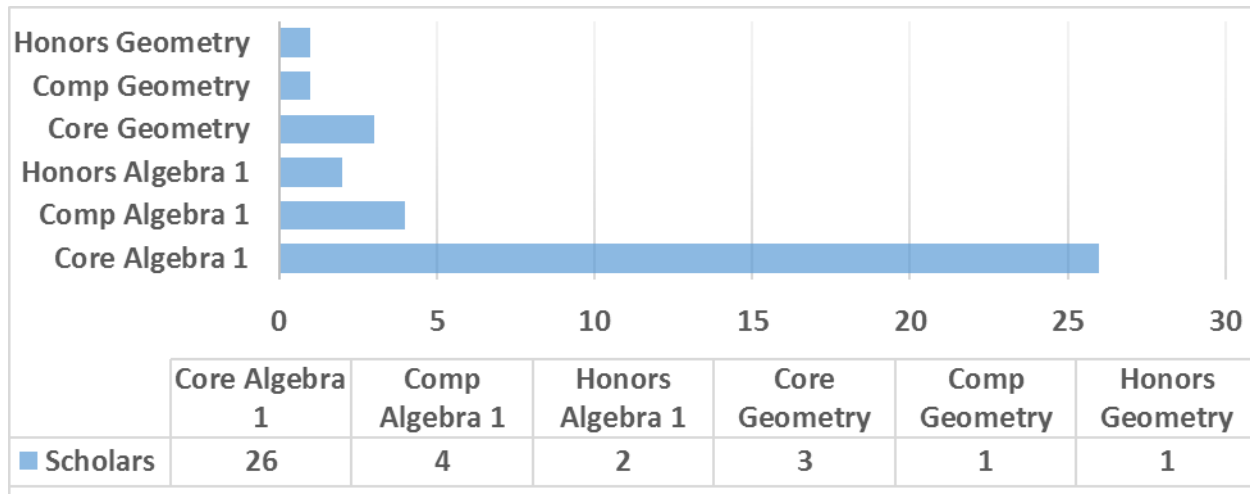


9th Grade Math Placement – 2016/17 Final Report

Course Placement of Scholars Across Course Content and Levels Per Track A – 50 Scholars

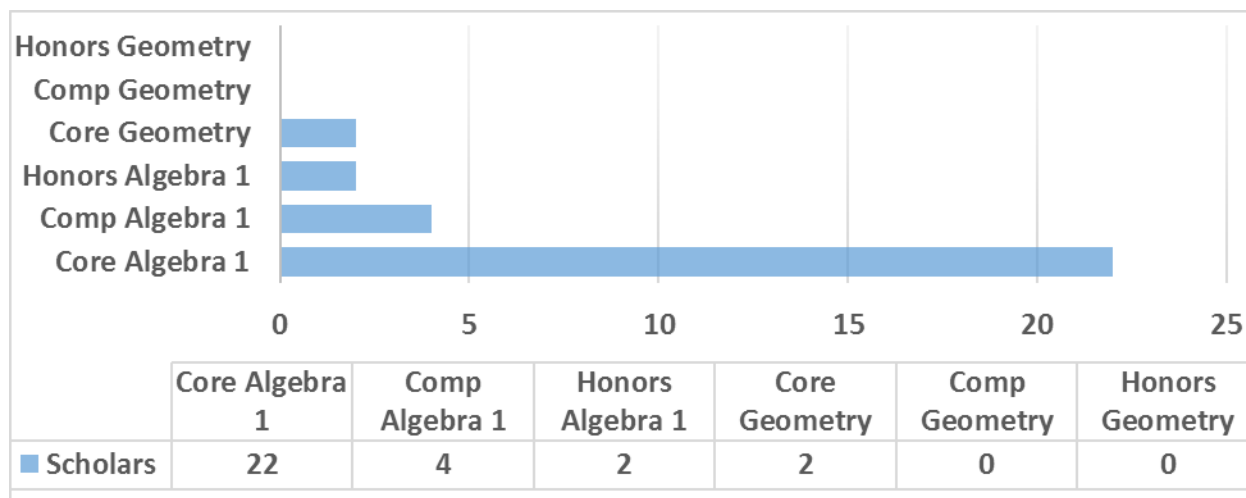


Course Placement of Scholars Across Course Content and Levels Per Track B – 37 Scholars





Course Placement of Scholars Across Course Content and Levels Per Track C – 30 Scholars



Coversheet

Adoption of the 2017-18 Local Control Accountability Plans (LCAP)

| | |
|--------------------------|--|
| Section: | X. NEW BUSINESS |
| Item: | B. Adoption of the 2017-18 Local Control Accountability Plans (LCAP) |
| Purpose: | Vote |
| Submitted by: | J.J. Lewis |
| Related Material: | B CCS of Los Angeles LCAP - 2017-18.pdf A CCS of Fresno LCAP - 2017-18.pdf C CCS of San Diego LCAP - 2017-18.pdf |

BACKGROUND:

The Local Control and Accountability Plans (LCAPs) for our three (3) schools is new for 2017-18. With the change in curriculum, Scholar Information System, and Learning Management System, it was decided to create a new baseline by which to measure our ability to increase scholar academic achievement and increase scholar and parent engagement. We involved all of our stakeholders to plan our LCAPs. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizers. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAPs Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our recent Public Hearing.

RECOMMENDATION:

A motion to adopt the 2017-18 Local Control Accountability Plans for Compass Charters Schools.

Local Control Accountability Plan and Annual Update (LCAP) Template

| | | | |
|--------------|--|-------|-----------------|
| LEA Name | Compass Charter Schools of Los Angeles | | |
| Contact Name | J.J. Lewis | Title | President & CEO |
| Email | jlewis@compasscharters.org | Phone | 818-824-6233 |

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Los Angeles is an exclusively virtual charter school, serving scholars who reside in LA County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and 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. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves over 500 scholars. Based on our 2016-17 P2 data, our scholar population consists of 60% socioeconomically disadvantaged, 1% English language learners, and 9% special education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$5,840,448.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$3,399,305.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are general operating needs within the operating budget, including dues and memberships, insurance, lease expenses, professional and consulting services, legal fees and more. This accounts for less than half our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year

\$4,249,176.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies actually increased by 40% from 2015-2016 rates.
3. 39% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 218 scholars did participate in our engagement offerings.

Actions / Services

| | |
|---------------------|-------------------------------|
| Action 1 | <u>Informational Sessions</u> |
|---------------------|-------------------------------|

Implementation

Planned

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars.

Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

| | |
|-------------------------|------------|
| Budgeted | \$8,000.00 |
| Estimated Actual | \$8,000.00 |

| | |
|---------------------|----------------------------------|
| Action 2 | <u>Monitor weekly attendance</u> |
|---------------------|----------------------------------|

Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families.

Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

| | |
|-------------------------|------------|
| Budgeted | \$9,000.00 |
| Estimated Actual | \$9,000.00 |

| | |
|---------------------|-----------------------------------|
| Action 3 | <u>Field Trips and Activities</u> |
|---------------------|-----------------------------------|

Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$14,500.00 |
| Estimated Actual | \$14,500.00 |

| | |
|---------------------|------------------------------|
| Action 4 | <u>Weekly Truancy Audits</u> |
|---------------------|------------------------------|

Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$11,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$11,000.00 |
|-------------------------|-------------|

| | |
|---------------------|---|
| Action 5 | <u>Prep Classes for Low Performing Scholars</u> |
|---------------------|---|

Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$8,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$8,000.00 |
|-------------------------|------------|

| | |
|---------------------|----------------------|
| Action 6 | <u>Scholar Clubs</u> |
|---------------------|----------------------|

Implementation

Planned

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,500.00 |
|-------------------------|------------|

| | |
|---------------------|--|
| Action 7 | <u>Hire Scholar Engagement Coordinator</u> |
|---------------------|--|

Implementation

Planned

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,500.00 |
|-------------------------|------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 73% of our scholars will complete classes according to the pacing plan.
4. 25% of scholars will qualify for Academic Honor Roll.
5. 73% of scholars will be on task according to curriculum provider's reports.
6. 100% of our teachers will be appropriately credentialed.

Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 29% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

Actions / Services

| | |
|---------------------|---------------------------------|
| Action 1 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|---------------------|
| Action 2 | <u>Audit grades</u> |
|---------------------|---------------------|

Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$2,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$2,500.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 3 | <u>Constructive Feedback</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$7,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$7,000.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------------|
| Action 4 | <u>Universally Assess Scholars</u> |
|---------------------|------------------------------------|

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$13,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$13,000.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 5 | <u>Study Skills/Intervention Classes and Workshops</u> |
|---------------------|--|

Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$14,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$14,000.00 |
|-------------------------|-------------|

| | |
|---------------------|-----------------------|
| Action 6 | <u>Laptop Program</u> |
|---------------------|-----------------------|

Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|-------------------------|
| Action 7 | <u>Special Programs</u> |
|---------------------|-------------------------|

Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

Budgeted

\$10,000.00

Estimated Actual

\$0.00

| | |
|---------------------|-------------------------------|
| Action 8 | <u>National Honor Society</u> |
|---------------------|-------------------------------|

Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

Budgeted

\$600.00

Estimated Actual

\$600.00

| | |
|---------------------|--|
| Action 9 | <u>Hire Intervention Specialist</u> |
|---------------------|--|

Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted

\$6,000.00

Estimated Actual

\$6,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator. It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3 Parent Participation

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

1. 40% of parents will complete and return parent surveys.
2. 55% of parents will participate in Parent/Teacher conferences
3. 55% of parents will attend school sponsored events
4. School staff will communicate with families at least once a week.

Actual

1. On average, 20% of parents completed and returned parent surveys.
2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
3. There was not a baseline established to track this outcome. However, 270 learning coaches and parents did participate in our engagement offerings.
4. School staff communicated with families numerous times each week.

Actions / Services

| | |
|---------------------|----------------------|
| Action 1 | <u>Family Events</u> |
|---------------------|----------------------|

Implementation

Planned

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$11,050.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$11,050.00 |
|-------------------------|-------------|

| | |
|---------------------|---------------------------------------|
| Action 2 | <u>Parent/Learning Coaches Events</u> |
|---------------------|---------------------------------------|

Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$10,050.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$10,050.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 3 | <u>Informational Nights and Workshops</u> |
|---------------------|--|

Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

| | |
|-------------------------|------------|
| Budgeted | \$9,550.00 |
| Estimated Actual | \$9,550.00 |

| | |
|---------------------|------------------------------|
| Action 4 | <u>Webinar Series</u> |
|---------------------|------------------------------|

Implementation

Planned

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

| | |
|-------------------------|------------|
| Budgeted | \$4,200.00 |
| Estimated Actual | \$4,200.00 |

| | |
|---------------------|------------------------------|
| Action 5 | <u>Learning Coach Lounge</u> |
|---------------------|------------------------------|

Implementation

Planned

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$2,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$2,000.00 |
|-------------------------|------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

1. 50% of Class Connect sessions will include data driven instruction.
2. 75% of teachers will have participated in CCSS data analysis workshops.
3. 90% of incoming scholars will be universally assessed.

Actual

1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
2. 100% of teachers participated in CCSS data analysis workshops.
3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action 1 Class Connect

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

| | |
|-------------------------|------------|
| Budgeted | \$7,000.00 |
| Estimated Actual | \$7,000.00 |

| | |
|---------------------|---------------------------------|
| Action 2 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$3,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$3,000.00 |
|-------------------------|------------|

| | |
|---------------------|----------------------------|
| Action 3 | <u>Additional Training</u> |
|---------------------|----------------------------|

Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$3,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$3,000.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 4 | <u>Teacher Collaboration</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$6,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$6,000.00 |
|-------------------------|------------|

| | |
|---------------------|--|
| Action 5 | <u>Universal Assessment Program Training</u> |
|---------------------|--|

Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$9,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$9,500.00 |
|-------------------------|------------|

| | |
|---------------------|--|
| Action 6 | <u>Hire Intervention Specialist</u> |
|---------------------|--|

Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted

\$10,500.00

Estimated Actual

\$10,500.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Compass Charter Schools of Los Angeles involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of LA
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars eligible for Honor Roll

| | |
|-----------------|---|
| Baseline | Percent of K-12 scholars eligible for Honor Roll- 29% |
| 2017-18 | Increase by 3% the number of scholars eligible for Honor Roll |
| 2018-19 | - |
| 2019-20 | - |

Metric ELL Reclassification Rate

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of High School Seniors eligible for Graduation

| | |
|-----------------|--|
| Baseline | Percent of High School Seniors eligible for Graduation - 39% |
| 2017-18 | Increase by 3% the number of High School Seniors eligible for Graduation |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of High School scholars completing A-G course

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Attendance Rate

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate to 97% |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1

Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|--------------------|
| 2017-18 | |
| Amount | \$1,556,355.00 |
| Sources | |
| General Fund | \$1,556,355.00 |
| Budget Reference | |
| 1100 | Teachers' Salaries |

Action 2

Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

- New
- Modified
- Unchanged

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Groups

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

Action 3

Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|----------------------------------|
| 2017-18 | |
| Amount | \$88,006.00 |
| Sources | |
| General Fund | \$88,006.00 |
| Budget Reference | |
| 5200 | Travel and Conferences |
| 5210 | Training and Development Expense |

Action 4

Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from Counseling Services in meeting A-G requirements. CCS will be implementating AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Groups

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | \$296,555.00 |
| Sources | |
| General Fund | \$296,555.00 |
| Budget Reference | |
| 1200 | Certificated Pupil Support Salaries |

Action 5

Attendance Rates

- New
- Modified
- Unchanged

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|---|
| 2017-18 | |
| Amount | \$1,382,955.00 |
| Sources | |
| General Fund | \$1,382,955.00 |
| Budget Reference | |
| 4100 | Approved Textbooks and Core Curricula Materials |

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of LA
 textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate to 97% |
| 2018-19 | - |
| 2019-20 | - |

Metric Number of scholar clubs

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Parent Advisory Council

| | |
|-----------------|---|
| Baseline | Parent Advisory Council met on a quarterly basis |
| 2017-18 | Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors |
| 2018-19 | - |
| 2019-20 | - |

Metric Scholar Leadership Council

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Participation in Parent/Teacher Conferences

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Satisfaction Surveys

| | |
|-----------------|--|
| Baseline | 20% of parents participated in satisfaction surveys |
| 2017-18 | At least 50% of our scholars and parents will participate in our satisfaction survey opportunities |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|------------------------------------|
| 2017-18 | |
| Amount | \$37,717.00 |
| Sources | |
| General Fund | \$37,717.00 |
| Budget Reference | |
| 5505 | Student Transportation/Field Trips |

Action 2

Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

New
 Modified
 Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All Students with Disabilities Specific Student Groups...

Location(s)

All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | <input type="text" value="\$0.00"/> |
| Sources | |
| Budget Reference | |

Action 3

Scholar Recognition

New
 Modified
 Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All
 Students with Disabilities
 Specific Student Groups...

Location(s)

All schools
 Specific Schools...
 Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|--------|
| 2017-18 | |
| Amount | \$0.00 |
| Sources | |
| Budget Reference | |

Action 4

Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a “Welcome Back Night” before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | | |
|-------------------------|---------------|--------|
| 2017-18 | Amount | \$0.00 |
| Sources | | |
| Budget Reference | | |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

| | |
|--|--------------|
| Estimated Supplemental and Concentration Grant Funds | \$224,170.00 |
|--|--------------|

| | |
|--|------|
| Percentage to Increase or Improve Services | 10 % |
|--|------|

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

1.1 Communication

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

1.2 Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

1.3 Professional Development

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

1.4 Educational Planning

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

1.5 Attendance Rates

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

2.4 Learning Coach Involvement

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Local Control Accountability Plan and Annual Update (LCAP) Template

| | | | |
|--------------|-----------------------------------|-------|-----------------|
| LEA Name | Compass Charter Schools of Fresno | | |
| Contact Name | J.J. Lewis | Title | President & CEO |
| Email | jlewis@compasscharters.org | Phone | 818-824-6233 |

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of Fresno is an exclusively virtual charter school, serving scholars who reside in Fresno County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and 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. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves over 100 scholars. Based on our 2016-17 P2 data, our scholar population consists of 66% socioeconomically disadvantaged, 1% English language learners, and 7% special education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$1,777,674.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$1,026,838.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are general operating needs within the operating budget, including dues and memberships, insurance, lease expenses, professional and consulting services, legal fees and more. This accounts for a little over half our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year

\$1,251,449.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies decreased by 44% from 2015-2016 rates.
3. 38% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 100 scholars did participate in our engagement offerings.

Actions / Services

| | |
|---------------------|--------------------------------------|
| Action 1 | <u>Informational Sessions</u> |
|---------------------|--------------------------------------|

Implementation**Planned**

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars. Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$28,000.00 |
| Estimated Actual | \$28,000.00 |

| | |
|---------------------|----------------------------------|
| Action 2 | <u>Monitor weekly attendance</u> |
|---------------------|----------------------------------|

Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families. Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$33,000.00 |
| Estimated Actual | \$33,000.00 |

| | |
|---------------------|-----------------------------------|
| Action 3 | <u>Field Trips and Activities</u> |
|---------------------|-----------------------------------|

Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$28,500.00 |
| Estimated Actual | \$28,500.00 |

| | |
|---------------------|------------------------------|
| Action 4 | <u>Weekly Truancy Audits</u> |
|---------------------|------------------------------|

Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$24,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$24,000.00 |
|-------------------------|-------------|

| | |
|---------------------|---|
| Action 5 | <u>Prep Classes for Low Performing Scholars</u> |
|---------------------|---|

Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$19,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$19,000.00 |
|-------------------------|-------------|

| | |
|---------------------|----------------------|
| Action 6 | <u>Scholar Clubs</u> |
|---------------------|----------------------|

Implementation**Planned**

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$20,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$20,500.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 7 | <u>Hire Scholar Engagement Coordinator</u> |
|---------------------|--|

Implementation**Planned**

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$9,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$9,500.00 |
|-------------------------|------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement, as noted in our actions and services update. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 73% of our scholars will complete classes according to the pacing plan.
4. 25% of scholars will qualify for Academic Honor Roll.
5. 73% of scholars will be on task according to curriculum provider's reports.
6. 100% of our teachers will be appropriately credentialed.

Actual

1. SBAC scores will not be released until October 2017.
2. SBAC scores will not be released until October 2017.
3. 65% of our scholars completed classes according to the pacing plan.
4. 40% of scholars qualified for Academic Honor Roll.
5. 75.8% of scholars were on task according to curriculum provider's reports.
6. 100% of our teachers are appropriately credentialed.

Actions / Services

| | |
|---------------------|---------------------------------|
| Action 1 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$15,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$15,000.00 |
|-------------------------|-------------|

| | |
|---------------------|---------------------|
| Action 2 | <u>Audit grades</u> |
|---------------------|---------------------|

Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 3 | <u>Constructive Feedback</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$20,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$20,000.00 |
|-------------------------|-------------|

| | |
|---------------------|------------------------------------|
| Action 4 | <u>Universally Assess Scholars</u> |
|---------------------|------------------------------------|

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$27,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$27,000.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 5 | <u>Study Skills/Intervention Classes and Workshops</u> |
|---------------------|--|

Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$27,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$27,000.00 |
|-------------------------|-------------|

| | |
|---------------------|-----------------------|
| Action 6 | <u>Laptop Program</u> |
|---------------------|-----------------------|

Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$11,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$11,000.00 |
|-------------------------|-------------|

| | |
|---------------------|-------------------------|
| Action 7 | <u>Special Programs</u> |
|---------------------|-------------------------|

Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$50,000.00 |
|-----------------|-------------|

| | |
|-------------------------|--------|
| Estimated Actual | \$0.00 |
|-------------------------|--------|

| | |
|---------------------|-------------------------------|
| Action 8 | <u>National Honor Society</u> |
|---------------------|-------------------------------|

Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$1,500.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$1,500.00 |
|-------------------------|------------|

| | |
|---------------------|--|
| Action 9 | <u>Hire Intervention Specialist</u> |
|---------------------|--|

Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted

\$10,000.00

Estimated Actual

\$10,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3 Parent Participation

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 40% of parents will complete and return parent surveys.
- 2. 55% of parents will participate in Parent/Teacher conferences
- 3. 55% of parents will attend school sponsored events
- 4. School staff will communicate with families at least once a week.

Actual

- 1. On average, 20% of parents completed and returned parent surveys.
- 2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
- 3. There was not a baseline established to track this outcome. However, 126 learning coaches and parents did participate in our engagement offerings.
- 4. School staff communicated with families numerous times each week.

Actions / Services

Action Family Events

1

Implementation

Planned

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures

Budgeted \$18,050.00

Estimated Actual \$18,050.00

| | |
|---------------------|---------------------------------------|
| Action 2 | <u>Parent/Learning Coaches Events</u> |
|---------------------|---------------------------------------|

Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$14,050.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$14,050.00 |
|-------------------------|-------------|

| | |
|---------------------|---|
| Action 3 | <u>Informational Nights and Workshops</u> |
|---------------------|---|

Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$10,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$10,500.00 |
|-------------------------|-------------|

| | |
|---------------------|-----------------------|
| Action 4 | <u>Webinar Series</u> |
|---------------------|-----------------------|

Implementation**Planned**

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$8,200.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$8,200.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 5 | <u>Learning Coach Lounge</u> |
|---------------------|------------------------------|

Implementation**Planned**

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$4,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$4,000.00 |
|-------------------------|------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 50% of Class Connect sessions will include data driven instruction.
- 2. 75% of teachers will have participated in CCSS data analysis workshops.
- 3. 90% of incoming scholars will be universally assessed.

Actual

- 1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
- 2. 100% of teachers participated in CCSS data analysis workshops.
- 3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action Class Connect
1

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

Budgeted \$15,000.00

Estimated Actual \$15,000.00

| | |
|---------------------|---------------------------------|
| Action 2 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|----------------------------|
| Action 3 | <u>Additional Training</u> |
|---------------------|----------------------------|

Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 4 | <u>Teacher Collaboration</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$15,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$15,000.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 5 | <u>Universal Assessment Program Training</u> |
|---------------------|--|

Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$16,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$16,500.00 |
|-------------------------|-------------|

| | |
|---------------------|-------------------------------------|
| Action 6 | <u>Hire Intervention Specialist</u> |
|---------------------|-------------------------------------|

Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted

\$14,500.00

Estimated Actual

\$14,500.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Compass Charter Schools of Fresno involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of Fresno
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars eligible for Honor Roll

| | |
|-----------------|---|
| Baseline | Percent of K-12 scholars eligible for Honor Roll - 40% |
| 2017-18 | Increase by 3% the number of scholars eligible for Honor Roll |
| 2018-19 | - |
| 2019-20 | - |

Metric ELL Reclassification Rate

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of High School Seniors eligible for Graduation

| | |
|-----------------|--|
| Baseline | Percent of High School Seniors eligible for Graduation - 38% |
| 2017-18 | Increase by 3% the number of High School Seniors eligible for Graduation |
| 2018-19 | - |
| 2019-20 | - |

Metric Attendance Rate

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate to 97% |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1

Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|--------------------|
| 2017-18 | |
| Amount | \$470,133.00 |
| Sources | |
| General Fund | \$470,133.00 |
| Budget Reference | |
| 1100 | Teachers' Salaries |

| |
|--|
| Action 2 |
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |

Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

| | |
|--------------------------|--|
| <u>Students</u> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Groups |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools... <input type="checkbox"/> Specific Grade Spans... |

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | \$11,393.00 |
| Sources | |
| General Fund | \$11,393.00 |
| Budget Reference | |
| 4200 | Books and Other Reference Materials |

Action 3

Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|----------------------------------|
| 2017-18 | |
| Amount | \$26,584.00 |
| Sources | |
| General Fund | \$26,584.00 |
| Budget Reference | |
| 5200 | Travel and Conferences |
| 5210 | Training and Development Expense |

Action 4

Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Groups

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | \$89,581.00 |
| Sources | |
| General Fund | \$89,581.00 |
| Budget Reference | |
| 1200 | Certificated Pupil Support Salaries |

Action 5

Attendance Rates

- New
- Modified
- Unchanged

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|---|
| 2017-18 | |
| Amount | \$417,754.00 |
| Sources | |
| General Fund | \$417,754.00 |
| Budget Reference | |
| 4100 | Approved Textbooks and Core Curricula Materials |

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno
 textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate by 97% |
| 2018-19 | - |
| 2019-20 | - |

Metric Number of scholar clubs

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Parent Advisory Council

| | |
|-----------------|---|
| Baseline | Parent Advisory Council met on a quarterly basis |
| 2017-18 | Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors |
| 2018-19 | - |
| 2019-20 | - |

Metric Scholar Leadership Council

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Participation in Parent/Teacher Conferences

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Satisfaction Surveys

| | |
|-----------------|--|
| Baseline | 20% of parents participated in satisfaction surveys |
| 2017-18 | At least 50% of our scholars and parents will participate in our satisfaction survey opportunities |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|------------------------------------|
| 2017-18 | |
| Amount | \$11,393.00 |
| Sources | |
| General Fund | \$11,393.00 |
| Budget Reference | |
| 5505 | Student Transportation/Field Trips |

Action 2

Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

New
 Modified
 Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All Students with Disabilities Specific Student Groups...

Location(s)

All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount

Sources

Budget Reference

Action 3

Scholar Recognition

- New
- Modified
- Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | | |
|-------------------------|--|---|
| 2017-18 | | Amount <input style="width: 100px;" type="text" value="\$0.00"/> |
| Sources | | |
| Budget Reference | | |

Action 4

Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | | |
|-------------------------|---------------|--------|
| 2017-18 | Amount | \$0.00 |
| Sources | | |
| Budget Reference | | |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

| | |
|--|--------------|
| Estimated Supplemental and Concentration Grant Funds | \$117,675.00 |
|--|--------------|

| | |
|--|------|
| Percentage to Increase or Improve Services | 10 % |
|--|------|

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

1.1 Communication

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

1.2 Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

1.3 Professional Development

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

1.4 Educational Planning

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

1.5 Attendance Rates

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

2.4 Learning Coach Involvement

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Local Control Accountability Plan and Annual Update (LCAP) Template

| | | | |
|--------------|--------------------------------------|-------|-----------------|
| LEA Name | Compass Charter Schools of San Diego | | |
| Contact Name | J.J. Lewis | Title | President & CEO |
| Email | jlewis@compasscharters.org | Phone | 818-824-6233 |

2017-18 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Compass Charter Schools (CCS) of San Diego is an exclusively virtual charter school, serving scholars who reside in San Diego County and its adjacent counties. The mission of CCS is inspire and develop innovative, creative, self-directed learners, one scholar at a time, and 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. We support our scholars, learning coaches, staff and community through our key values: Achievement, Communication, Integrity, Respect, and Teamwork.

CCS serves close to 400 scholars. Based on our 2016-17 P2 data, our scholar population consists of 51% socioeconomically disadvantaged, 3% English language learners, and 9% special education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

There has been a lot of change at CCS this year, from a rebrand to the selection of a new curriculum and systems. Based on these changes, and with input from our stakeholders, we will be using the 2017-18 year to create a baseline for which we can then improve.

We will focus our efforts on increasing academic achievement, increasing engagement, and effectively implementing our new curriculum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

There is much to be proud of at CCS this year. We brought on additional staff in key areas to support our scholars: a Scholar Engagement Coordinator to manage and promote field trips, enrichment activities and scholar-led clubs; and a Scholar Intervention Coordinator to manage our academic intervention program to support scholars and their success within our school.

We increased our Special Education Department by two (2) FTE, allowing CCS to provide SAI services to our scholars as opposed to a third-party agency.

Globally we enhanced our communication with scholars and learning coaches, to assist them in their success with our virtual program. We increased our live instruction, using AdobeConnect, along with other supports for scholars. Our courses were accredited by the NCAA due to our increase in live sessions with scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need for CCS is to set a baseline for the 2017-18 year. This LCAP is meant to ensure support for our scholars in the upcoming school year while also tracking the supports we provide to the success our scholars achieve. As we have changed our system almost entirely, the need for a baseline exists to ensure we are gathering the necessary data points to best serve our scholars.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the California School Dashboard, CCS does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2017-18 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CCS will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking with our new scholar information system. Every member of staff will have access to the new SIS with flags and alerts to help differentiate a portion of the unique needs our scholars may have. We will also be bringing on two (2) Scholar Success Coordinators, to assist with the individual support needs of our scholars. We are also bringing on a Family Engagement Coordinator, whose role is to provide programming to support our learning coaches.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$4,008,458.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$2,333,268.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are general operating needs within the operating budget, including dues and memberships, insurance, lease expenses, professional and consulting services, legal fees and more. This accounts for less than half our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year

\$2,120,201.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1 Pupil Engagement

Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Increase opportunities for more robust engagement and accountability for attendance and progression

Annual Measurable Outcomes

Expected

1. Our attendance will be 94.5% or greater.
2. The number of trancies will decrease by 5% from 2015-2016 rates.
3. 60% of seniors will be eligible for graduation.
4. Participation in school events will increase by 13%

Actual

1. Our attendance did not reach our goal of 94.5%.
2. The number of trancies decreased by 43% from 2015-2016 rates.
3. 50% of seniors were eligible for graduation.
4. There was not a baseline established to track this outcome. However, 284 scholars did participate in our engagement offerings.

Actions / Services

| | |
|---------------------|-------------------------------|
| Action 1 | <u>Informational Sessions</u> |
|---------------------|-------------------------------|

Implementation

Planned

Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.

Actual

Academic reviews were conducted two (2) times per year by our Counseling Services Department. They also provided information on our Accelerated Course Options Program (ACOP) for scholars who were eligible to advance academically or re-mediate unearned credits. Our counselors met with each high school scholar to develop a course planner/four (4)-year personalized educational plan, and included information on our concurrent enrollment and summer school options. They also implemented Naviance for our high school scholars. Additionally, our high school teachers provided individualized pacing plans to scholars to accommodate scholar credit recovery and ACOP efforts. Our Special Education Department also provided SAI instruction to all scholars who had SAI in their IEP.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$39,000.00 |
| Estimated Actual | \$39,000.00 |

| | |
|---------------------|----------------------------------|
| Action 2 | <u>Monitor weekly attendance</u> |
|---------------------|----------------------------------|

Implementation

Planned

Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the importance of attendance and the rules of independent study. Reviews will take place to ensure that independent study is the right fit for the habitually absent scholar.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets and shared either weekly or monthly progress reports with scholars and their learning coaches. In elementary, our teachers also hosted progress conferences with the learning coaches. In middle, our Middle School Coordinator sent quarterly progress reports to scholars and their learning coaches in addition to the weekly reports that were sent by our teachers. In high, in addition to weekly and quarterly reports, our High School Coordinator sent quarterly "Disengaged/At-Risk" letters to affected families. Our Special Education Department shared weekly reminders to scholars about SAI sessions and our Morning Starter and Scholar Resource Center hours. They also sent quarterly process reports of progress on IEP goals, in addition to holding initial, annual, triennial and addendum IEP meetings.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$36,000.00 |
| Estimated Actual | \$36,000.00 |

| | |
|---------------------|-----------------------------------|
| Action 3 | <u>Field Trips and Activities</u> |
|---------------------|-----------------------------------|

Implementation

Planned

Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities

Actual

An overarching theme along with monthly themes for our field trips was established at the beginning of the school year by our new Scholar Engagement Coordinator. All field trips were posted to our ParentSquare calendar, which included a feature for families to translate to Spanish or another language. Feedback from our surveys was used to plan two (2) to three (3) field trips per month.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$40,500.00 |
| Estimated Actual | \$40,500.00 |

| | |
|---------------------|------------------------------|
| Action 4 | <u>Weekly Truancy Audits</u> |
|---------------------|------------------------------|

Implementation

Planned

Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

Actual

Our Academic Affairs Division, which includes elementary (K-5), middle (6-8), high (9-12) and options (home study) tracked attendance through truancy sheets. Our Head Advisors audited the sheets weekly and mailed letters to scholars based on our truancy policies and procedures. They also conducted meetings with scholars and their learning coaches per policy.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$27,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$27,000.00 |
|-------------------------|-------------|

| | |
|---------------------|---|
| Action 5 | <u>Prep Classes for Low Performing Scholars</u> |
|---------------------|---|

Implementation

Planned

Provide SAT information and prep classes for low performing scholars in 10th, 11th, and 12th grade through Class Connect and 3rd party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.

Actual

Our Counseling Services Department hosted College Admission Information Sessions for those scholars in grades 9-12. They also provided SAT prep courses and individual counseling sessions.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$31,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$31,000.00 |
|-------------------------|-------------|

| | |
|---------------------|----------------------|
| Action 6 | <u>Scholar Clubs</u> |
|---------------------|----------------------|

Implementation

Planned

Have scholar run clubs and organizations based off of scholar interests as identified in survey results.

Actual

We successfully ran scholar-led clubs during the 2016-17 school year. Clubs were available for all grade levels and our most popular clubs were National Honor Society, Science Olympiad, Performing Arts, Photography, Computer Coding, Dance, and Gender and Sexualities. Club creation is always open to scholars who seek to start a new club. Our Scholar Engagement Coordinator facilitates the creation process and helps scholar's find sponsoring staff members. We hosted two (2) session to share with families about the club opportunities.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$22,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$22,500.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 7 | <u>Hire Scholar Engagement Coordinator</u> |
|---------------------|--|

Implementation

Planned

Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.

Actual

We hired our Scholar Engagement Coordinator in September 2016.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$12,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$12,500.00 |
|-------------------------|-------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing pupil engagement. We hosted informational sessions, monitored weekly attendance, planned and implemented field trips and activities, performed weekly truancy audits, offered prep classes for low performing scholars, organized scholar clubs, and brought on a Scholar Engagement Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of four charters into one.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing pupil engagement. We saw a sharp increase in the number of engagement events hosted for scholars, including field trips and workshops. The number of supports provided also increased, by our advisors, counselors, teachers and leadership team.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 2 Increase academic achievement

Increase academic achievement by offering a variety of classes taught by credentialed teachers.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Local priorities addressed by this goal:

Highly qualified teachers in every core course.

Annual Measurable Outcomes

Expected

- 1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.
- 2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
- 3. 73% of our scholars will complete classes according to the pacing plan.
- 4. 25% of scholars will qualify for Academic Honor Roll.
- 5. 73% of scholars will be on task according to curriculum provider's reports.
- 6. 100% of our teachers will be appropriately credentialed.

Actual

- 1. SBAC scores will not be released until October 2017.
- 2. SBAC scores will not be released until October 2017.
- 3. 65% of our scholars completed classes according to the pacing plan.
- 4. 31% of scholars qualified for Academic Honor Roll.
- 5. 75.8% of scholars were on task according to curriculum provider's reports.
- 6. 100% of our teachers are appropriately credentialed.

Actions / Services

| | |
|---------------------|---------------------------------|
| Action 1 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.

Actual

Professional development opportunities increased during the year. At the elementary level, our teams either hosted or participated in a Thinking Routes PD, the Kindness Challenge, Week of Code, Mindfulness in Schools, and the C & I Network for Public Charter Schools. At the middle school level, our teams shared instructional strategies and best practices in weekly team and PLC meetings, and our Middle School Coordinator created video tutorials for her team. At the high school level, they shared best practices ideas and collaborated during their team meetings and PLCs, and participated in refresher trainings for our various online platforms. Our options program team participated in both a Giftedness and Thinking to Understand workshop, and shared best practices during their bi-weekly meetings. Our Scholar Intervention Coordinator also provided teacher professional development on the implementation of i-Ready and on how to access scholar data to better inform instruction.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$22,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$22,000.00 |
|-------------------------|-------------|

| | |
|---------------------|---------------------|
| Action 2 | <u>Audit grades</u> |
|---------------------|---------------------|

Implementation

Planned

Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.

Actual

In addition to auditing grades, our staff have tracked scholars who are eligible for the Honor Roll using an internal tracking system. To encourage scholar success, our staff have also implemented "caught doing good" phone calls, special catch-up pacing plans when scholars fell behind to provide opportunities for them to succeed, and other forms of encouragement for our scholars.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$10,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$10,000.00 |
|-------------------------|-------------|

| | |
|---------------------|------------------------------|
| Action 3 | <u>Constructive Feedback</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will grade and return work within 72 hours with constructive feedback.

Actual

Our teachers grade and return scholar work within 72 hours, if not sooner, with constructive feedback to aid in their understanding of the course materials and objectives.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$20,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$20,000.00 |
|-------------------------|-------------|

| | |
|---------------------|------------------------------------|
| Action 4 | <u>Universally Assess Scholars</u> |
|---------------------|------------------------------------|

Implementation

Planned

Scholars will be universally assessed one time per semester.

Actual

Our scholars were assessed three (3) times using i-Ready; at the start of the school year, semester break and end of the year.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$35,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$35,000.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 5 | <u>Study Skills/Intervention Classes and Workshops</u> |
|---------------------|--|

Implementation

Planned

Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.

Actual

Our Scholar Intervention Coordinator designed, implemented and continues to run Success Academy, where scholars identified "at risk" can access academic instruction that is targeted for their specific needs. The Success Academy live sessions consisted of success principles such as growth mindset, mindfulness, organization, and time management skills. The Middle School Coordinator and Scholar Intervention Coordinator developed and instituted Middle School Enrichment Courses, which focused on providing interventions to at-risk scholars in the areas of reading and math. Our Counseling Services and High School teams also reviewed 9th grade math placements, per our 9th Grade Math Placement Policy, for any course placement adjustments.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$34,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$34,000.00 |
|-------------------------|-------------|

| | |
|---------------------|-----------------------|
| Action 6 | <u>Laptop Program</u> |
|---------------------|-----------------------|

Implementation

Planned

Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.

Actual

Scholars who qualified for FRLP were able to borrow a laptop for the length of enrollment. Household and income information were updated consistently for new and returning scholars in order to streamline the process of FRLP classification.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$15,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$15,000.00 |
|-------------------------|-------------|

| | |
|---------------------|-------------------------|
| Action 7 | <u>Special Programs</u> |
|---------------------|-------------------------|

Implementation

Planned

Special programs will increase staffing to allow for smaller case loads.

Actual

Not implemented.

Expenditures

Budgeted

\$50,000.00

Estimated Actual

\$0.00

| | |
|---------------------|-------------------------------|
| Action 8 | <u>National Honor Society</u> |
|---------------------|-------------------------------|

Implementation

Planned

National Honor Society will be available to those that qualify.

Actual

Our National Honor Society is in its second year of operation. They hosted an induction ceremony in March for those scholars who qualified for membership. As a chapter, they hosted two (2) community service events this year: a Susan G. Komen Breast Cancer Walk and Heal the Bay.

Expenditures

Budgeted

\$1,500.00

Estimated Actual

\$1,500.00

| | |
|---------------------|--|
| Action 9 | <u>Hire Intervention Specialist</u> |
|---------------------|--|

Implementation

Planned

Intervention specialist will be hired to create an intervention program for all scholars.

Actual

We hired a Scholar Intervention Coordinator to support the development of our intervention program and services for scholars.

Expenditures

Budgeted

\$13,000.00

Estimated Actual

\$13,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing academic achievement. We participated in professional development activities, audited course grades, provided constructive feedback to scholars, universally assessed our scholars, provided study skills and intervention workshops, offered a laptop loan program, offered an NHS scholar-led club, and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of four charters into one.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing academic achievement. We saw an increase in our professional development offerings for staff, the amount and type of feedback provided to our scholars, universally assessing all of our scholars three (3) times throughout the school year, and providing workshops and other forms of supports to assist our scholars to succeed. There was a heavy focus placed on study skills for our scholars in preparation for the i-Ready Diagnostic Tests and state-mandated tests.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 3 Parent Participation

Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 40% of parents will complete and return parent surveys.
- 2. 55% of parents will participate in Parent/Teacher conferences
- 3. 55% of parents will attend school sponsored events
- 4. School staff will communicate with families at least once a week.

Actual

- 1. On average, 20% of parents completed and returned parent surveys.
- 2. We did not host Parent/Teacher conferences in the traditional sense. However, staff did set-up individual meetings with learning coaches and scholars as needed throughout the school year.
- 3. There was not a baseline established to track this outcome. However, 179 learning coaches and parents did participate in our engagement offerings.
- 4. School staff communicated with families numerous times each week.

Actions / Services

Action Family Events

1

Implementation

Planned

Hold a minimum of 4 family events. Provide translators.

Actual

We hosted a kick-off event with Richard Guerry, who spoke on the relevant topic of Internet Safety: Public and Permanent, at the start of the year. This was in-person and streamed through LiveStream. We also hosted a number of field trips each month, where families including siblings were invited to join our scholars to enjoy the activity.

Expenditures

Budgeted \$21,050.00

Estimated Actual \$21,050.00

| | |
|---------------------|---------------------------------------|
| Action 2 | <u>Parent/Learning Coaches Events</u> |
|---------------------|---------------------------------------|

Implementation

Planned

Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.

Actual

Similar to Action 1, we organized a number of field trips each month based on survey feedback, for scholars and their families to enjoy. We also hosted quarterly CEO Town Halls for our families to interact directly with our President & CEO.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$19,550.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$19,550.00 |
|-------------------------|-------------|

| | |
|---------------------|---|
| Action 3 | <u>Informational Nights and Workshops</u> |
|---------------------|---|

Implementation

Planned

Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.

Actual

Our Counseling Services Department hosted five (5) College & Career Workshops over the course of the school year. These were also recorded and shared with interested scholars who were unable to join the live virtual workshop.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$16,050.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$16,050.00 |
|-------------------------|-------------|

| | |
|---------------------|-----------------------|
| Action 4 | <u>Webinar Series</u> |
|---------------------|-----------------------|

Implementation**Planned**

Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.

Actual

In addition to our Virtual Learning and Start-Up Course, which provided an introduction and overview to our program for parents and scholars, we hosted a semester-long Learning Coach Lounge (LCL) series. More details on the LCL are in Action 5. In addition to the LCL Webinar Series, Elementary and Middle School parents received a weekly video clip and infographic from their Coordinator, which included various tips for success in the online program.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$8,200.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$8,200.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 5 | <u>Learning Coach Lounge</u> |
|---------------------|------------------------------|

Implementation**Planned**

Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.

Actual

Our Academic Affairs team and Scholar Engagement Coordinator organized and hosted a weekly Learning Coach Lounge series in the fall semester. Lounges were designed to prepare learning coaches to succeed in our virtual module. The Lounges were held Wednesday mornings at 10 am and recorded and shared for those families who were unable to join and for reference throughout the year. The recordings are hosted on YouTube and linked in our ParentSquare links section for easy access.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$4,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$4,000.00 |
|-------------------------|------------|

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of increasing parent participation. We increased our family events, created a Learning Coach Lounge series, and started a Parent Advisory Council.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of increasing parent participation. The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from ParentSquare, to surveys, to a quarterly Town Hall with the CEO. We continue to solicit the advice of our new Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for our scholars.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Goal 4 Common Core

Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Annual Measurable Outcomes

Expected

- 1. 50% of Class Connect sessions will include data driven instruction.
- 2. 75% of teachers will have participated in CCSS data analysis workshops.
- 3. 90% of incoming scholars will be universally assessed.

Actual

- 1. 60% of Class Connect Sessions were data driven instruction. Teachers held five (5) Class Connect Sessions per week; composed of three (3) Learning Labs and two (2) Question & Answer Sessions.
- 2. 100% of teachers participated in CCSS data analysis workshops.
- 3. Over 90% of our incoming scholars were universally assessed.

Actions / Services

Action 1 Class Connect

Implementation

Planned

Class Connect sessions will include data driven instruction.

Actual

Teachers held five (5) Class Connect Sessions per week, composed of three (3) Learning Labs and two (2) Question & Answer Sessions. Data from i-Ready and teacher assessments were used in the Learning Lab sessions which helped teachers conduct data-driven instruction to scholars.

Expenditures

| | |
|-------------------------|-------------|
| Budgeted | \$31,500.00 |
| Estimated Actual | \$31,500.00 |

| | |
|---------------------|---------------------------------|
| Action 2 | <u>Professional Development</u> |
|---------------------|---------------------------------|

Implementation

Planned

At least 4 hours of professional development will be provided focusing on data analysis.

Actual

Live and recorded trainings were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$12,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$12,000.00 |
|-------------------------|-------------|

| | |
|---------------------|----------------------------|
| Action 3 | <u>Additional Training</u> |
|---------------------|----------------------------|

Implementation

Planned

Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.

Actual

Our Assessment Specialist attended all CELDT training opportunities offered during the school year, including a major workshop on March 28, 2017 where she earned an official certificate of completion signed by the CELDT trainer. This workshop was designed to discuss the 17/18 implementation with consideration to changes towards the ELPAC.

Expenditures

| | |
|-----------------|------------|
| Budgeted | \$5,000.00 |
|-----------------|------------|

| | |
|-------------------------|------------|
| Estimated Actual | \$5,000.00 |
|-------------------------|------------|

| | |
|---------------------|------------------------------|
| Action 4 | <u>Teacher Collaboration</u> |
|---------------------|------------------------------|

Implementation

Planned

Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.

Actual

Though school-wide collaboration was not initiated, many teachers reached out to our Scholar Intervention Coordinator individually and then referred their scholars to Success Academy. Collaboration also occurred during team meetings.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$15,000.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$15,000.00 |
|-------------------------|-------------|

| | |
|---------------------|--|
| Action 5 | <u>Universal Assessment Program Training</u> |
|---------------------|--|

Implementation

Planned

Ongoing training will continue with universal assessment program.

Actual

Live and recorded training's were held for teachers to dive deeper and comprehend data through their i-Ready accounts on an ongoing and as needed basis.

Expenditures

| | |
|-----------------|-------------|
| Budgeted | \$19,500.00 |
|-----------------|-------------|

| | |
|-------------------------|-------------|
| Estimated Actual | \$19,500.00 |
|-------------------------|-------------|

| | |
|---------------------|-------------------------------------|
| Action 6 | <u>Hire Intervention Specialist</u> |
|---------------------|-------------------------------------|

Implementation

Planned

Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.

Actual

Our Scholar Intervention Coordinator position was created for the 2016-17 school year. An RTI Program was designed to better suit each individual at-risk scholar.

Expenditures

Budgeted

\$17,500.00

Estimated Actual

\$17,500.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

We successfully implemented our proposed actions and services to achieve our goal of implementing a universal assessment system. We increased our live learning sessions for scholars, provided specialized and targeted professional development for staff, implemented the i-Ready Diagnostic Test for all scholars and brought on a Scholar Intervention Coordinator.

It should be noted that there were changes in our charter which impacted some of the actual results, including a consolidation of two charters into one, and enrolling a number of scholars from an adjacent county into this charter.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective with our implementation of our proposed actions and services to meet our goal of implementing a universal assessment system. This was the first year using i-Ready as our diagnostic tool, which saw changes in its deployment throughout the year. Teachers, however, were able to use the results from these assessments to provide additional supports for their scholars. We also created new programs to support our scholars, including Success Academy and Strive for 45, all with the goal of increasing academic achievement through the use of assessment data.

Material differences between budgeted expenditures and estimated actual expenditures

N/A

Describe 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being revised for the 2017-18 year. As Compass Charter Schools continues to evolve, changes are necessary to create a baseline to measure our work to serve our scholars. One of the major changes for the upcoming school year is the implementation of a new curriculum provider, which will also provide a new Scholar Information System and Learning Management System.

Our new goals for the 2017-18 year are to increase scholar academic achievement and increase scholar and parent engagement.

Stakeholder Engagement

LCAP Year 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Compass Charter Schools of San Diego involved all of our stakeholders to plan our LCAP. The first opportunity for feedback was through our 2017-18 Planning Survey, which was administered through SurveyMonkey and sent to our scholars, learning coaches, staff, board and authorizer. The survey was open for a month. The second opportunity for feedback was two-fold with our LCAP Planning Team, which consists of our coordinators, managers, directors and President & CEO. This group shared feedback in Workplace by Facebook, our internal Intranet. They also spent a day at our Central Office discussing 2016-17 year results, reviewing survey data and planning the 2017-18 year. The Board of Directors, along with our entire community, had one final opportunity to provide additional feedback during our Public Hearing.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations with all of our stakeholders informed all of our goals and actions for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

New
 Modified
 Unchanged

Increase academic achievement at Compass Charter Schools of San Diego
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar success.

Expected Annual Measurable Outcomes

Metric SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric SBAC Math grades 3-8, 11 (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric CAST grades 5&8 and LEA eligible 10, 11 or 12 high school scholars (Standards Exceeded or Met)

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready ELA assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars at/above grade level on i-Ready Math assessments

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of K-12 scholars eligible for Honor Roll

| | |
|-----------------|---|
| Baseline | Percent of K-12 scholars eligible for Honor Roll- 31% |
| 2017-18 | Increase by 3% the number of scholars eligible for Honor Roll |
| 2018-19 | - |
| 2019-20 | - |

Metric ELL Reclassification Rate

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Percent of High School Seniors eligible for Graduation

| | |
|-----------------|--|
| Baseline | Percent of High School Seniors eligible for Graduation - SD- 50% |
| 2017-18 | Increase by 3% the number of High School Seniors eligible for Graduation |
| 2018-19 | - |
| 2019-20 | - |

Metric Attendance Rate

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate to 97% |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1 Communication

- New
- Modified
- Unchanged

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|--------------------|
| 2017-18 | |
| Amount | \$1,068,316.00 |
| Sources | |
| General Fund | \$1,068,316.00 |
| Budget Reference | |
| 1100 | Teachers' Salaries |

| |
|--|
| Action 2 |
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |

Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

| | | | |
|--------------------------|--|--|---|
| <u>Students</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | <input type="checkbox"/> Limited to Unduplicated Student Groups |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools... | <input type="checkbox"/> Specific Grade Spans... |

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | \$25,800.00 |
| Sources | |
| General Fund | \$25,800.00 |
| Budget Reference | |
| 4200 | Books and Other Reference Materials |

Action 3

Professional Development

- New
- Modified
- Unchanged

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------|
| 2017-18 | |
| Amount | \$60,409.00 |
| Sources | |
| General Fund | \$60,409.00 |
| Budget Reference | |

Action 4

Educational Planning

- New
- Modified
- Unchanged

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Groups

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | \$203,562.00 |
| Sources | |
| General Fund | \$203,562.00 |
| Budget Reference | |
| 1200 | Certificated Pupil Support Salaries |

Action 5

New
 Modified
 Unchanged

Attendance Rates

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s) All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|---|
| 2017-18 | |
| Amount | \$949,291.00 |
| Sources | |
| General Fund | \$949,291.00 |
| Budget Reference | |
| 4100 | Approved Textbooks and Core Curricula Materials |

Goal 2

New
 Modified
 Unchanged

Increase scholar and parent engagement at Compass Charter Schools of San Diego
 textBox5

State priorities addressed by this goal: 1 2 3 4 5 6 7 8

Identified Need

Based on feedback from all of our stakeholders, and with the changes to our curriculum and structure, CCS needs to create a baseline from which to support scholar and parent engagement.

Expected Annual Measurable Outcomes

Metric Attendance Rates

| | |
|-----------------|---------------------------------|
| Baseline | - |
| 2017-18 | Increase attendance rate to 97% |
| 2018-19 | - |
| 2019-20 | - |

Metric Number of scholar clubs

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Parent Advisory Council

| | |
|-----------------|---|
| Baseline | Parent Advisory Council met on a quarterly basis |
| 2017-18 | Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors |
| 2018-19 | - |
| 2019-20 | - |

Metric Scholar Leadership Council

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Participation in Parent/Teacher Conferences

| | |
|-----------------|---|
| Baseline | Will create a baseline during the 17-18 school year |
| 2017-18 | - |
| 2018-19 | - |
| 2019-20 | - |

Metric Satisfaction Surveys

| | |
|-----------------|--|
| Baseline | 20% of parents participated in satisfaction surveys |
| 2017-18 | At least 50% of our scholars and parents will participate in our satisfaction survey opportunities |
| 2018-19 | - |
| 2019-20 | - |

Actions / Services

Action 1

Extracurricular Activities

- New
- Modified
- Unchanged

There will be a variety of extracurricular activities offered throughout the school year including community service opportunities, field trips, enrichment activities, scholar-led clubs and National Honor Society. Scholars will be invited to attend informational workshops, and provided test prep resources throughout the year.

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|------------------------------------|
| 2017-18 | |
| Amount | \$25,890.00 |
| Sources | |
| General Fund | \$25,890.00 |
| Budget Reference | |
| 5505 | Student Transportation/Field Trips |

Action 2

Social Enrichment

Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

New
 Modified
 Unchanged

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All Students with Disabilities Specific Student Groups...

Location(s)

All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

| | |
|-------------------------|-------------------------------------|
| 2017-18 | |
| Amount | <input type="text" value="\$0.00"/> |
| Sources | |
| Budget Reference | |

Action 3

Scholar Recognition

- New
- Modified
- Unchanged

Graduating seniors and 5th and 8th grade scholars will be recognized at Graduation and Promotion Ceremonies, respectively. There, scholars will be given awards recognizing academic and social success. CCS will also recognize one High School, Middle School, Elementary School, and Options scholar monthly as "Scholar of the Month." CCS will also recognize one High School, Middle School, Elementary School, and Options Learning Coach at the end of the year as "Learning Coach of the Year."

Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All
- Students with Disabilities
- Specific Student Groups...

Location(s)

- All schools
- Specific Schools...
- Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

Action 4

Learning Coach Involvement

- New
- Modified
- Unchanged

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a “Welcome Back Night” before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Serves

This action contributes to meeting the Increased or Improved Services Requirement

Students

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide Limited to Unduplicated Student Groups

Location(s)

- All schools Specific Schools... Specific Grade Spans...

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

| | |
|--|--------------|
| Estimated Supplemental and Concentration Grant Funds | \$211,955.00 |
|--|--------------|

| | |
|--|------|
| Percentage to Increase or Improve Services | 10 % |
|--|------|

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Our supplemental and concentration grants funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. One immediate enhancement to our supports is a single SIS/LMS which would allow our staff to better track and support our scholars. We are also bringing on two Scholar Success Coordinators who will help identify and provide services for our scholars. Professional development and training for our staff will be a monthly focus as well, using i-Ready data and additional data points to provide individualized supports for our scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

1.1 Communication

Teachers will provide scholars with timely, specific feedback within 72 hours of work submission. Teachers will conduct parent/teacher conferences at allotted times throughout the school year.

1.2 Response to Intervention

Teachers and coordinators will use the results from the i-Ready Diagnostic Test to provide additional and targeted supports to scholars per their i-Ready results.

1.3 Professional Development

Teachers will receive professional development to ensure strong implementation of the new StrongMind curriculum at various points during the school year. Scholars and learning coaches will also receive training and supports throughout the year. Teachers will receive professional development on how to identify scholar support and utilize intervention strategies to support those scholars so they are successful in our virtual program. Teachers will receive professional development on how to analyze and utilize data from i-Ready, SBAC and the LMS to drive instruction and intervention. The goal is to build a data-driven culture throughout the school to best support the educational needs of our scholars. Professional development will be mapped out in a timeline from the beginning of the year and continually assessed throughout the school year.

1.4 Educational Planning

Scholars will receive individualized planning from counseling services in meeting A-G requirements. Implementation of AVID at the high school level to increase college and career readiness. College and career readiness curriculum will be implemented through multiple modalities. The high school program will also include support programs such as Naviance and concurrent enrollment options for high school scholars.

1.5 Attendance Rates

CCS will collect data to set a baseline for attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also set a baseline for course completion rates in grades 9-12 as a way to work towards improvement in future years.

2.4 Learning Coach Involvement

Parents will be invited to serve on our Parent Advisory Council, which provides meaningful feedback to senior staff and the Board of Directors on ways to improve the educational experience. Parents will also be given opportunities to attend training for the new StrongMind LMS to ensure successful Learning Coach training of the new system. Parents, Learning Coaches, and scholars will also be invited to a "Welcome Back Night" before the school year begins. Here, they will be given information on our new LMS, introduced to their teachers, and given an overview of our school year.

Coversheet

Review and Approval of Resolution 2017-02 on Executive Compensation

Section: X. NEW BUSINESS
Item: C. Review and Approval of Resolution 2017-02 on Executive Compensation
Purpose: Vote
Submitted by: Kathy Granger
Related Material: Executive Compensation Study Resolution 2016-17.pdf

BACKGROUND:

Prior to any Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including a charter school Chief Executive Officer (“CEO”), Chief Financial Officer (“CFO”), and other positions with substantial influence over the affairs of the organization. The Board’s review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer’s compensation is modified. However, separate review and approval is not required if the modification of compensation extends to substantially all employees. In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers “compensation” broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result. Thus, the best way to avoid risk of penalties is to go through the process of establishing reasonable compensation in advance of any salary increase, and for the Board to properly document it has engaged in such a process. This approach will also meet the legal requirements specific to California nonprofits under the California Nonprofit Integrity Act.¹ Develop a comparability chart of compensation to establish a “rebuttable presumption of reasonableness” regarding the amount of compensation paid to the executive at issue. In developing a comparability chart, the Board must obtain and rely on valid comparability data in approving the transaction. Without data, the Board cannot establish a rebuttable presumption of reasonableness and is not protected from sanctions.

RECOMMENDATION:

A motion to approve Resolution 2017-02 on Executive Compensation.



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

Board Resolution 2017-02
Executive Compensation Study

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 Nonprofit Integrity Act, and as also required by the Internal Revenue Service requirements for tax exempt (501c3) entities:

WHEREAS, when Compass considers renewing or extending a contract term or modifying total compensation (separate from organization wide increases) to be paid to the Compass President & Chief Executive Officer ("CEO"), the Board must ensure that such compensation is reasonable; and

WHEREAS, the Board must determine the compensation of the Compass President & CEO within the confines of legal requirements and best practices for tax exempt, nonprofit corporations; and

WHEREAS, the Board must ensure the President & CEO's compensation is within the range of similar organizations across the region, also taking into account other factors the Board believes pertinent to the setting of its President & CEO's compensation; and

WHEREAS, the Board desires to take all recommended steps to ensure the compensation paid to the President & CEO is reasonable, and that the Board has followed legally required procedures, as detailed below:

1. Approval of Compensation. The Board must evaluate annually the compensation of the Compass' "senior officer" and approve in advance any change to the compensation for the "senior officer."
2. Definitions. For purposes of this resolution, the Compass' senior officer is the President & CEO, and the total compensation paid to the President & CEO is understood to include a base salary, any bonuses, retirement benefits, fringe benefits, liability insurance premiums, and other monetary or non-monetary benefits provided.
3. Recusal. Any Board members related to the President & CEO, any employee Board members reporting to the President & CEO or under his supervision, or any other

individual having a personal interest in the compensation paid to the President & CEO, and the President & CEO himself have been excluded from the Board’s discussion and determination of reasonable compensation.

4. Determining Compensation. The Board’s review of compensation data will guide the Board prior to its making any decisions to alter the President & CEO’s compensation to ensure the compensation to be paid is reasonable. When determining whether the compensation or any change to compensation is reasonable, the Board:
 - a. Has been presented with and considered comparability data and compared the compensation to be paid to the President & CEO with the compensation paid to the equivalent senior officers from at least three (3) similar organizations operating in metropolitan areas that have comparable revenues, employees, service populations and skills.
 - b. Recognizes the unique benefits provided by the President & CEO to Compass, including the following: his past, present and future commitment to Compass, the special knowledge, experience and relationships with community members possessed by the President & CEO, which would be difficult to replace, and his record of achievement at Compass.

5. Source of Comparability Data. The Board has reviewed comparability data by documenting the compensation paid to officers holding similar positions in similar organizations. (See attached documentation at **Exhibit A**, attached here and incorporated by reference.) Specifically, the compensation paid to school leaders at similar nonprofits operating public charter schools, as documented by Forms 990 filed with the IRS and an examination of compensation paid to r similar nonprofits operating public charter schools, as documented by Transparency California.

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

BE IT FURTHER RESOLVED, that the Chair of the Board 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 26th day of June, 2017.

By: _____
Peter McDonald, Board Chair

Executive Compensation Study - Transparent California

| <u>2013</u> | <u>Enrollment</u> | <u>Title</u> | <u>Salary</u> | <u>Auto</u> | <u>Cell</u> | <u>Retirement</u> | <u>Benefits</u> | <u>Total Comp</u> |
|---------------------------------|-------------------|--------------------|---------------|------------------------|-------------|-------------------|-----------------|-------------------|
| Academy for Academic Excellence | 1412 | President/CEO | \$132,330.67 | N/A | N/A | N/A | \$22,827.28 | \$155,157.95 |
| Guajome Park Academy Charter | 1342 | Superintendent | \$185,000.00 | Other Pay: \$14,994.00 | | | \$43,257.00 | \$243,251.00 |
| Natomas Charter | 1638 | Executive Director | \$143,352.24 | N/A | N/A | N/A | \$21,651.41 | \$165,003.65 |

2017 (assumes 3% raise annually) Total Comp

| | |
|---------------------------------|--------------|
| Academy for Academic Excellence | \$169,545.28 |
| Guajome Park Academy Charter | \$265,806.94 |
| Natomas Charter | \$180,303.94 |

Coversheet

Review and Approval of the 2016-2019 At-Will Employment Agreement for the President & CEO

Section: X. NEW BUSINESS
Item: D. Review and Approval of the 2016-2019 At-Will Employment Agreement for the President & CEO
Purpose: Vote
Submitted by: Joe Cummings
Related Material: Draft At-Will Administrator Employment Agreement 2016-2019.pdf

RECOMMENDATION:

A motion to approve the 2016-19 At-Will Employment Agreement for the President & CEO.

AT-WILL EMPLOYMENT AGREEMENT
Between
COMPASS CHARTER SCHOOLS AND J.J. LEWIS

This Employment Agreement (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Compass Charter Schools (“Compass”) for a period of three (3) years, beginning July 1, 2016 and terminating June 30, 2019. The Board desires to hire employees who will assist the Board in achieving the goals and meeting the requirements of Compass’ charters. The parties recognized that the provisions of the California Education Code do not govern Compass, except as expressly set forth in the Charter Schools Act of 1992 and its successors.

R E C I T A L S

WHEREAS, Compass is a charter school, organized and operating pursuant to the provisions of the Charter document (“Charter”) and applicable law; and

WHEREAS, Compass is authorized pursuant to the terms of the Charter to appoint and hire Employee to assist the Board and to carry out the duties and functions as outlined in the job description attached and incorporated to this Agreement; and

WHEREAS, Compass desires to retain the services of the Employee of Compass by way of this Agreement and the Employee is qualified to perform such duties; and

WHEREAS, the Employee and Compass desire to formalize the employment relationship by way of this Agreement;

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereto do agree as follows:

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties**

Employee shall work in the position of President & Chief Executive Officer. Employee will perform such duties as Compass may reasonably assign and Employee will abide by all Compass’ policies and procedures as adopted and amended from time to time. Employee further agrees to abide by Compass’ charters.

2. **Work Schedule**

The daily work schedule for this full-time position shall generally be Monday through Friday, 8:00 a.m. to 5:00 p.m. While the Employee shall generally be available at/to Compass during this time period, the duties of this position may require work on weekends and before and after the regular hours of the work day.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

The Employee will not render services in person or by electronic means, paid or

otherwise, for any other person or entity during contracted work hours with Compass.

3. **Compensation**

The annual compensation for this position shall be \$134,496, subject to all regular withholdings, which shall be paid in 24 bi-monthly installments of \$5,604.00. Employee's compensation may be prorated depending on whether he/she remains employed, or in active work status, for the entire year. As an exempt employee, Employee shall not be eligible to earn overtime.

4. **Benefits:**

- a. **Health/Retirement Benefits.** At the expense of Compass, the Employee shall be afforded such health and other benefits of employment as shall be granted to Compass's management employees, including entitlement to participation in the Compass 403(b) plan.
- b. **Vacation Leave.** The Employee shall be entitled to vacation to be accrued at the rate of 0.41666 days per pay period (10 days annually). Vacation leave may accrue up to a cap of fifteen (15) days.
- c. **Personal Leave.** The Employee shall be entitled to 10 personal days annually. Personal leave will be front-loaded on July 1. Unused days do not roll over and are not paid out.
- d. **Sick Leave.** The Employee shall be entitled to five (5) sick days annually. Sick leave may accrue up to a cap of fifteen (15) days and are not paid out.
- e. **Car Allowance.** The Employee shall be entitled to a monthly car allowance of \$500, which shall be paid in 24 bi-monthly installments of \$250.

5. **Performance Evaluation**

The Board shall evaluate the performance of Employee at least once annually. This evaluation shall be based on the job description and performance objectives as defined in this Agreement. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to Employee and he shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation to Employee, the Board shall meet with Employee to discuss the evaluation. Failure to evaluate the Employee shall in no way impair the ability of the Board to release the Employee on an at-will basis as outlined below.

6. **Employee Rights**

Employment rights and benefits for employment at Compass shall only be as specified in this Employment Agreement, Compass' charter, the Charter Schools Act and Compass' Employee Handbook, which from time to time may be amended and modified by Compass. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of

Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Compass.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Professional Education, Organizations and Meetings**

Compass shall pay Employee's annual membership dues to the Association of California School Administrators. Compass may pay membership fees for Employee in various other professional organizations and committees subject to prior Board approval. Employee shall endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations. In order to stay current and knowledgeable, and provide the Board with timely guidance and advice, the Employee is encouraged to attend workshops and conferences. Compass shall also pay, through reimbursement up to \$10,000 per year, for enrollment in a degree program focused on educational leadership.

9. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he is a child care custodian and is certifying that he has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from active tuberculosis. Both clearances must be in place prior to the first day of service.

11. **Conflicts of Interest**

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with Compass.

12. **Outside Professional Activities**

Upon obtaining prior written approval of the Board, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. Compass shall in no way be responsible for any expenses attendant to the performance of such outside activities.

13. **Expense Reimbursement**

Compass shall reimburse Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable Compass policy and authorization.

14. **Required Contract Provisions**

The following provisions are required to be included in this Agreement by the California Government Code:

a. **Limitations on Cash Settlement**

In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of Employee multiplied by twelve (12).

b. **Required Reimbursements**

Employee shall be required to reimburse Compass for any salary or fees he receives from Compass in relation to his placement on paid administrative leave pending criminal charges if he is convicted of a crime involving the abuse of his office/position. Regardless of the term of this Agreement, if the Agreement is terminated, Employee must reimburse Compass for any cash settlement he receives in relation to his termination if he is convicted of a crime involving the abuse of his office/position.

C. **EMPLOYMENT AT-WILL**

Compass may terminate this Agreement and Employee's employment at any time with or without cause, with or without advance notice, at Compass' sole and unreviewable discretion. Either party may immediately terminate this Agreement and Compass' employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Compass. No one other than the Board of Compass has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Compass and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Compass on the terms specified herein.
2. All information I have provided to Compass related to my employment is true and accurate.
3. This is the entire agreement between Compass and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Compass Approval:

Date: _____
Peter McDonald, Board Chair

Coversheet

Review and Approval of the 2017-2020 At-Will Employment Agreement Amendment for the President & CEO

Section: X. NEW BUSINESS
Item: E. Review and Approval of the 2017-2020 At-Will Employment Agreement Amendment for the President & CEO
Purpose: Vote
Submitted by: Joe Cummings
Related Material:
Draft At-Will Administrator Employment Agreement Amendment 2017-2020.pdf

RECOMMENDATION:

A motion to approve the 2017-20 At-Will Employment Agreement Amendment for the President & CEO.

**AT-WILL EMPLOYMENT AGREEMENT AMENDMENT
Between
COMPASS CHARTER SCHOOLS AND J.J. LEWIS**

This Employment Agreement Amendment (“Amendment”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Compass Charter Schools (“Compass”). This Amendment does not constitute a new contract for employment; it only modifies the following:

A. Term

Board hereby employs Employee for a period of three (3) years, beginning July 1, 2017 and terminating on June 30, 2020.

B. Compensation

The annual compensation for this position shall be \$_____, subject to all regular withholdings, which shall be paid in 24 bi-monthly installments of \$_____. Employee’s compensation may be prorated depending on whether he/she remains employed, or in active work status, for the entire year. As an exempt employee, Employee shall not be eligible to earn overtime.

C. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Amendment and accept employment with Compass on the terms specified herein.
2. All information I have provided to Compass related to my employment is true and accurate.
3. This is the entire amendment between Compass and me regarding the terms and conditions of my employment. This is a final and complete amendment and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Amendment.

Employee Signature: _____ Date: _____

Compass Approval:

Date: _____
Peter McDonald, Board Chair

Coversheet

Adoption of the 2017-18 Annual Budget

Section: X. NEW BUSINESS
Item: F. Adoption of the 2017-18 Annual Budget
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: 2017-18 Draft Operating Budget.pdf

BACKGROUND:

The FY18 Operating Budget has been created with the assistance of our back office provider, CSMC. We are projecting revenue at \$10,588,794 and expenses at \$12,294,582, with an ending deficit of \$1,705,787. This budget is based on a combined enrollment of 1,100 scholars across our three (3) charters, and a daily attendance rate of 97%. We will have a staff count of 93; 75 will be certificated. There are no major increases in expenses, while we are projecting 100% funding for both Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles, and 85% funding for Compass Charter Schools of San Diego, which is a primary factor in the projected deficit. We will monitor and track our budget carefully and provide regular updates to the Finance Committee and Board of Directors throughout the year.

RECOMMENDATION:

A motion to adopt the 2017-18 Annual Budget for Compass Charters Schools.

Budget Summary

Compass Charter Schools
Budget Summary
2017-18 Budget

| SACS Code Description | San Diego | Los Angeles | Fresno | CMO | TOTAL |
|-----------------------|---------------------|---------------------|---------------------|-------------------|----------------------|
| Revenue | | | | | |
| State | 3,199,639 | 4,766,104 | 1,440,802 | - | 9,406,544 |
| Federal | | | | - | |
| Local | 232,900 | 268,731 | 80,619 | 600,000 | 1,182,250 |
| Total Revenue | \$ 3,432,539 | \$ 5,034,835 | \$ 1,521,421 | \$ 600,000 | \$ 10,588,794 |

| | | | | | | | | | | | |
|-----------------------|---------------------------------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|-------------------|--|----------------------|--------------|
| Expenses | | | | | | | | | | | |
| 1000 | Certificated Salaries | 1,451,799 | 36% | 2,129,493 | 36% | 643,488 | 36% | | | 4,224,780 | 34% |
| 2000 | Classified Salaries | 438,137 | 11% | 642,658 | 11% | 194,198 | 11% | | | 1,274,992 | 10% |
| 3000 | Benefits | 449,520 | 11% | 659,355 | 11% | 199,243 | 11% | | | 1,308,118 | 11% |
| | Total Personnel Expenses | 2,339,456 | 58.3% | 3,431,506 | 58.3% | 1,036,929 | 57.8% | | | 6,807,891 | 55.4% |
| 4000 | Books and Supplies | 995,694 | 25% | 1,460,480 | 25% | 441,326 | 25% | | | 2,897,500 | 24% |
| 5000 | Services and Other Operating Expenses | 678,545 | 17% | 996,242 | 17% | 314,403 | 18% | 600,000 | | 2,589,190 | 21% |
| 6000 | Capital Outlay | | | | | | | | | | |
| 7000 | Other Outgoing | | | | | | | | | | |
| Total Expenses | | \$ 4,013,696 | | \$ 5,888,227 | | \$ 1,792,659 | | \$ 600,000 | | \$ 12,294,582 | |

| | | | | | |
|----------------------------|---------------------|---------------------|---------------------|-------------|-----------------------|
| Surplus / (Deficit) | \$ (581,157) | \$ (853,393) | \$ (271,237) | \$ - | \$ (1,705,787) |
| As a % of LCFF revenue | -19.58% | -19.18% | -20.24% | | -19.48% |
| As a % of Total expenses | -14.48% | -14.49% | -15.13% | | -13.87% |
| Beginning Balance | | | | | 10,660,946 |
| Ending Balance | \$ (581,157) | \$ (853,393) | \$ (271,237) | | \$ 8,955,159 |
| As a % of Total expenses | -14.48% | -14.49% | -15.13% | | 72.84% |
| Saved for Reserve | | | | | \$614,729 |
| Saved for Uncertainty | | | | | \$614,729 |
| Total Reserves | | | | | \$1,229,458 |
| Unreserved | | | | | \$7,725,701 |

| Sb-740 Funding Determination Test: | |
|---|--------|
| Certificated Salaries (40% req.): | 59.54% |
| Instructional Costs (80% req.): | 95.07% |
| Cert Salaries Met/Not Met: | Met |
| Instr. Costs Met/Not Met | Met |

80% Shortfall

-\$1,595,977

Student Info

Compass Charter Schools**Student Input****2017-18 Budget**

| | San Diego | Los Angeles | Fresno | CMO |
|------------------------------------|------------------|--------------------|---------------|--------------|
| Enrollment By Grade | | | | |
| Kindergarten | 20 | 30 | 6 | 56 |
| Grade 1 | 25 | 35 | 5 | 65 |
| Grade 2 | 20 | 30 | 6 | 56 |
| Grade 3 | 25 | 35 | 7 | 67 |
| Grade 4 | 20 | 40 | 10 | 70 |
| Grade 5 | 25 | 50 | 12 | 87 |
| Grade 6 | 20 | 35 | 17 | 72 |
| Grade 7 | 25 | 45 | 20 | 90 |
| Grade 8 | 50 | 50 | 10 | 110 |
| Grade 9 | 45 | 45 | 20 | 110 |
| Grade 10 | 50 | 35 | 10 | 95 |
| Grade 11 | 60 | 45 | 17 | 122 |
| Grade 12 | 40 | 40 | 20 | 100 |
| Other Enrollment (Grade 12+, etc.) | - | - | - | - |
| Total Enrollment | 425 | 515 | 160 | 1,100 |

Daily Attendance Rate

| | | | | |
|--------------------------------------|--------------|--------------|--------------|--------------|
| Kindergarten | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 1 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 2 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 3 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 4 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 5 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 6 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 7 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 8 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 9 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 10 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 11 | 97.0% | 97.0% | 97.0% | 97.0% |
| Grade 12 | 97.0% | 97.0% | 97.0% | 97.0% |
| Other Enrollment (Grade 12+, etc.) | 97.0% | 97.0% | 97.0% | 97.0% |
| Average Daily Attendance Rate | 97.0% | 97.0% | 97.0% | 97.0% |

Student Info

Average Daily Attendance by Grade

| | | | | |
|---|--------------|--------------|--------------|--------------|
| Kindergarten | 19.4 | 29.1 | 5.8 | 54.3 |
| Grade 1 | 24.3 | 34.0 | 4.9 | 63.1 |
| Grade 2 | 19.4 | 29.1 | 5.8 | 54.3 |
| Grade 3 | 24.3 | 34.0 | 6.8 | 65.0 |
| Grade 5 | 24.3 | 48.5 | 11.6 | 84.4 |
| Grade 6 | 19.4 | 34.0 | 16.5 | 69.8 |
| Grade 7 | 24.3 | 43.7 | 19.4 | 87.3 |
| Grade 8 | 48.5 | 48.5 | 9.7 | 106.7 |
| Grade 9 | 43.7 | 43.7 | 19.4 | 106.7 |
| Grade 10 | 48.5 | 34.0 | 9.7 | 92.2 |
| Grade 11 | 58.2 | 43.7 | 16.5 | 118.3 |
| Grade 12 | 38.8 | 38.8 | 19.4 | 97.0 |
| Other Enrollment (Grade 12+, etc.) | | | | |
| Average Overall Daily Attendance | 392.9 | 460.8 | 145.5 | 999.1 |

Average Daily Attendance by Grade Range

| | | | | |
|---|---------------|---------------|---------------|---------------|
| ADA Grades K-3 | 87.30 | 126.10 | 23.28 | 236.68 |
| ADA Grades 4-6 | 43.65 | 82.45 | 28.13 | 154.23 |
| ADA Grades 7-8 | 72.75 | 92.15 | 29.10 | 194.00 |
| ADA Grades 9-12 | 189.15 | 160.05 | 64.99 | 414.19 |
| Average Overall Daily Attendance | 392.85 | 460.75 | 145.50 | 999.10 |

| | | | | |
|----------------------------|--------|--------|--------|-----|
| Unduplicated Pupil Percent | 45.61% | 56.77% | 54.18% | 67% |
| Unduplicated Pupil Count | 194 | 292 | 87 | 735 |

| | | | | |
|-------------------|--------|--------|-------|--|
| Prior Year P2 ADA | 283.15 | 299.85 | 74.96 | |
|-------------------|--------|--------|-------|--|

| | | | | |
|------------------|----|----|---|----|
| Total PTR Needed | 16 | 18 | 6 | 40 |
|------------------|----|----|---|----|

| | | | |
|------------------|--------|--------|-------|
| P2 16-17 Totals: | ADA | | |
| TK-3: | 95.57 | 77.13 | 20.46 |
| 4-6 | 68.75 | 58.45 | 17.36 |
| 7-8 | 41.33 | 47.93 | 13.25 |
| 9-12 | 77.5 | 116.34 | 23.89 |
| | 283.15 | 299.85 | 74.96 |

Revenue Input

Compass Charter Schools

Revenue

2017-18 Budget

COLA

1.56%

2.15%

2.35%

2.57%

| SACS | Funding % | 85% San Diego | 100% Los Angeles | 100% Fresno | CMO | TOTAL |
|------------------------|---|---------------------|---------------------|---------------------|-------------------|----------------------|
| State | | | | | | |
| 8011 | LCFF for all grades; state aid portion | 1,638,397 | 4,149,266 | 1,220,409 | | 7,008,072 |
| 8012 | LCFF for all grades; EPA portion | 481,803 | 99,910 | 31,040 | | 612,753 |
| 8096 | In-Lieu of Property Taxes, all grades | 847,599 | 199,413 | 88,681 | | 1,135,692 |
| 8019 | Prior Year Income/Adjustments (State Aid) | | | | | - |
| 8520 | State Child Nutrition program | - | - | - | | - |
| 8550 | Mandated Cost Reimbursements | 10,115 | 11,577 | 4,060 | | 25,752 |
| 8560 | Lottery - Restricted | 15,027 | 20,734 | 6,548 | | 42,308 |
| 8560 | Lottery - Unrestricted | 48,085 | 66,348 | 20,952 | | 135,385 |
| 8550 | One Time Block Grant | | | | | - |
| 8591 | SB 740 Rent re-imbursement program | | | | | - |
| 8792 | SPED | 158,613 | 218,856 | 69,113 | | 446,582 |
| State Revenue | | 3,199,639 | 4,766,104 | 1,440,802 | - | 9,406,544 |
| Federal | | | | | | |
| 8220 | Federal Child Nutrition Programs | | | | | - |
| 8181 | Special Education - Federal Entitlement | | | | | - |
| 8182 | Special Education - Mental Health | | | | | - |
| 8291 | Title I | | | | | - |
| 8292 | Title II | | | | | - |
| 8293 | Title III | | | | | - |
| 8294 | Title IV | | | | | - |
| 8295 | Title V | | | | | - |
| 8299 | Prior Year Federal Revenue | - | | | | - |
| Federal Revenue | | - | - | - | - | - |
| Local | | | | | | |
| 8660 | Interest | | | | | - |
| 8682 | Foundation Grants/Donations | | | | | - |
| 8799 | All Other Transfers In | | | | 600,000 | 600,000 |
| 8699 | All Other Local Revenue | | | | | - |
| 8685 | School Site Fundraising Revenue | | | | | - |
| 8650 | Rental Income | 232,900 | 268,731 | 80,619 | | 582,250 |
| Local Revenue | | \$ 232,900 | \$ 268,731 | \$ 80,619 | \$ 600,000 | \$ 1,182,250 |
| Total Revenue | | \$ 3,432,539 | \$ 5,034,835 | \$ 1,521,421 | \$ 600,000 | \$ 10,588,794 |

| Revenue Rates | | | |
|---------------|-------------|-----------|-----|
| San Diego | Los Angeles | Fresno | CMO |
| LCFF Calc | LCFF Calc | LCFF Calc | |
| LCFF Calc | LCFF Calc | LCFF Calc | |
| 2,538.31 | 432.80 | 609.49 | |
| | | | |
| 15.40 | 43.40 | | |
| 45 | 45 | 45 | |
| 144 | 144 | 144 | |
| 167 | 167 | 167 | |
| 75% | 75% | 75% | |
| 475.00 | 475.00 | 475.00 | |
| | | | |
| | | | |
| 118.75 | 118.75 | 118.75 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

\$ 9,988,794

Compass Charter Schools

Expenses Summary
2017-18 Budget

% of Total Revenue 34.4% 50.4% 15.2% 100%

| SACS SACS Obj Code Description | San Diego | Los Angeles | Fresno | CMO | Total |
|--|---------------------|---------------------|---------------------|-----|----------------------------------|
| Certificated Salaries | | | | | |
| 1100 Teachers' Salaries | 1,063,495 | 1,559,931 | 471,378 | | 3,094,804 |
| 1105 Teachers' Stipends | - | - | - | | |
| 1120 Substitute Expense | - | - | - | | - |
| 1200 Certificated Pupil Support Salaries | 202,643 | 297,236 | 89,819 | | 589,698 |
| 1300 Certificated Supervisor and Administrator Salaries | 85,277 | 125,085 | 37,798 | | 248,160 |
| 1305 Certificated Supervisor and Administrator Bonuses | - | - | - | | |
| 1900 Other Certificated Salaries | 100,383 | 147,242 | 44,493 | | 292,118 |
| 1000 Subtotal | \$ 1,451,799 | \$ 2,129,493 | \$ 643,488 | | \$ 4,224,780 \$ 4,224,780 |
| Classified Salaries | | | | | |
| 2100 Instructional Aide Salaries | - | - | - | | - |
| 2105 Instructional Aide Stipends | - | - | - | | |
| 2200 Classified Support Salaries | 179,036 | 262,610 | 79,355 | | 521,001 |
| 2210 Classified Support Overtime | - | - | - | | |
| 2300 Classified Supervisor and Administrator Salaries | 167,568 | 245,788 | 74,272 | | 487,627 |
| 2400 Clerical, Technical, and Office Staff Salaries | 91,533 | 134,260 | 40,571 | | 266,364 |
| 2410 Clerical, Technical, and Office Staff Overtime | - | - | - | | |
| 2900 Other Classified Salaries | - | - | - | | - |
| 2000 Subtotal | \$ 438,137 | \$ 642,658 | \$ 194,198 | | \$ 1,274,992 \$ 1,274,992 |
| Employee Benefits | | | | | |
| 3101 State Teachers' Retirement System, certificated positions | 209,495 | 307,286 | 92,855 | | 609,635.81 |
| 3202 Public Employees' Retirement System, classified positions | - | - | - | | - |
| 3313 OASDI | 27,164 | 39,845 | 12,040 | | 79,049.52 |
| 3323 Medicare | 27,404 | 40,196 | 12,146 | | 79,746.70 |
| 3403 Health & Welfare Benefits | 145,923 | 214,039 | 64,678 | | 424,639.84 |
| 3503 State Unemployment Insurance | 11,185 | 16,407 | 4,958 | | 32,550.00 |
| 3603 Worker Compensation Insurance | 28,349 | 41,582 | 12,565 | | 82,496.59 |
| 3903 Other Benefits | - | - | - | | - |
| 3000 Subtotal | \$ 449,520 | \$ 659,355 | \$ 199,243 | | \$ 1,308,118 \$ 1,308,118 |
| Total Personnel Expenses | \$ 2,339,456 | \$ 3,431,506 | \$ 1,036,929 | | \$ 6,807,891 \$ 6,807,891 |
| Books and Supplies | | | | | |
| 4100 Approved Textbooks and Core Curricula Materials | 945,007 | 1,386,133 | 418,860 | - | 2,750,000 |
| 4200 Books and Other Reference Materials | 25,773 | 37,804 | 11,423 | - | 75,000 |

| | | | | | | |
|-------------|----------------------------------|-------------------|---------------------|-------------------|-------------|---------------------|
| 4300 | Materials and Supplies | 10,309 | 15,121 | 4,569 | - | 30,000 |
| 4315 | Classroom Materials and Supplies | 8,591 | 12,601 | 3,808 | - | 25,000 |
| 4400 | Noncapitalized Equipment | 5,155 | 7,561 | 2,285 | - | 15,000 |
| 4430 | Noncapitalized Student Equipment | 859 | 1,260 | 381 | - | 2,500 |
| 4700 | Food and Food Supplies | - | - | - | - | - |
| | | | | | | |
| | | | | | | |
| 4000 | Subtotal | \$ 995,694 | \$ 1,460,480 | \$ 441,326 | \$ - | \$ 2,897,500 |

\$ 2,897,500

Services and Other Operating Expenses

| | | | | | | |
|-------------|---|-------------------|-------------------|-------------------|-------------------|---------------------|
| 5200 | Travel and Conferences | 17,182 | 25,202 | 7,616 | - | 50,000 |
| 5210 | Training and Development Expense | 42,955 | 63,006 | 19,039 | - | 125,000 |
| 5300 | Dues and Memberships | 10,309 | 15,121 | 4,569 | - | 30,000 |
| 5400 | Insurance | 8,371 | 12,279 | 3,710 | - | 24,361 |
| 5500 | Operation and Housekeeping Services/Supplies | 2,749 | 4,032 | 1,219 | - | 8,000 |
| 5501 | Utilities | 2,555 | 3,748 | 1,132 | - | 7,435 |
| 5600 | Space Rental/Leases Expense | 218,554 | 320,575 | 96,871 | - | 636,000 |
| 5601 | Building Maintenance | 601 | 882 | 267 | - | 1,750 |
| 5602 | Other Space Rental | 77 | 112 | 34 | - | 223 |
| 5605 | Equipment Rental/Leasing Expense | 4,131 | 6,059 | 1,831 | - | 12,020 |
| 5610 | Equipment Repair | 172 | 252 | 76 | - | 500 |
| 5800 | Professional/Consulting Services and Operating Expenses | 25,773 | 37,804 | 11,423 | - | 75,000 |
| 5803 | Banking and Payroll Fees | 1,805 | 2,648 | 800 | - | 5,253 |
| 5805 | Legal Fees | 34,364 | 50,405 | 15,231 | - | 100,000 |
| 5806 | Audit Services | 11,856 | 17,390 | 5,255 | - | 34,500 |
| 5807 | Legal Settlements | - | - | - | 600,000 | 600,000 |
| 5809 | Employee Tuition | 11,340 | 16,634 | 5,026 | - | 33,000 |
| 5810 | Educational Consultants | 51,546 | 75,607 | 22,847 | - | 150,000 |
| 5811 | Student Transportation/Field Trips/Activities | 25,773 | 37,804 | 11,423 | - | 75,000 |
| 5815 | Advertising/Recruiting | 34,364 | 50,405 | 15,231 | - | 100,000 |
| 5820 | Fundraising Expense | - | - | - | - | - |
| 5873 | Financial Services | 102,565 | 150,441 | 45,460 | - | 298,466 |
| 5874 | Personnel Services | 351 | 514 | 155 | - | 1,020 |
| 5875 | District Oversight Fees | 29,678 | 44,486 | 26,803 | - | 100,966 |
| 5877 | IT Services | 13,746 | 20,162 | 6,093 | - | 40,000 |
| 5890 | Interest Expense / Misc. Fees | 471 | 692 | 209 | - | 1,372 |
| 5891 | Loan Mangement and Interest Fee | - | - | - | - | - |
| 5899 | CMO Management Fee | - | - | - | - | - |
| 5900 | Communications | 27,259 | 39,983 | 12,082 | - | 79,324 |
| 5999 | Expenses Suspense | - | - | - | - | - |
| | | | | | | |
| 5000 | Subtotal | \$ 678,545 | \$ 996,242 | \$ 314,403 | \$ 600,000 | \$ 2,589,190 |

\$ 2,589,190

Capital Outlay

| | | | | | | |
|-------------|----------------------|---|---|---|---|---|
| 6900 | Depreciation Expense | - | - | - | - | - |
| 6000 | Subtotal | | | | | |

Other Outgoing

| | | | | | | |
|-------------|--------------------------------|---|---|---|---|---|
| 7000 | Miscellaneous Expense | - | - | - | - | - |
| 7141 | Special Education Encroachment | - | - | - | - | - |
| 7438 | Debt Service - Interest | - | - | - | - | - |
| 7500 | District Oversight Fee | - | - | - | - | - |
| 7000 | Subtotal | | | | | |

Total Non-Personnel Expenses

| | | | | |
|---------------------|---------------------|-------------------|-------------------|---------------------|
| \$ 1,674,239 | \$ 2,456,722 | \$ 755,730 | \$ 600,000 | \$ 5,486,690 |
|---------------------|---------------------|-------------------|-------------------|---------------------|

Total Expenses

| | | | | |
|---------------------|---------------------|---------------------|-------------------|----------------------|
| \$ 4,013,696 | \$ 5,888,227 | \$ 1,792,659 | \$ 600,000 | \$ 12,294,582 |
|---------------------|---------------------|---------------------|-------------------|----------------------|

| | | | | | |
|------------------------|---------------------|---------------------|-------------------|----------|---------------------|
| Instructional Related: | 1,263,341.81 | 1,853,064.91 | 559,957.28 | - | 3,982,040.00 |
| Facilities | 166,340 | 243,988 | 73,728 | - | 484,056 |
| | <u>1,429,682.30</u> | <u>2,097,052.49</u> | <u>633,685.21</u> | <u>-</u> | <u>4,466,096.00</u> |

Coversheet

Election of New Board Members

Section: X. NEW BUSINESS
Item: G. Election of New Board Members
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: Brown - CCS Board of Directors Application.pdf
Vargas - CCS Board of Directors Application.pdf

BACKGROUND:

Compass Charter Schools has been soliciting applications from interested persons to serve on its Board of Directors. Information has been shared on our website, social media channels, and through staff to their networks. Two (2) applications have been received and reviewed. I personally met with each interested candidate to talk through the role of a member of our Board of Directors, in addition to the skill-sets that they might bring to the board. Matthew Brown is the Chief Operating Officer for TEACH Public Schools. John Vargas is the Founder and Director of EdVantage Education Group. Both bring skill-sets in charter schools to the Board.

RECOMMENDATION:

A motion to elect Matthew Brown and John Vargas to the Board of Directors, with terms beginning July 1, 2017 and ending June 30, 2020.



Board of Directors

Candidate Application

PART ONE: Biographical Information (please type or print legibly)

Candidate Name: Matt Brown

Home Address: 11296 Linda Way

City/State: Los Alamitos, CA

Zip Code: 90720

Work Address: 10000 S. Western Ave.

City/State: Los Angeles, CA

Zip Code: 90047

Cell Phone Number: 323-907-9618

Permanent Phone Number:

E-mail Address: mbrown2184@gmail.com

PART TWO: Please provide written responses to the following questions (use additional pages).

1. Please outline your experience working with a board and professional staff structure on prior boards.
2. List the boards of directors (for profit and not-for-profit) you have served on in the past five (5) years.
3. List the leadership positions you have held professionally and as a volunteer in the last five (5) years.
4. Evaluate your ability to serve based on family and time commitments.

PART THREE: References

Provide two references with knowledge of your strategic-leadership abilities and accomplishments.

Name: Dr. Raul Carranza

Phone: 323-750-8471

Title: Superintendent, TEACH Public Schools

Name: Dr. Sonali Tucker

Phone: 323-205-7920

Title: Executive Director, Public Policy Charter Schools

PART FOUR: Signature

I attest that the information provided on this statement is true and accurate.

Signature Matt Brown

Date June 6, 2017

Please sign (your typed name will serve as an electronic signature) and return, with your résumé and photo, to J.J. Lewis, President & CEO, at jjewis@compasscharters.org.



1 & 2. I was a teacher board member at the Alliance for College Ready Public Schools from 2011-2015. I have also worked extensively with charter school boards from a compliance and operations standpoint. This includes drafting board policies and other documents and providing training to board members on Robert's Rules of Order and the Brown Act. I have also served on the USC Alumni Education Network Board of Directors and the University of Michigan OC Alumni Board of Directors. All the boards I have served on are non-profit organizations.

3. See attached resume

4. I have a 1-year old child. After work on site board meetings are difficult to schedule without a months notice. I am usually available to meet online/phone and I'm very responsive to emails.



Board of Directors

Candidate Application

PART ONE: Biographical Information (please type or print legibly)

Candidate Name: John Vargas

Home Address: 11981 S. York Avenue

City/State: Hawthorne, CA

Zip Code: 90250

Work Address: 2400 W. 85th Street

City/State: Inglewood,

Zip Code: 90305

Cell Phone Number: 310-938-7976

Permanent Phone Number: same

E-mail Address: johncvargas@gmail.com

PART TWO: Please provide written responses to the following questions (use additional pages).

1. Please outline your experience working with a board and professional staff structure on prior boards. In my professional career, I have worked with multiple charter schools boards. I have organized and led numerous charter school board meetings for various organizations and fully understand the Brown Act. I have worked with various staff structures and am aware of the nuances of the relationship between Board and Staff.
2. List the boards of directors (for profit and not-for-profit) you have served on in the past five (5) years.
 - National Association of Latino Elected & Appointed Officials (NALEO) (current)
 - El Camino Community College District Board of Trustess (current)
 - Hawthorne School District Board of Trustees
 - Los Angeles County School Trustees and Administrators Board of Directors (current)
 - Centinela Valley Union High School District Bond Oversight committee (current)
 - Hawthorne School District Local Funding Authority Oversight Committee (current)
 - North Hawthorne Community Association Board of Directors
3. List the leadership positions you have held professionally and as a volunteer in the last five (5) years.
 - CEO, EdVantage Education Group / Director of Operations, Century Academy for Excellence
 - Executive Director, The New City School
 - Business and Operations Manager, Crown Preparatory Academy
4. Evaluate your ability to serve based on family and time commitments. I am unavailable the 4th Monday of Every Month as that is my El Camino College Board Meetings. The board meeting schedule for the 2017-18 year for Century Academy for Excellence has not been finalized yet, but likely to be 3rd or 4th Wednesday of every month.



PART THREE: References

Provide two references with knowledge of your strategic-leadership abilities and accomplishments.

Name: Dr. Eugene Krank Phone: 310-259-4578 Title: Member, Hawthorne School District Board of Trustees

Name: Dr. Giselle Edman Phone: 480-229-3294 Title: Principal, Century Academy for Excellence

PART FOUR: Signature

I attest that the information provided on this statement is true and accurate.

Signature

A handwritten signature in black ink, appearing to read "J. Lewis", is written over a faint, larger version of the same signature.

Date: 6/20/17

Please sign (your typed name will serve as an electronic signature) and return, with your résumé and photo, to J.J. Lewis, President & CEO, at jjewis@compasscharters.org.