



Compass Charter Schools

Virtual Board Meeting

Date and Time

Monday January 28, 2019 at 6:00 PM PST

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2657 Victoria Circle, Alpine CA, 91901
702 East Blue Ridge Road, Fresno, CA 93720
13 Sunrise, Irvine, CA 92603
2653 Taft Lane, Palmdale, CA 93551

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

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order		Lisa Robotham	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
II. Consent Items			6:02 PM
CEO Support And Eval			

	Purpose	Presenter	Time
A. Consent Items	Vote	J.J. Lewis	5 m

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

- Approval of the January 28, 2019 Meeting Agenda
- Approval of the November 26, 2018 Meeting Minutes
- Approval of the December 7, 2018 Special Meeting Minutes
- Approval of the Check Registry for November & December 2018
- Approval of Donations to CCS
- Approval of the 2017-18 School Accountability Report Cards
 - CCS of Fresno
 - CCS of Los Angeles
 - CCS of San Diego
- Approval of Resolution 2018-04: Withdrawal from Charter Safe Joint Powers Authority
- Approval of Resolution 2018-05: One-Time Mandate Funds
- Approval of the 2019-20 Academic Calendar

B. Approval of the November 26, 2018 Regular Meeting Minutes	Approve Minutes	J.J. Lewis	
C. Approval of the December 7, 2018 Special Meeting Minutes	Approve Minutes	J.J. Lewis	

III. Communications 6:07 PM

A. Board Member Communication	FYI	Lisa Robotham	10 m
<ul style="list-style-type: none"> • Matthew Brown • Bill Dennett • Lisa Robotham 			

- Martin Suarez

IV. Reports 6:17 PM

	Purpose	Presenter	Time
A. Superintendent's Report	FYI	J.J. Lewis	5 m

- 5-Year Anniversary Presentation

B. Engagement Department Presentation	FYI	Rebecca MacAlpine	10 m
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C. Finance Report	FYI	Lisa Fishman	10 m
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D. Parent Advisory Council Report	FYI	Lisa Robotham	5 m
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E. Scholar Leadership Council Report	FYI	Vania Linares	5 m
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V. Public Comment 6:52 PM

External Relations

A. Public Comment	FYI	Lisa Robotham	5 m
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Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card and submit it to Miguel Aguilar, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting.

Members of the public may address the Board on any matter within the Board's jurisdiction and have **three (3) minutes each** 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

	Purpose	Presenter	Time
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Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

VI. Unfinished Business			6:57 PM
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A.	Discuss Board and Committee Structure	Discuss	J.J. Lewis	10 m
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VII. New Business			7:07 PM
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A.	Review and Approval of the 2018-19 Amended Operating Budget	Vote	J.J. Lewis	10 m
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B.	Review and Approval of Auditor Selection	Vote	J.J. Lewis	5 m
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C.	Review and Approval of the Low Performing Students Block Grant	Vote	Mae Van Vooren	10 m
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- Compass Charter Schools of Fresno
- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego

D.	Review and Approval of the Merger Agreement with REALM Charter Schools	Vote	J.J. Lewis	10 m
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E.	Review and Approval of the New Charter Petition	Vote	J.J. Lewis	10 m
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VIII. Closing Items			7:52 PM
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A.	Upcoming Meetings Board of Directors	FYI	J.J. Lewis	1 m
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Monday, March 25 at 5 pm (if Closed Session is needed); 6 pm for Open Session

- 2019-20 Staff Handbook
- Second Interim Reports
- Counseling Services Department Presentation
- Exceptional Scholar Services Department Presentation

B.	Adjourn Meeting	FYI	Lisa Robotham	1 m
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Coversheet

Consent Items

Section: II. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: A Compass - CR - December 18.pdf
B Donations to CCS.pdf
D 2017-18 CCS of LA SARC.pdf
H 2019- 20 Compass Academic Calendar.pdf
F Charter Safe Joint Powers Authority Resultion 2018-04.pdf
G One-Time Mandate Funds Resultion 2018-09.pdf
C 2017-18 CCS of Fresno SARC.pdf
E 2017-18 CCS of San Diego SARC.pdf

RECOMMENDATION:

A motion to approve the consent items.

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
53422	11/1/2018	Fleet Week San Diego	Cleared	\$5,000.00	5815-010-80	Advertising/Recruiting	Kid Zone Sponsor	\$5,000.00
53421	11/1/2018	Aiming Higher	Cleared	\$12,484.88	5807-010-65	Legal Settlements	Monthly IE Support,Extended IEP Mtgs & Addtl Support	\$12,484.88
53424	11/1/2018	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	November 2018 BBO, CALPADS & Attendance Support	\$21,400.00
53423	11/1/2018	Gary Garrigues, Esq.	Cleared	\$2,175.00	5805-010-80	Legal Services	For Services Rendered Sept. 1-30, 2018	\$2,175.00
53425	11/2/2018	Mindee Gorman	Cleared	\$1,080.00	5200-010-93	Travel and Conferences	CPR & First Aid Combo	\$1,080.00
53441	11/6/2018	Amy Hite	Cleared	\$140.00	4200-010-92	Books and Other Reference Materials	Sept. Guitar / Tustin Studio	\$140.00
53444	11/6/2018	Lakeshore Learning Materials	Cleared	\$264.36	4200-010-92	Books and Other Reference Materials	Trace-N-Draw Slides	\$264.36
53448	11/6/2018	McRuffy Press	Cleared	\$189.40	4200-010-92	Books and Other Reference Materials	1st Grade Science Deluxe Package With Lab Kit	\$97.20
					4200-010-92	Books and Other Reference Materials	Kindergarten Color Math Curriculum W/Manipulatives Kit	\$92.20
53450	11/6/2018	Jeff Macias	Cleared	\$16,499.27	4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Curriculum	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.88
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00

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Check Register 11/1/2018 through 12/31/2018

4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$175.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.00
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4200-010-92	Books and Other Reference Materials	September Multi-Subject Curriculum	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$298.88
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					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
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					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	September Multi-Subject Tutoring	\$275.00
53445	11/6/2018	Little Passports, Inc.	Cleared	\$203.44	4200-010-92	Books and Other Reference Materials	12 Month Plan: USA Edition	\$203.44
53438	11/6/2018	Foreign Languages For Kids By Kids	Cleared	\$80.49	4200-010-92	Books and Other Reference Materials	DVD Single Level Deluxe Curriculum Set DVD Level 1	\$80.49
53454	11/6/2018	Parnassus Preparatory Academy	Cleared	\$600.00	4200-010-92	Books and Other Reference Materials	September - 1/2 Class	\$300.00
					4200-010-92	Books and Other Reference Materials	September - 4/5 Class	\$300.00
53455	11/6/2018	Play-based Learning Academy	Cleared	\$1,119.00	4200-010-92	Books and Other Reference Materials	Chino Hills Sept - History, Math, Composition	\$450.00
					4200-010-92	Books and Other Reference Materials	Chino Hills Sept - Composition Drawing, Painting, Typing	\$219.00
					4200-010-92	Books and Other Reference Materials	Chino Hills Sept - History, Math, Composition	\$450.00
53453	11/6/2018	Presence Learning, Inc.	Cleared	\$825.80	5810-010-65	Educational Consultants	OT/SLP Evaluation	\$825.80
53458	11/6/2018	Scholastic Store	Cleared	\$105.89	4200-010-92	Books and Other Reference Materials	Scholastic Success With Math/Tests/ Grade 3	\$105.89
53463	11/6/2018	Lauren Vargas	Cleared	\$300.00	4200-010-93	Books and Other Reference Materials	September Writing	\$300.00

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53459	11/6/2018	Specialized Therapy Services	Cleared	\$1,491.25	5810-010-65	Educational Consultants	AT, OT, Speech Services	\$1,491.25
53429	11/6/2018	Brave Writer LLC	Cleared	\$99.00	4200-010-92	Books and Other Reference Materials	A Pouch of Boomerangs	\$99.00
53431	11/6/2018	B & H Foto & Electronics	Cleared	\$1,579.34	4200-010-92	Books and Other Reference Materials	9.7" ZenPad, 3 Yr. Warranty	\$1,546.98
					4200-010-92	Books and Other Reference Materials	10" & 15.4" LPTP Sleeve W/Handles - Blk/Orange/Stud	\$32.36
53427	11/6/2018	Anchor Counseling & Education Solutions, LLC	Cleared	\$600.00	5810-010-65	Educational Consultants	Sept. 2018 Services	\$600.00
53426	11/6/2018	All About Learning Press, Inc.	Cleared	\$256.50	4200-010-92	Books and Other Reference Materials	All About Spelling Level 1/Full Kit, Complete Pkge.	\$256.50
53428	11/6/2018	BLICK Art Materials	Cleared	\$171.21	4200-010-92	Books and Other Reference Materials	General's Charcoal Pencil Kit	\$171.21
53430	11/6/2018	BookShark LLC	Cleared	\$851.05	4200-010-92	Books and Other Reference Materials	Timeline Fitures-2, Math U See Beta Student Pack	\$851.05
53433	11/6/2018	Cogito International Inc.	Cleared	\$500.00	4200-010-93	Books and Other Reference Materials	September Speech/Debate	\$500.00
53461	11/6/2018	Timberdoodle.com	Cleared	\$1,107.45	4200-010-92	Books and Other Reference Materials	Non-Religious 2018 Sixth-Grade Curriculum Kit (Elite)	\$1,107.45
53462	11/6/2018	Time 4 Writing	Cleared	\$476.00	4200-010-92	Books and Other Reference Materials	HS Writing Mechanics, Writing Essays	\$238.00
					4200-010-92	Books and Other Reference Materials	MS Basic Course - Writing Mechanics	\$119.00
					4200-010-92	Books and Other Reference Materials	Elementary School Grammar Skills	\$119.00
53451	11/6/2018	Miaplaza Inc.	Cleared	\$92.40	4200-010-92	Books and Other Reference Materials	Annual Membership Miacademy Online Subscription	\$92.40
53457	11/6/2018	Rainbow Resource Center	Cleared	\$1,942.98	4200-010-92	Books and Other Reference Materials	Watercolor Brushes, Crayola Washable Watercolors	\$13.65
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$444.47
					4200-010-92	Books and Other Reference Materials	Spectrum Language Arts/Spelling Grade, At Home Tutor Lang.	\$25.60
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$301.10

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					4200-010-92	Books and Other Reference Materials	Books and Materials	\$104.66
					4200-010-92	Books and Other Reference Materials	Explode The Code, Wordly Wise A 2nd Gr./A Teacher Key	\$74.26
					4200-010-92	Books and Other Reference Materials	Fraction Bingo, Inflatable Labeling Globe,Happy Atoms Set	\$315.94
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$66.53
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$261.25
					4200-010-92	Books and Other Reference Materials	Story of the World Volume 1 Complete Package	\$73.86
					4200-010-92	Books and Other Reference Materials	Tornado, Cay,Borrowers, Westing Game,Leepike Ridge	\$68.88
					4200-010-92	Books and Other Reference Materials	Addition and Subtraction Bingo Game	\$127.82
					4200-010-92	Books and Other Reference Materials	Brain Integration Therapy Manual	\$64.96
53456	11/6/2018	QUILL CORPORATION	Cleared	\$1,075.14	4200-010-92	Books and Other Reference Materials	Tri Color Original Ink Cartridges,Pencil Sharpener	\$79.01
					4200-010-92	Books and Other Reference Materials	Ink Cartridge, Copy Paper, 2" Round Ring Binder	\$93.71
					4200-010-92	Books and Other Reference Materials	Multi Color Standard Cartridge	\$57.20
					4200-010-92	Books and Other Reference Materials	Kids Tablet With Pink Cover	\$110.46
					4200-010-92	Books and Other Reference Materials	Laptop Computer, Accident Protection	\$438.71
					4200-010-92	Books and Other Reference Materials	Blk & Tri Color Ink Cartridges	\$86.29
					4200-010-92	Books and Other Reference Materials	All In 1 Ink Printer,Copy Paper	\$209.76
53452	11/6/2018	Pearson Education	Cleared	\$892.48	4200-010-92	Books and Other Reference Materials	My World Social Studies - Grade K	\$93.69
					4200-010-92	Books and Other Reference Materials	My World Social Studies 2013 Homeschool	\$187.38
					4200-010-92	Books and Other Reference Materials	Miller & Levine Biology Student Edition/Teach Edition	\$611.41
53442	11/6/2018	Kitchen Stewardship, LLC	Cleared	\$79.95	4200-010-92	Books and Other Reference Materials	Beg. Int. and Adv. All-Level Cooking Class	\$79.95

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53447	11/6/2018	Moving Beyond the Page	Cleared	\$349.23	4200-010-92	Books and Other Reference Materials	Age 9-11 Full Year Language Arts Package	\$349.23
53449	11/6/2018	McRory Pediatric Services, Inc.	Cleared	\$130.00	5810-010-65	Educational Consultants	Speech Therapy 9/20, 9/27/18	\$130.00
53446	11/6/2018	Language Door Inc	Cleared	\$1,000.00	4200-010-93	Books and Other Reference Materials	Sept. Language	\$1,000.00
53443	11/6/2018	KiwiCo, Inc	Cleared	\$238.98	4200-010-92	Books and Other Reference Materials	Kiwi 6 Month Gift Subscription	\$118.53
					4200-010-92	Books and Other Reference Materials	Koala Crate 6 Month Subscription	\$120.45
53440	11/6/2018	Huckleberry Center For Creative Learning	Cleared	\$776.64	4200-010-92	Books and Other Reference Materials	Sept. Sculpting With Clay, Story of the World Middle Ages	\$218.32
					4200-010-92	Books and Other Reference Materials	Sept. Sculpting With Clay, Science Investigators	\$333.32
					4200-010-92	Books and Other Reference Materials	Sept. Story of the World Middle Ages, Science Explorers	\$225.00
53437	11/6/2018	Essentials in Writing	Cleared	\$481.75	4200-010-92	Books and Other Reference Materials	Essentials in Writing Level 7 in Literature 7	\$193.25
					4200-010-92	Books and Other Reference Materials	Essentials in Writing Level 6 Second Edition	\$95.25
					4200-010-92	Books and Other Reference Materials	Essentials in Writing Level 8 in Literature 8	\$193.25
53436	11/6/2018	Exploration Education	Cleared	\$176.45	4200-010-92	Books and Other Reference Materials	Advanced Physical Science 7th-10th Grades	\$176.45
53439	11/6/2018	Emerson Fersch	Cleared	\$45.00	4200-010-92	Books and Other Reference Materials	Sept. Homeschool Campus Costa Mesa: Statistics Grade 8	\$45.00
53435	11/6/2018	Explorer Field Trips	Cleared	\$303.00	4200-010-92	Books and Other Reference Materials	CustomKit:Carlson Roger 7 Brides Adventure	\$173.00
					4200-010-92	Books and Other Reference Materials	Discovery Cube Extended Kit	\$130.00
53434	11/6/2018	Diamond Bar Country Vaulters	Cleared	\$250.00	4200-010-92	Books and Other Reference Materials	Books and Materials	\$250.00
53432	11/6/2018	Bitsbox	Cleared	\$203.40	4200-010-92	Books and Other Reference Materials	12 Month: Digital Subscription	\$203.40
53465	11/8/2018	Global Teletherapy	Cleared	\$5,737.00	5810-010-65	Educational Consultants	For CO, OT, PS, ST Services and Equipment	\$5,737.00
53464	11/8/2018	California Charter Schools Conference Registration	Cleared	\$350.00	5200-010-80	Travel and Conferences	California Charter Schools Conference 2019-Conf# 14370639	\$350.00

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53466	11/8/2018	Legacy Team Sales	Cleared	\$967.82	5815-010-80	Advertising/Recruiting	Hooded Sweatshirts, Heavy Cotton T-Shirts	\$967.82
53468	11/8/2018	Law Office of Young, Minney & Corr	Cleared	\$22,076.57	5805-010-65	Legal Services	Services Through 10/31/18	\$21,110.90
					5805-010-80	Legal Services	Services Through 10/31/18	\$965.67
53467	11/8/2018	Special Needs Resource Foundation Of San Diego	Cleared	\$625.00	5815-010-80	Advertising/Recruiting	Sponsorship	\$625.00
53532	11/14/2018	TalkBox.Mom	Cleared	\$466.54	4200-010-92	Books and Other Reference Materials	Japanese at Home, Sept-Jan.	\$466.54
53526	11/14/2018	Shurley Instructional Materials, Inc.	Cleared	\$70.00	4200-010-92	Books and Other Reference Materials	Level 1,3,4 Honeschool Wkbk./Practice Book	\$70.00
53521	11/14/2018	Scientifics Direct	Cleared	\$113.07	4200-010-92	Books and Other Reference Materials	Revolution,Periodic Table Magnets,Cheese-Making Kit	\$113.07
53511	11/14/2018	McRuffy Press	Cleared	\$147.20	4200-010-92	Books and Other Reference Materials	Kindergarten SE Phonics & Reading Curriculum	\$147.20
53496	11/14/2018	Handwriting Without Tears	Cleared	\$953.33	4200-010-92	Books and Other Reference Materials	Can-Do Keyboarding (1Yr. Student License)	\$10.00
					4200-010-92	Books and Other Reference Materials	Keys for Me (1 Yr. Student License)	\$24.73
					4200-010-92	Books and Other Reference Materials	Cursive Success Grade 4/Teachers Guide Gr. 4	\$34.75
					4200-010-92	Books and Other Reference Materials	Can Do Keyboarding (1 Yr. Student License)	\$60.35
					4200-010-92	Books and Other Reference Materials	WTWord Time,I Know My Numbers Indididual Test	\$372.13
					4200-010-92	Books and Other Reference Materials	Build A Keyboard Activity Board,Keyboarding Key Power	\$55.41
					4200-010-92	Books and Other Reference Materials	K Student Bundle Letters and Numbers for Me Plus Bldg.	\$27.45
					4200-010-92	Books and Other Reference Materials	Cursive Success,Writing Journal E	\$234.27
					4200-010-92	Books and Other Reference Materials	Little Sponge Cubes, Printing Power Teachers Guide	\$88.49
					4200-010-92	Books and Other Reference Materials	Rock Rock,Tap,Tap and Learn CD,Blackboard with Double Lines	\$45.75
53478	11/14/2018	Barnes & Noble, Inc.	Cleared	\$24.76	4200-010-92	Books and Other Reference Materials	Division 0 to 12,Multiplication 0 to 12,Fractions	\$7.69
					4200-010-92	Books and Other Reference Materials	Mud City-Paperback	\$17.07

Compass Charter Schools

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53491	11/14/2018	Fundamental Foundations	Cleared	\$35,645.63	4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/ Oct. 4th Grade Classes	\$666.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th GradeClasses	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. K Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 11th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 9th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct.3rd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 7th Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. TK Classes	\$233.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 3rd Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 6th Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 12th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. TK Classes	\$233.33
4200-010-92	Books and Other Reference Materials	Sept/ Oct. Core Classes	\$666.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 2nd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 4th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 2nd Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 1st Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. First Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 9th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 2nd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 1st Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 4th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 4th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/ Oct. 6th Grade Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. TK Classes	\$666.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 11th Grade Classes	\$733.32
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. TK Classes	\$170.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Sept/Oct. 10th Grade Classes	\$660.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergraten Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. TK Classes	\$266.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. TK Classes	\$333.33

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					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 2nd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 9th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 1st Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. Kindergarten Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 8th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 6th Grade Classes	\$337.50
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Grade Classes	\$333.33
53480	11/14/2018	Build It Workspace, Inc.	Cleared	\$90.00	4200-010-92	Books and Other Reference Materials	Sept. Build It Workshop-Starts 9/12/18	\$90.00
53473	11/14/2018	Aroma Dough Inc.	Outstanding	\$51.89	4200-010-92	Books and Other Reference Materials	Gift Set With Rolling Pin and Splat Mat, Gluten Free Playdoh	\$51.89
53471	11/14/2018	Art of Problem Solving (AoPS Inc)	Cleared	\$107.25	4200-010-92	Books and Other Reference Materials	Beast Academy Math Guide & Practice Books 4A	\$39.15
					4200-010-92	Books and Other Reference Materials	Prealgebra Guide 6 Prealgebra & Prealgebra Solutions Manual	\$68.10
53469	11/14/2018	All About Learning Press,	Cleared	\$835.65	4200-010-92	Books and Other Reference Materials	All About Spelling/ReadingLevel 1 & 2 Materials	\$432.40

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		Inc.			4200-010-92	Books and Other Reference Materials	All About Learning Level 3 Matls/Complete Pkge./2nd Edition	\$340.50
					4200-010-92	Books and Other Reference Materials	All About Spelling Level 1 Complete Pkge., Basic Spelling	\$62.75
53474	11/14/2018	A Tree of Knowledge	Cleared	\$270.00	4200-010-92	Books and Other Reference Materials	Sept. Language Arts Tutoring - San Rafael Library	\$90.00
					4200-010-92	Books and Other Reference Materials	Sept. Language Arts Tutoring - San Rafael Library	\$180.00
53481	11/14/2018	Canon Solutions America, Inc	Cleared	\$646.24	5605-010-84	Equipment Rental/Lease Expense	Bill To: 1768072 - Maint.-Copier Base Chge.	\$638.55
					5605-010-84	Equipment Rental/Lease Expense	Maint.-Copier Base Usage	\$7.69
53479	11/14/2018	Brave Writer LLC	Cleared	\$99.00	4200-010-92	Books and Other Reference Materials	Boomerang Book Club Sept 2018 With Julie Bogart 9/1-30,2018	\$99.00
53472	11/14/2018	Anaheim Ballet School	Cleared	\$58.00	4200-010-92	Books and Other Reference Materials	September Ballet 2	\$58.00
53494	11/14/2018	Hess and Associates, Inc.	Cleared	\$812.50	5800-010-84	Professional/Consulting Services and Operating Expenditures	CalSTRS and/or CalPERS Reporting	\$812.50
53495	11/14/2018	Home Science Tools	Cleared	\$311.71	4200-010-92	Books and Other Reference Materials	Heart Shape Heart Dissection Kit, Cow Eye Dissection	\$47.05
					4200-010-92	Books and Other Reference Materials	Yeast, Packet, Tech Light Lab, Rubber Bands, Test Paper	\$264.66
53520	11/14/2018	Singapore Math Inc.	Cleared	\$37.24	4200-010-92	Books and Other Reference Materials	Books and Materials	\$37.24
53524	11/14/2018	Sensory Theraplay Box	Cleared	\$305.82	4200-010-92	Books and Other Reference Materials	Books and Materials	\$305.82
53529	11/14/2018	Teaching Textbooks Inc.	Cleared	\$55.08	4200-010-92	Books and Other Reference Materials	Math 7 3.0	\$55.08
53535	11/14/2018	Thomas VanDamme	Cleared	\$228.93	4200-010-92	Books and Other Reference Materials	Horizon Globe SE Kit	\$228.93
53504	11/14/2018	KidsArt -Rancho Cucamonga	Cleared	\$300.25	4200-010-92	Books and Other Reference Materials	Sept. Kids Art Homeschool Class Rancho Cucamonga	\$133.00
					4200-010-92	Books and Other Reference Materials	September Month of Service - Art Class	\$67.50
					4200-010-92	Books and Other Reference Materials	Sept. Month of Service - Art Class	\$99.75
53502	11/14/2018	Innoved Inc.	Cleared	\$275.00	4200-010-92	Books and Other Reference Materials	Books and Materials	\$275.00
53505	11/14/2018	KiwiCo, Inc	Cleared	\$496.40	4200-010-92	Books and Other Reference Materials	Glowing Horn Unicorn Costume, Drip Irrigation	\$91.43
					4200-010-92	Books and Other Reference Materials	Koala Crate 12 Month Subscription	\$220.89

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					4200-010-92	Books and Other Reference Materials	Kiwi 6 Month Gift Subscription	\$118.53
					4200-010-92	Books and Other Reference Materials	Kiwi Crate 3 Month Subscription	\$65.55
53506	11/14/2018	Lakeshore Learning Materials	Cleared	\$245.91	4200-010-92	Books and Other Reference Materials	Starter Cash Pack	\$12.53
					4200-010-92	Books and Other Reference Materials	Plastic Pattern Blocks	\$72.70
					4200-010-92	Books and Other Reference Materials	Power Pen, Science File Folder Games	\$160.68
53507	11/14/2018	Little Passports, Inc.	Cleared	\$808.87	4200-010-92	Books and Other Reference Materials	Early Explorers: 6-Month Plan	\$134.05
					4200-010-92	Books and Other Reference Materials	World Edition/Coin 12 Mo. Subscription - With Subscription	\$674.82
53508	11/14/2018	McGraw-Hill School Education Holdings, LLC	Cleared	\$35.00	4200-010-92	Books and Other Reference Materials	Aleks Integrated Math 3 40 Week	\$35.00
53519	11/14/2018	Rainbow Resource Center	Cleared	\$4,480.34	4200-010-92	Books and Other Reference Materials	Books and Materials	\$50.26
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$289.70
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$119.90
					4200-010-92	Books and Other Reference Materials	Record of Time-Timeline Notebook, Story of the World Volume	\$245.05
					4200-010-92	Books and Other Reference Materials	Square Panda Phonics Playset	\$57.44
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$47.32
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$200.20
					4200-010-92	Books and Other Reference Materials	Grammar Minutes 3rd, Skill Sharpeners Math Grade 3	\$49.80
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$55.83
					4200-010-92	Books and Other Reference Materials	Bella the Cat/Dexter the Dog Sew Cute! Bug Barn, Laura Putty	\$319.18
					4200-010-92	Books and Other Reference Materials	Toronado Tube, Readers of Theatre	\$119.35

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				4200-010-92	Books and Other Reference Materials	Cursive Logic Workbook,Human Body,Record of Time	\$252.83
				4200-010-92	Books and Other Reference Materials	Cursive Logic Workbook,Record of Time-Timeline Notebook	\$154.11
				4200-010-92	Books and Other Reference Materials	Write with the Best Vol 1,Algebra 1 Universal Set	\$356.89
				4200-010-92	Books and Other Reference Materials	Me On the Map,Listen and Learn, Science Works	\$84.17
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$286.75
				4200-010-92	Books and Other Reference Materials	Shurley English Homeschool Wkbk Level 6	\$13.35
				4200-010-92	Books and Other Reference Materials	Pencil Tin, USA Map Puzzle, California Coloring Book	\$43.71
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$185.74
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$175.11
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$162.75
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$12.10
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$70.82
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$29.79
				4200-010-92	Books and Other Reference Materials	Cursive Logic Workbook,Record of Time-Timeline Notebook	\$164.01
				4200-010-92	Books and Other Reference Materials	Ultimate Craft Box,Protractor Set,Hummer Kit	\$406.10
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$34.96
				4200-010-92	Books and Other Reference Materials	Geometry Curriculum Pack W/DVD	\$197.95
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$41.57
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$120.15
				4200-010-92	Books and Other Reference Materials	Books and Materials	\$133.45

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53518	11/14/2018	Quality Science Labs, LLC	Cleared	\$139.95	4200-010-92	Books and Other Reference Materials	Earth Science Lab Kit	\$139.95
53487	11/14/2018	CodeCombat Inc.	Cleared	\$49.00	4200-010-92	Books and Other Reference Materials	Home Membership Code Combat	\$49.00
53510	11/14/2018	Demme Learning	Cleared	\$1,583.02	4200-010-92	Books and Other Reference Materials	Delta Student/Digital Pack	\$94.22
					4200-010-92	Books and Other Reference Materials	Epsilon/Pre-Algebra Student Pack,Pre-Algebra Level Up Base	\$209.49
					4200-010-92	Books and Other Reference Materials	Epsilon/Beta Universal Set	\$338.66
					4200-010-92	Books and Other Reference Materials	Delta Student Pack	\$52.00
					4200-010-92	Books and Other Reference Materials	Epsilon Universal Set	\$155.89
					4200-010-92	Books and Other Reference Materials	Alpha Student/Digital Pack	\$94.94
					4200-010-92	Books and Other Reference Materials	Alpha Universal Set	\$187.33
					4200-010-92	Books and Other Reference Materials	Primer Universal Set	\$160.57
					4200-010-92	Books and Other Reference Materials	Gamma Universal Set	\$187.27
					4200-010-92	Books and Other Reference Materials	Yes-Solutions Epsilon Digital Pack,Fraction Overlay Kit	\$102.65
53489	11/14/2018	Nancy Enoch	Outstanding	\$360.00	4200-010-92	Books and Other Reference Materials	Santa Ana Sept. - Multi-Subject Group Tutoring	\$360.00
53490	11/14/2018	Endless Fitness	Cleared	\$80.00	4200-010-92	Books and Other Reference Materials	September Kids Fitness Class Claremont	\$16.00
					4200-010-92	Books and Other Reference Materials	September Kids Fitness Class Claremont	\$16.00
					4200-010-92	Books and Other Reference Materials	September Kids Fitness Class Claremont	\$32.00
					4200-010-92	Books and Other Reference Materials	September Kids Fitness Class Claremont	\$16.00
53493	11/14/2018	Gardener's Supply Company	Cleared	\$131.51	4200-010-92	Books and Other Reference Materials	Edge Grow Bag, Row Shelter Accelerator	\$80.63
					4200-010-92	Books and Other Reference Materials	Large Plant Cloches (3), Cell Tray, Black	\$50.88
53512	11/14/2018	Marlene Halvorson	Cleared	\$91.00	4200-010-92	Books and Other Reference Materials	Sept. Private Piano Lessons (Elementary Age)	\$91.00

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53513	11/14/2018	Mission Renaissance, Inc.	Cleared	\$229.86	4200-010-92	Books and Other Reference Materials	Art Materials for Mission Renaissance Class	\$102.36
					4200-010-92	Books and Other Reference Materials	Irvine Sept. - Teen Classes Gluck Method	\$127.50
53522	11/14/2018	Scholastic Store	Cleared	\$111.77	4200-010-92	Books and Other Reference Materials	Books and Materials	\$32.07
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$79.70
53523	11/14/2018	SimplyCoding	Cleared	\$200.00	4200-010-92	Books and Other Reference Materials	Intro to Programming, JavaScript Game Design	\$200.00
53525	11/14/2018	James Sanders	Cleared	\$194.00	4200-010-92	Books and Other Reference Materials	Sept. Algebra 1, Grade 8, Homeschool Campus Anaheim	\$79.00
					4200-010-92	Books and Other Reference Materials	Sept. Pre-Algebra Homeschool Campus Anaheim	\$36.00
					4200-010-92	Books and Other Reference Materials	Sept. Pre-Algebra 7th/8th @ Anaheim HSC	\$79.00
53528	11/14/2018	Southern California Ballet	Cleared	\$210.00	5830-010-90	Field Trip Expenses	Nutcracker Outreach Registration 2018/Students(23) Chap(19)	\$210.00
53530	11/14/2018	Timberdoodle.com	Cleared	\$1,949.53	4200-010-92	Books and Other Reference Materials	Books and Materials	\$391.68
					4200-010-92	Books and Other Reference Materials	Non-Religious 2018 Sixth-Grade Curriculum Kit Customizer	\$942.07
					4200-010-92	Books and Other Reference Materials	Non-Religious 2018 Sixth-Grade Additional Student Kit	\$321.33
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$294.45
53531	11/14/2018	Time 4 Learning	Outstanding	\$35.00	4200-010-92	Books and Other Reference Materials	Sept. High School Courses(English II, Pre-Algebra, World His)	\$35.00
53534	11/14/2018	Vermilion Labs LLC	Cleared	\$158.70	4200-010-92	Books and Other Reference Materials	Chapter/Picture Book Boxes:3 Mo. Subscription	\$170.21
53537	11/14/2018	Young Lamplighters	Cleared	\$600.00	4200-010-92	Books and Other Reference Materials	Sept. - Young Lamplighters	\$300.00
					4200-010-92	Books and Other Reference Materials	Sept. - Young Lamplighters	\$300.00
53536	11/14/2018	Winter Promise	Cleared	\$268.00	4200-010-92	Books and Other Reference Materials	Books and Materials	\$268.00
53533	11/14/2018	Urban Workshop	Cleared	\$300.00	4200-010-92	Books and Other Reference Materials	Sept. Kids Program Lvele 1-12 Week Youth Learn & Build	\$100.00
					4200-010-92	Books and Other Reference Materials	Sept. Level 2 Program	\$200.00

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53527	11/14/2018	Demme Learning	Cleared	\$119.47	4200-010-92	Books and Other Reference Materials	Jack and Jill Universal Set	\$69.11
					4200-010-92	Books and Other Reference Materials	Listen and Write Student Pack, Erasable Colored Pencils	\$50.36
53514	11/14/2018	Jeff Macias	Cleared	\$18,121.96	4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept. 1 st Grade Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$298.88
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Pre-K Multi-Subject Tutoring	\$208.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55

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4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring-	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$298.88
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. 4th Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. 4th Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. 2nd Grade Multi-Subject Tutoring	\$275.00

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4200-010-92	Books and Other Reference Materials	Sept. 7th Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. 1st Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Sept. 4th Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. 4th Grade Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Sept. 12th Grade Multi-Subject Tutoring	\$298.00

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					4200-010-92	Books and Other Reference Materials	Sept. High School Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept. HS Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	Sept. Multi-Subject Tutoring	\$275.55
53492	11/14/2018	Foreign Languages For Kids By Kids	Cleared	\$124.99	4200-010-92	Books and Other Reference Materials	Full DVD Set Level 1-8	\$124.99
53488	11/14/2018	Education.com	Cleared	\$60.00	4200-010-92	Books and Other Reference Materials	Annual Membership	\$60.00
53509	11/14/2018	Moving Beyond the Page	Cleared	\$1,894.50	4200-010-92	Books and Other Reference Materials	Full Year Package,A Be Ce Darian Reading Program Level A	\$524.86
					4200-010-92	Books and Other Reference Materials	Full Year Pkge.,-Language Arts	\$257.13
					4200-010-92	Books and Other Reference Materials	Full Year Pkge., Reading Program	\$529.52
					4200-010-92	Books and Other Reference Materials	Complete Force and Power Package	\$245.67
					4200-010-92	Books and Other Reference Materials	Language Arts Curriculum Only Age 8-10	\$187.81
					4200-010-92	Books and Other Reference Materials	Language Arts Curriculum Only Age 11-13	\$149.51
53477	11/14/2018	Brainy Toys, Inc	Cleared	\$68.79	4200-010-92	Books and Other Reference Materials	The Memory Palace,Happy Owls Reusable Sticker Tote	\$68.79
53517	11/14/2018	QUILL CORPORATION	Cleared	\$7,406.82	4200-010-92	Books and Other Reference Materials	Building Words, Grade 3	\$217.68
					4200-010-92	Books and Other Reference Materials	Scientific Calculator	\$55.35
					4200-010-92	Books and Other Reference Materials	Copy Paper, Electric Sharpener, Highlighters	\$53.11
					4200-010-92	Books and Other Reference Materials	Toners,Writing Paper,Laminating Pouch	\$445.76

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4200-010-92	Books and Other Reference Materials	Inter Core 15.6"	\$895.80
4200-010-92	Books and Other Reference Materials	Copy Paper	\$16.82
4200-010-92	Books and Other Reference Materials	Copy Paper, 3 Hole Punch,Crayons	\$57.19
4200-010-92	Books and Other Reference Materials	Sheet Protectors,Pot It,Sharpies, Erase Markers	\$64.42
4200-010-92	Books and Other Reference Materials	Cannon Ink, Stapler, Learning Charts	\$162.89
4200-010-92	Books and Other Reference Materials	Round Prong Brass Plated	\$39.42
4200-010-92	Books and Other Reference Materials	Copy Paper, Ink Black	\$58.16
4200-010-92	Books and Other Reference Materials	Red Pen,Dry Eraser, Sharpie Highlighter	\$22.50
4200-010-92	Books and Other Reference Materials	Elmers School Glue Sticks, Copy Paper	\$142.56
4200-010-92	Books and Other Reference Materials	Inter Core 15.6"	\$895.80
4200-010-92	Books and Other Reference Materials	Inter Core 15.6"	\$895.80
4200-010-92	Books and Other Reference Materials	Colored Pencils, Woodcase	\$53.37
4200-010-92	Books and Other Reference Materials	Tri-Color Ink Cartridge,Colored Copy Paper	\$223.01
4200-010-92	Books and Other Reference Materials	Carrying Case for 15.6 Laptop	\$54.84
4200-010-92	Books and Other Reference Materials	3 Yr Accident Prot.,Inter Core Desktop	\$1,629.86
4200-010-92	Books and Other Reference Materials	All-In-One Color Inkjet Printer/Color Cartridges	\$113.97
4200-010-92	Books and Other Reference Materials	Tri-Color Ink Cartridges	\$60.11
4200-010-92	Books and Other Reference Materials	Wireless Laser Mouse	\$65.06
4200-010-92	Books and Other Reference Materials	14" Intel Laptop, 2 Yr. Protection	\$443.06
4200-010-92	Books and Other Reference Materials	Fine Tip Markers,Pencils,Plastic Slim Clipboard	\$161.24

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					4200-010-92	Books and Other Reference Materials	17.3" Laptop Intel, Trade Protection	\$579.04
53476	11/14/2018	BLICK Art Materials	Cleared	\$191.16	4200-010-92	Books and Other Reference Materials	Sennelier French Artist Watercolors	\$141.30
					4200-010-92	Books and Other Reference Materials	Blick Essentials Watercolor Pads	\$49.86
53499	11/14/2018	Institute for Excellence in Writing	Cleared	\$347.75	4200-010-92	Books and Other Reference Materials	Teaching The Classics	\$113.85
					4200-010-92	Books and Other Reference Materials	Primary Arts & Language Reading Complete Package	\$75.90
					4200-010-92	Books and Other Reference Materials	Fix It! Grammar: The Nose Tree-Student Bk/Teacher's Manual	\$158.00
53500	11/14/2018	Inspire In-Home Tutoring, Inc.	Cleared	\$480.00	4200-010-92	Books and Other Reference Materials	September Inspire In-Home Tutoring	\$96.00
					4200-010-92	Books and Other Reference Materials	September Inspire In-Home Tutoring	\$96.00
					4200-010-92	Books and Other Reference Materials	Spanish Tutoring (1st Grade/Beginner)	\$96.00
					4200-010-92	Books and Other Reference Materials	September 4 Hours Tutoring	\$192.00
53486	11/14/2018	CrossFit Murrieta	Cleared	\$125.00	4200-010-92	Books and Other Reference Materials	Cross Fit Home School Class K-10th Grade	\$37.50
					4200-010-92	Books and Other Reference Materials	Sept. Cross Fit Home School Class K-10th Grade	\$50.00
					4200-010-92	Books and Other Reference Materials	Sept. Cross Fit Home School Class K-10th Grade	\$37.50
53515	11/14/2018	Precision Gymnastics	Cleared	\$338.50	4200-010-92	Books and Other Reference Materials	Sept - Gymnastics	\$40.50
					4200-010-92	Books and Other Reference Materials	Sept - Gymnastics	\$40.50
					4200-010-92	Books and Other Reference Materials	Sept Homeschool/Urban Acobatics	\$113.25
					4200-010-92	Books and Other Reference Materials	Sept Homeschool/Elementary Tumbling	\$81.00
					4200-010-92	Books and Other Reference Materials	Sept - Gymnastics	\$40.50
					4200-010-92	Books and Other Reference Materials	Sept. Kinder Stars	\$22.75
53501	11/14/2018	Intro 2 Skateboarding	Cleared	\$25.00	4200-010-92	Books and Other Reference Materials	Costa Mesa Sept. - Skate Board Lessons	\$25.00

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53516	11/14/2018	Petra Poschmann	Cleared	\$217.00	4200-010-92	Books and Other Reference Materials	Sept. Singapore Math 4A - Private Tutoring	\$135.00
					4200-010-92	Books and Other Reference Materials	Sept: Elementrary Programming With Bitsbox	\$44.00
					4200-010-92	Books and Other Reference Materials	Sept. Singapore Math 4	\$38.00
53503	11/14/2018	JackKris Publishing LLC	Cleared	\$58.98	4200-010-92	Books and Other Reference Materials	Growing With Grammar Level 7 Complete Set	\$37.99
					4200-010-92	Books and Other Reference Materials	Soaring With Spelling, Level 7, Complete Set	\$20.99
53470	11/14/2018	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-010-84	Operation and Housekeeping Services	Services Rendered to Nov. 1st	\$500.00
53497	11/14/2018	Huckleberry Center For Creative Learning	Cleared	\$1,266.60	4200-010-92	Books and Other Reference Materials	Sept. Lego Engineering, Science Mysteries	\$508.30
					4200-010-92	Books and Other Reference Materials	Sept. TEM Stories, Lego Wedo, Beginning Sewing	\$548.30
					4200-010-92	Books and Other Reference Materials	Sept. Young Learners	\$210.00
53485	11/14/2018	Creative Creatures & Co.	Cleared	\$130.00	4200-010-92	Books and Other Reference Materials	Sept. All About Animals: Illustration & Character Creation	\$49.00
					4200-010-92	Books and Other Reference Materials	Sept. Drawing & Painting for the Mini Artist Wed.	\$32.00
					4200-010-92	Books and Other Reference Materials	Anaheim September - Master of Mediums	\$49.00
53498	11/14/2018	Homeschool Buyers Co-op	Cleared	\$683.65	4200-010-92	Books and Other Reference Materials	Mark Kistler Draw 3-D 1-Yr. Family Subscription	\$74.00
					4200-010-92	Books and Other Reference Materials	Reading Street Grade 3 Bundle	\$112.24
					4200-010-92	Books and Other Reference Materials	One Year Subscription Plato CTE Electives Combo Pack	\$74.95
					4200-010-92	Books and Other Reference Materials	Mango Languages HomeSchool License	\$165.00
					4200-010-92	Books and Other Reference Materials	Writing A-Z 1 Year Subscription	\$72.46
					4200-010-92	Books and Other Reference Materials	Middlebury Interactive Spanish 1 Course Comprehensive Course	\$185.00

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53475	11/14/2018	Academic Therapy Publications, Inc.	Cleared	\$328.19	4200-010-92	Books and Other Reference Materials	Nailed It! Complete Set of 12 Bks., Common Core Math Gr.6	\$328.19
53484	11/14/2018	Carolina Biological Supply Company	Cleared	\$254.13	4200-010-92	Books and Other Reference Materials	Glue Gun/Sticks, Gro-Brick, Sand, Marine	\$254.13
53482	11/14/2018	The Critical Thinking Co.	Cleared	\$57.48	4200-010-92	Books and Other Reference Materials	Building Thinking Skills Level 1/Instructor Guide eBook	\$57.48
53483	11/14/2018	CM School Supply	Cleared	\$341.96	4200-010-92	Books and Other Reference Materials	Careers Bingo, Root-Vue Farm, Ant Farm - Regular 9"x6"	\$103.58
					4200-010-92	Books and Other Reference Materials	Construction Paper, My First Ticonderoga (Dozen)	\$20.27
					4200-010-92	Books and Other Reference Materials	Ball Bag, Hand Pump, Football Junior Size, Official Basketball	\$218.11
53560	11/15/2018	Education.com	Cleared	\$119.88	4200-010-92	Books and Other Reference Materials	Annual Membership	\$119.88
53593	11/15/2018	Rainbow Resource Center	Cleared	\$1,407.26	4200-010-92	Books and Other Reference Materials	Books and Materials	\$68.54
					4200-010-92	Books and Other Reference Materials	Watercolor Brushes, Crayola Washable Watercolors	\$24.55
					4200-010-92	Books and Other Reference Materials	Building Spelling Skills Grade 3	\$19.70
					4200-010-92	Books and Other Reference Materials	Health Set, Seize the Day Planner	\$176.72
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$111.44
					4200-010-92	Books and Other Reference Materials	King's Shadow, Theras and His Town, Mad, Mad, Mad, Libs	\$526.39
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$145.97
					4200-010-92	Books and Other Reference Materials	Mathematics Games, Number Please! Game, How the Earth Works	\$333.95
53566	11/15/2018	Gardener's Supply Company	Cleared	\$195.75	4200-010-92	Books and Other Reference Materials	Elevated Cedar Planter Box	\$195.75
53565	11/15/2018	Laura Fischer	Cleared	\$75.00	4200-010-92	Books and Other Reference Materials	October 6th Grade Math Program	\$75.00
53568	11/15/2018	Green Acres Ranch Inc.	Cleared	\$360.00	4200-010-92	Books and Other Reference Materials	Sept./Oct.: Horse Lessons	\$360.00
53569	11/15/2018	Allison Goad	Cleared	\$472.97	4200-010-92	Books and Other Reference Materials	Fresno Oct. - Piano and Song Writing Classes	\$120.00

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					4200-010-92	Books and Other Reference Materials	Fresno Oct. - Addt'l Piano Class Time	\$116.48
					4200-010-92	Books and Other Reference Materials	Fresno Oct. - Addt'l Piano Class Time	\$116.49
					4200-010-92	Books and Other Reference Materials	Fresno Oct. - Piano and Song Writing Classes	\$120.00
53596	11/15/2018	Sparkletts	Cleared	\$40.99	4300-010-84	Materials and Supplies	Rental	\$40.99
53597	11/15/2018	Singapore Math Inc.	Cleared	\$36.47	4200-010-92	Books and Other Reference Materials	Dimensions Math Workbook.Textbook KA	\$36.47
53598	11/15/2018	Scholastic Store	Cleared	\$443.25	4200-010-92	Books and Other Reference Materials	Amazing Grace, The Story of Ruby Bridges	\$188.83
					4200-010-92	Books and Other Reference Materials	Dinosaurs,Sign Language:My First 100 Words	\$93.39
					4200-010-92	Books and Other Reference Materials	Reading & Math Practice: Grade 2	\$161.03
53599	11/15/2018	Supercharged Science	Cleared	\$232.41	4200-010-92	Books and Other Reference Materials	Books and Materials	\$148.00
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$84.41
53561	11/15/2018	East West Ice Palace	Cleared	\$750.00	4200-010-92	Books and Other Reference Materials	Sept./Oct. Freestyle Seesion-	\$250.00
					4200-010-92	Books and Other Reference Materials	Sept./Oct. Ice Skating	\$300.00
					4200-010-92	Books and Other Reference Materials	Oct. Ice Skating - Free Skate Class Instruction	\$200.00
53601	11/15/2018	Natalie Shohdy	Cleared	\$198.00	4200-010-92	Books and Other Reference Materials	October Art 4 Kids and Teens	\$99.00
					4200-010-92	Books and Other Reference Materials	October Art 4 Kids and Teens	\$99.00
53602	11/15/2018	Teachers Synergy, LLC	Cleared	\$184.64	4200-010-92	Books and Other Reference Materials	Spelling & Vocabulary - Grade 9 - Level 2	\$51.93
					4200-010-92	Books and Other Reference Materials	Morning Work Bundle First Grade	\$32.99
					4200-010-92	Books and Other Reference Materials	Quote Fee,Fifth Grade Homeschooling	\$99.72
53545	11/15/2018	Brave Writer LLC	Cleared	\$796.00	4200-010-92	Books and Other Reference Materials	The Writer's Jungle Online	\$149.00
					4200-010-92	Books and Other Reference Materials	The Writer's Jungle Online	\$249.00

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					4200-010-92	Books and Other Reference Materials	The Writer's Jungle Online With Deb Bell/Brave Writer	\$249.00
					4200-010-92	Books and Other Reference Materials	The Writer's Jungle Online	\$149.00
53570	11/15/2018	Homeschool Buyers Co-op	Cleared	\$75.54	4200-010-92	Books and Other Reference Materials	An Add On of Reading Eggs for an Existing Mathseeds Subscri	\$21.54
					4200-010-92	Books and Other Reference Materials	Upgrade Renewal for 1-Yr Student Subscription to HS English	\$54.00
53571	11/15/2018	History Unboxed	Cleared	\$66.10	4200-010-92	Books and Other Reference Materials	Single Box Plymouth Unboxed	\$66.10
53572	11/15/2018	Amy Hite	Cleared	\$140.00	4200-010-92	Books and Other Reference Materials	Oct. Guitar / Tustin Studio	\$140.00
53573	11/15/2018	Danielle Heney	Cleared	\$170.00	4200-010-93	Books and Other Reference Materials	September Gardening	\$170.00
53544	11/15/2018	Barnes & Noble, Inc.	Cleared	\$931.61	4200-010-92	Books and Other Reference Materials	Tokyo Ghou, Vol. 1,2,3 The Catcher in the Rye	\$100.31
					4200-010-92	Books and Other Reference Materials	Lost in the Woods,One Small Square-Rain Forest	\$70.25
					4200-010-92	Books and Other Reference Materials	The Great Divorce, Man's Search for Meaning	\$18.98
					4200-010-92	Books and Other Reference Materials	Going Solo,The Giver by Lois Lowry	\$33.41
					4200-010-92	Books and Other Reference Materials	Goats,Whay Do Dogs Bark? The Wonky Donkey	\$66.96
					4200-010-92	Books and Other Reference Materials	Inside Out and Back Again	\$155.87
					4200-010-92	Books and Other Reference Materials	The Giving Tree,What Do You Do With An Idea?	\$131.88
					4200-010-92	Books and Other Reference Materials	Bananagrams Game,A World Of Information	\$161.97
					4200-010-92	Books and Other Reference Materials	Little Leveled Reader Super Set	\$136.37
					4200-010-92	Books and Other Reference Materials	The Little Prince,The Sign of the Beaver	\$30.85
					4200-010-92	Books and Other Reference Materials	Drawing for Kids,How To Draw Number Cartoons Step By Step	\$24.76
53543	11/15/2018	Brainy Toys, Inc	Cleared	\$360.21	4200-010-92	Books and Other Reference Materials	Air-Dry Clay Refill,Crystal Growing Kit	\$360.21
53575	11/15/2018	JL Media Services, LLC	Cleared	\$250.00	4200-010-92	Books and Other Reference Materials	October - Piano Lessons	\$75.00

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					4200-010-92	Books and Other Reference Materials	October - Piano Lessons	\$75.00
					4200-010-92	Books and Other Reference Materials	October - Piano Lessons	\$100.00
53557	11/15/2018	Drama Kids of South OC	Cleared	\$60.00	4200-010-92	Books and Other Reference Materials	Oct. - Homeschool - Jr. High/Middle School	\$60.00
53576	11/15/2018	KidsArt -Rancho Cucamonga	Cleared	\$356.00	4200-010-92	Books and Other Reference Materials	Oct. Month of Service - Art Class	\$133.00
					4200-010-92	Books and Other Reference Materials	Oct. Kids Art Class Rancho Cucamonga	\$90.00
					4200-010-92	Books and Other Reference Materials	Oct. Kids Art Homeschool Class Rancho Cucamonga	\$133.00
53558	11/15/2018	Explorer Field Trips	Cleared	\$1,716.00	4200-010-92	Books and Other Reference Materials	Godoy Wicked Performing Arts Teacher Kit	\$334.00
					4200-010-92	Books and Other Reference Materials	San Diego Maritime Museum Teacher Kit	\$70.00
					4200-010-92	Books and Other Reference Materials	Custom Kitford LA Zoo Lights Teacher Kit	\$62.00
					4200-010-92	Books and Other Reference Materials	LA Zoo Etended Kit	\$175.00
					4200-010-92	Books and Other Reference Materials	Santa Barbara Zoo Dual membership Custom Kit	\$120.00
					4200-010-92	Books and Other Reference Materials	Reagan Library Teacher Kit	\$75.00
					4200-010-92	Books and Other Reference Materials	Freseno Chaffee Zoo Extended Kit	\$115.00
					4200-010-92	Books and Other Reference Materials	Aquarium of the Pacific Extended Kit	\$170.00
					4200-010-92	Books and Other Reference Materials	Family Pass to the Monterey Bay Aquarium in Monterey	\$595.00
53538	11/15/2018	Canon Financial Services, Inc.	Cleared	\$1,360.62	5605-010-84	Equipment Rental/Lease Expense	Copier Lease Final Payment	\$1,360.62
53556	11/15/2018	Ramona Dickinson	Cleared	\$135.00	4200-010-92	Books and Other Reference Materials	Books and Materials	\$135.00
53574	11/15/2018	Institute for Excellence in Writing	Cleared	\$439.10	4200-010-92	Books and Other Reference Materials	All Things Fun and Fascinating Paperback, World History	\$69.60
					4200-010-92	Books and Other Reference Materials	Deluxe Combo Teacher/Student Writing Package Level A	\$309.00
					4200-010-92	Books and Other Reference Materials	Primary Arts of Language: Writing Student Book Grade K-2	\$34.00

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					4200-010-92	Books and Other Reference Materials	Geography Based Writing Lessons, Teachers Manual	\$26.50
53542	11/15/2018	BLICK Art Materials	Cleared	\$33.56	4200-010-92	Books and Other Reference Materials	Darwing pencils,Sketch Pad	\$33.56
53600	11/15/2018	Signing Online	Cleared	\$75.00	4200-010-92	Books and Other Reference Materials	ASL 101 - Beginning ASL	\$75.00
53595	11/15/2018	Recreational Music Center	Cleared	\$80.00	4200-010-92	Books and Other Reference Materials	Point Loma Location October: Musical Explorers: Ages 4-6	\$80.00
53594	11/15/2018	The Regents of the University of California	Cleared	\$162.50	4200-010-92	Books and Other Reference Materials	Riverside County-Goat Project,Cooking Proj. & Art Proj.	\$81.25
					4200-010-92	Books and Other Reference Materials	Riverside County-Goat Project,Cooking Proj. & Art Proj.	\$81.25
53567	11/15/2018	Guitar Ninjas	Cleared	\$270.00	4200-010-92	Books and Other Reference Materials	Oct. Guitar Lessons - Burbank	\$135.00
					4200-010-92	Books and Other Reference Materials	Oct. Guitar Kid Lessons - Burbank	\$135.00
53548	11/15/2018	Brain Builders Educational Programs	Cleared	\$606.50	4200-010-92	Books and Other Reference Materials	Books and Materials	\$126.00
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$67.50
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$63.00
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$224.00
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$126.00
53541	11/15/2018	Art Steps, Inc.	Cleared	\$379.00	4200-010-92	Books and Other Reference Materials	Oct.: Mission Viejo: Art Class	\$149.00
					4200-010-92	Books and Other Reference Materials	Oct. Yorba Linda - Art Class	\$149.00
					4200-010-92	Books and Other Reference Materials	Oct.: Mission Viejo: Art Class	\$81.00
53540	11/15/2018	Arbor Learning Community	Cleared	\$971.25	4200-010-92	Books and Other Reference Materials	Oct. - Scholar Creative Writing	\$67.50
					4200-010-92	Books and Other Reference Materials	Oct.-Discovering Creative Writing Gr. 2-3 Fall 2018	\$67.50
					4200-010-92	Books and Other Reference Materials	Oct. - Exploring Learning with Friends	\$123.75
					4200-010-92	Books and Other Reference Materials	Oct. Robotics,Creative Writing,US History,Invest.Engineering	\$285.00

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					4200-010-92	Books and Other Reference Materials	Oct. - Investigating Engineering for Innovators Period 2	\$75.00
					4200-010-92	Books and Other Reference Materials	Oct.: Robotics,US History,Computer Science,Screenwriting	\$352.50
53550	11/15/2018	Blue Buoy Swim School	Cleared	\$135.00	4200-010-92	Books and Other Reference Materials	Tustin - Semi-Private Lessons - TK Oct. Swim Class	\$135.00
53551	11/15/2018	Bon Voyage French School LLC	Cleared	\$82.00	4200-010-92	Books and Other Reference Materials	Monterey Park Oct.-French Classes	\$82.00
53552	11/15/2018	B&B Wenneberg Inc.	Cleared	\$500.00	4200-010-92	Books and Other Reference Materials	Sept.,Oct. Martial Arts Class - Fullerton	\$500.00
53553	11/15/2018	Creative Creatures & Co.	Cleared	\$625.00	4200-010-92	Books and Other Reference Materials	Books and Materials	\$625.00
53554	11/15/2018	Cultured Owl LLC	Cleared	\$390.00	4200-010-92	Books and Other Reference Materials	The Explorer-Italy, France, Russia	\$80.00
					4200-010-92	Books and Other Reference Materials	Complimentary Welcome Kit,B the Explorer World Tourpkge.	\$80.00
					4200-010-92	Books and Other Reference Materials	The Explorer-Egypt, Japan, Australia	\$80.00
					4200-010-92	Books and Other Reference Materials	The Jetsetter	\$150.00
53539	11/15/2018	Clovis Veterans Memorial District	Cleared	\$320.00	5602-010-91	Other Space Rental	Facility Rental-Boardroom B Weekday Standard Rate	\$320.00
53559	11/15/2018	EMH Sports USA Inc	Cleared	\$150.00	4200-010-92	Books and Other Reference Materials	Oct. Weekly PE Program, Location: Northridge Park	\$30.00
					4200-010-92	Books and Other Reference Materials	October PE at Miliken Park	\$30.00
					4200-010-92	Books and Other Reference Materials	October PE Miliken Park	\$30.00
					4200-010-92	Books and Other Reference Materials	October PE at Miliken Park	\$30.00
					4200-010-92	Books and Other Reference Materials	October PE at Miliken Park	\$30.00
53584	11/15/2018	Money Munchkids	Cleared	\$97.60	4200-010-92	Books and Other Reference Materials	3 Gr. Wkbk + Instructos Guide	\$97.60
53585	11/15/2018	Moken Enterprises Inc.	Cleared	\$39.94	4200-010-92	Books and Other Reference Materials	Drivers Ed Course 30 Hour Approved Online Course	\$19.99
					4200-010-92	Books and Other Reference Materials	California DMV Approved Drivers Ed	\$19.95

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53586	11/15/2018	Nasco Modesto	Cleared	\$17.48	4200-010-92	Books and Other Reference Materials	Canson Universal Sketch Pad 9"x12"	\$17.48
53587	11/15/2018	Outschool, Inc.	Cleared	\$45.00	4200-010-92	Books and Other Reference Materials	Emotions, Moods, and Attitudes	\$45.00
53589	11/15/2018	Penelope Pauley	Cleared	\$950.00	4200-010-92	Books and Other Reference Materials	Sept/Oct. Drama / Improv-Location: Peppertree Park	\$150.00
					4200-010-93	Books and Other Reference Materials	October Drama	\$800.00
53588	11/15/2018	OKU Education	Cleared	\$280.00	4200-010-92	Books and Other Reference Materials	October 2 Day Program (Level K)	\$280.00
53590	11/15/2018	Piano4Everyone Conejo Valley	Cleared	\$300.00	4200-010-92	Books and Other Reference Materials	Sept. Private Violin Lessons	\$160.00
					4200-010-92	Books and Other Reference Materials	Sept. Private Piano Lessons	\$140.00
53592	11/15/2018	QUILL CORPORATION	Cleared	\$1,109.33	4200-010-92	Books and Other Reference Materials	CARTRIDGE	\$41.18
					4200-010-92	Books and Other Reference Materials	The Happy Planner	\$26.90
					4200-010-92	Books and Other Reference Materials	Copy Paper,Bluetooth Keyboard, Card Stock	\$239.06
					4200-010-92	Books and Other Reference Materials	Inkjet Printer	\$226.19
					4200-010-92	Books and Other Reference Materials	Copy Paper,All In One Color Inkjet Printer	\$181.84
					4200-010-92	Books and Other Reference Materials	Transparent Tape	\$145.63
					4200-010-92	Books and Other Reference Materials	Wireless Mouse, Permanent Markers	\$26.38
					4200-010-92	Books and Other Reference Materials	Wireless Laser Mouse, Briefcase	\$222.15
53555	11/15/2018	Discount School Supply	Cleared	\$1,485.40	4200-010-92	Books and Other Reference Materials	Bug Stones, Thredding Pebbles	\$160.74
					4200-010-92	Books and Other Reference Materials	Big Time Teaching Clock	\$215.88
					4200-010-92	Books and Other Reference Materials	Solar Building Helicopter	\$88.79
					4200-010-92	Books and Other Reference Materials	Colorations Pom-Pom,Crayons	\$293.55
					4200-010-92	Books and Other Reference Materials	Washable Plastic Stencils Mega Set	\$182.08

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					4200-010-92	Books and Other Reference Materials	Crayola 64 Crayons,No.2 Pencils	\$280.10
					4200-010-92	Books and Other Reference Materials	Face Pad Sheets,Coloration Pom Poms	\$264.26
53547	11/15/2018	Beautiful Feet Books	Cleared	\$468.75	4200-010-92	Books and Other Reference Materials	History of Science Pack,Around the World W/ Picture Books	\$468.75
53591	11/15/2018	Peaceful Valley Farm & Garden Supply	Cleared	\$169.19	4200-010-92	Books and Other Reference Materials	Pink Daffodil Bulb Mix	\$169.19
53546	11/15/2018	BookShark LLC	Cleared	\$1,131.47	4200-010-92	Books and Other Reference Materials	Math-U-See Algebra 1 - No Customization,History of Science	\$677.82
					4200-010-92	Books and Other Reference Materials	Pre K All Subject Pkge. W/Art Bk. & Handwriting W/Out Tears	\$453.65
53549	11/15/2018	Barnabas Robotics Inc	Cleared	\$63.00	4200-010-92	Books and Other Reference Materials	Oct. Introduction to Robotics - Lakewood	\$63.00
53578	11/15/2018	Matthew Landin	Cleared	\$234.00	4200-010-92	Books and Other Reference Materials	Europe Full Story Pack	\$99.00
					4200-010-92	Books and Other Reference Materials	Full Story Pack - Asia Stories	\$135.00
53562	11/15/2018	Event Show Pro	Cleared	\$2,500.00	5815-010-80	Advertising/Recruiting	Super Kidz Expo 2019	\$2,500.00
53579	11/15/2018	Sarah Longhenry (EDC)	Cleared	\$245.20	4200-010-92	Books and Other Reference Materials	Bugs to Spot, Things to Spot in the Sea	\$107.56
					4200-010-92	Books and Other Reference Materials	Can Draw People, Sate Capitals, World of Animals	\$137.64
53580	11/15/2018	Lake Arrowhead School of Dance	Cleared	\$60.00	4200-010-92	Books and Other Reference Materials	Oct. Studio 2 Pre School Combo	\$60.00
53581	11/15/2018	Demme Learning	Cleared	\$234.66	4200-010-92	Books and Other Reference Materials	Math-U-See Gamma Student/Universal Pack/Set	\$234.66
53583	11/15/2018	Jeff Macias	Cleared	\$37,842.16	4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.88
					4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
					4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00

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4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring 5th Gr.	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring HS	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$272.50
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Curriculum	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Curriculum	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring-	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55

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4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring 4th Grade	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring 1st Grade	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring 4th Grade	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.88
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct.HS Multi Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00

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4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring 4th Grade	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Sept./Oct. Multi-Subject Tutoring	\$551.10
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$272.50
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$272.50
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.88
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring 2nd Grade	\$275.00

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4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$272.50
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring 12th Grade	\$293.37
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring 1st Grade	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$295.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00

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4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.88
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$289.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$272.50
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	October Multi-Subject Curriculum	\$275.00

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4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$298.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$298.88
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring Pre-K	\$208.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$295.00
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$118.75
4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$275.00
4200-010-92	Books and Other Reference Materials	October Multi-Subject Tutoring	\$175.00
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$298.88

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					4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring HS	\$298.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Sept., Oct. Multi Subject Tutoring	\$587.76
					4200-010-92	Books and Other Reference Materials	Oct. Multi Subject Tutoring	\$275.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring 4th Grade	\$275.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring High School	\$298.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$275.55
53582	11/15/2018	Mission Renaissance, Inc.	Cleared	\$255.00	4200-010-92	Books and Other Reference Materials	Irvine October - Teen Classes Gluck Method	\$255.00
53564	11/15/2018	Firestorm Freerunning & Acrobatics	Cleared	\$896.00	4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class and Free Time Santa Ana	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class and Free Time	\$30.00
					4200-010-92	Books and Other Reference Materials	Sept. Little Heroes Class (Single Class Tuition)	\$110.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class	\$30.00
					4200-010-92	Books and Other Reference Materials	Santa Ana Sept.- Parkour, Freerunning, Trampoline, Acrobatic	\$156.00
					4200-010-92	Books and Other Reference Materials	Navigators Parkour Ninja Class and Free Time-Santa Ana	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators Ninja Class and Free Time	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class Santa Ana 7th Grade	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class and Free Time 6th Grade	\$30.00

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					4200-010-92	Books and Other Reference Materials	Sept. Parkour Class (Single Class Tuition)	\$110.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class and Free Running	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class	\$30.00
					4200-010-92	Books and Other Reference Materials	Sept. Firestorm Freerunning & Acrobatics	\$85.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class Santa Ana	\$30.00
					4200-010-92	Books and Other Reference Materials	Navigators parkour Ninja Class and Free Time	\$30.00
					4200-010-92	Books and Other Reference Materials	Parkour 1 Day Pass	\$45.00
					4200-010-92	Books and Other Reference Materials	Navigators Parkour Ninja Class and Free Time	\$30.00
53563	11/15/2018	Fluenz Inc.	Cleared	\$298.00	4200-010-92	Books and Other Reference Materials	Immediate Download: Online Fluenz German Download	\$298.00
53607	11/15/2018	Lauren Vargas	Cleared	\$400.00	4200-010-93	Books and Other Reference Materials	October Writing	\$400.00
53609	11/15/2018	The Young Scientists Club	Cleared	\$187.50	4200-010-92	Books and Other Reference Materials	Books and Materials	\$187.50
53608	11/15/2018	WriteShop, Inc.	Cleared	\$84.50	4200-010-92	Books and Other Reference Materials	WriteShop Junior Book D Set - Ebook Set	\$84.50
53603	11/15/2018	Teacher Created Resources	Cleared	\$56.45	4200-010-92	Books and Other Reference Materials	6th Grade Math Review Book,Daily Warm Ups Reading	\$56.45
53606	11/15/2018	Temecula Clay	Cleared	\$190.00	4200-010-92	Books and Other Reference Materials	Temecula October _ Kids/Teen Pottery Class	\$95.00
					4200-010-92	Books and Other Reference Materials	Temecula October _ Kids/Teen Pottery Class	\$95.00
53605	11/15/2018	Traditional Equitation School	Cleared	\$241.00	4200-010-92	Books and Other Reference Materials	October English Style Riding Lessons	\$241.00
53604	11/15/2018	Tustin Volleyball Club LLC	Cleared	\$340.00	4200-010-93	Books and Other Reference Materials	October PE - OCC	\$340.00
53577	11/15/2018	Language Door Inc	Cleared	\$459.00	4200-010-92	Books and Other Reference Materials	Sept./Oct. ASL Kids - Mondays, San Diego	\$199.00
					4200-010-92	Books and Other Reference Materials	Books and Materials	\$260.00

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53610	11/16/2018	Bethel Encino Church & Preschool	Cleared	\$24,000.00	5807-010-80	Legal Settlements	Legal Settlement Payment	\$24,000.00
53611	11/19/2018	San Diego County Office of Education	Cleared	\$450.00	5200-010-15	Travel and Conferences	SDCOE Online and Blended Teacher Certification-Mae Van Voore	\$450.00
53612	11/19/2018	Autumn Clements	Cleared	\$29.54	5200-010-65	Travel and Conferences	REIMB: Mileage	\$29.54
53613	11/19/2018	Strongmind, Inc.	Cleared	\$495,000.00	4410-010-80	Software and Software Licensing	Software Licensing	\$495,000.00
53642	11/20/2018	Huckleberry Center For Creative Learning	Cleared	\$2,290.88	4200-010-92	Books and Other Reference Materials	Oct.Science Explorers, Story of the Middle Ages	\$160.00
					4200-010-92	Books and Other Reference Materials	Sept./Oct. Young Learners	\$370.00
					4200-010-92	Books and Other Reference Materials	Oct. Lego Engineering,Lego Wedo, Creative Writing	\$383.35
					4200-010-92	Books and Other Reference Materials	Oct Young Learners Thursday Simi	\$160.00
					4200-010-92	Books and Other Reference Materials	Sept./Oct Science Explorers,Story of the World Middle Ages	\$385.00
					4200-010-92	Books and Other Reference Materials	Oct. Sculpting With Clay,Story of the World Middle Ages	\$153.34
					4200-010-92	Books and Other Reference Materials	Oct. Sculpting With Clay,The Art of Language	\$238.34
					4200-010-92	Books and Other Reference Materials	Oct. STEM Stories, Lego Wedo,Beginning Sewing	\$383.35
					4200-010-92	Books and Other Reference Materials	Oct Simi: Tutoring/Study Hall	\$57.50
53614	11/20/2018	Anchor Counseling & Education Solutions, LLC	Cleared	\$5,137.50	5810-020-00	Educational Consultants	October 1-31, 2018 Services	\$5,137.50
53628	11/20/2018	Department of Justice	Cleared	\$32.00	5874-010-85	Personnel Services	Cust: 152825 / Fingerprint	\$32.00
53632	11/20/2018	Fundamental Foundations	Cleared	\$33,307.67	4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct/Nov 1st Gr. Classes	\$675.00
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Gr. Classes	\$337.50
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 4th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Gr Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$330.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 2nd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 11th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$170.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$366.66

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 12th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct/Nov 5th Gr. Classes	\$675.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 2nd Gr Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 2nd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$233.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 9th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$233.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 4th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct/Nov 1st Gr. Classes	\$675.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Gr Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 9th Grade Classes	\$366.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33

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4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov TK Classes	\$266.66
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Nov - Core Classes	\$333.00
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Gr Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 4th Gr Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 8th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov K Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 7th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Gr Classes	\$337.50
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$366.66

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					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 4th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 3rd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 10th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 9th Grade Classes	\$366.66
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 2nd Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov Kindergarten Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 5th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 6th Grade Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov 1st Grade Classes	\$333.33
53647	11/20/2018	KiwiCo, Inc	Cleared	\$193.95	4200-010-92	Books and Other Reference Materials	3 Months Tinker/Doodle Crate	\$129.30
					4200-010-90	Books and Other Reference Materials	Kiwi Crate-3 Month Subscriptions	\$64.65
53629	11/20/2018	Discount School Supply	Cleared	\$141.75	4200-010-92	Books and Other Reference Materials	See and Spell Picture Puzzle	\$141.75
53648	11/20/2018	Lakeshore Learning Materials	Cleared	\$657.53	4200-010-92	Books and Other Reference Materials	Surf Swing, Mini Basketball, Speedy Snow	\$500.75
					4200-010-92	Books and Other Reference Materials	Felt, Reusable Write & Wipe Pocket	\$45.14
					4200-010-92	Books and Other Reference Materials	Big Tape Measure, US Map Puzzle	\$111.64
53630	11/20/2018	Simona Dlouha	Cleared	\$666.66	4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 7th Gr Classes	\$333.33

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					4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 3rd Gr Classes	\$333.33
53616	11/20/2018	Anaheim Ballet School	Cleared	\$58.00	4200-010-92	Books and Other Reference Materials	October Ballet 2 Class	\$58.00
53650	11/20/2018	Lucky Duck Swim School	Cleared	\$398.00	4200-010-92	Books and Other Reference Materials	Sept. 8 x 15min Homeschool Private Swim Lessons	\$199.00
					4200-010-92	Books and Other Reference Materials	Sept. 8 x 15min Homeschool Private Swim Lessons	\$199.00
53667	11/20/2018	School Specialty	Cleared	\$205.16	4200-010-92	Books and Other Reference Materials	Explode The Code Get Ready for the Code	\$84.94
					4200-010-92	Books and Other Reference Materials	Hasbro Scrabble Junior	\$53.53
					4200-010-92	Books and Other Reference Materials	Penn Championship Tennis Balls	\$66.69
53649	11/20/2018	Language Door Inc	Cleared	\$1,800.00	4200-010-93	Books and Other Reference Materials	October Language	\$1,800.00
53669	11/20/2018	Scientifics Direct	Cleared	\$111.85	4200-010-92	Books and Other Reference Materials	Mechanical Horse Automation Kit,4 In 1 Educational Solor Rob	\$111.85
53670	11/20/2018	Samara Rice	Cleared	\$413.00	4200-010-92	Books and Other Reference Materials	Huntington Beach Learning Center Oct. Piano	\$118.00
					4200-010-92	Books and Other Reference Materials	Oct. Studio Piano Lesson	\$118.00
					4200-010-92	Books and Other Reference Materials	Huntington Beach Learning Center Oct. Piano	\$118.00
					4200-010-92	Books and Other Reference Materials	Oct. Studio Piano Lesson	\$59.00
53651	11/20/2018	Moving Beyond the Page	Cleared	\$452.22	4200-010-92	Books and Other Reference Materials	Full Year Package Age 4-5	\$452.22
53653	11/20/2018	Jeff Macias	Cleared	\$2,532.00	4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$300.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00

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					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$300.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
					4200-010-92	Books and Other Reference Materials	Oct. Multi-Subject Tutoring	\$276.00
53671	11/20/2018	Showbiz Kids	Cleared	\$220.00	4200-010-92	Books and Other Reference Materials	Sept/Oct Online - Vocal Class	\$220.00
53672	11/20/2018	Timberdoodle.com	Cleared	\$826.27	4200-010-92	Books and Other Reference Materials	Custom Kit Writing With Skill Bk. 2 Teacher Kit	\$629.48
					4200-010-92	Books and Other Reference Materials	Mobi Kids, Step By Step Drawing Book, How To Do Almost Every	\$196.79
53652	11/20/2018	My Learning Studio	Outstanding	\$36.00	4200-010-92	Books and Other Reference Materials	Oct Enrichment Class	\$36.00
53675	11/20/2018	Nicole Lindsey Medeiros	Cleared	\$70.00	4200-010-92	Books and Other Reference Materials	October Arts & Crafts - 3rd Grade	\$35.00
					4200-010-92	Books and Other Reference Materials	October Arts & Crafts - 5th Grade	\$35.00
53673	11/20/2018	Time 4 Learning	Cleared	\$4,330.00	4200-010-92	Books and Other Reference Materials	Month 1 of 9: Time 4 Learning Monthly Membership Subscription	\$4,330.00
53677	11/20/2018	Thrive Academics Inc.	Cleared	\$100.00	4200-010-92	Books and Other Reference Materials	Sept. Lancaster, Tutoring, Pre-Algebra and English	\$50.00
					4200-010-92	Books and Other Reference Materials	Sept. Tutoring - Core HS Subjects, Lancaster	\$50.00
53676	11/20/2018	TinkerSpace Inc.	Cleared	\$15.00	4200-010-92	Books and Other Reference Materials	Daily Admission	\$15.00
53678	11/20/2018	Urban Homeschoolers	Outstanding	\$1,469.00	4200-010-92	Books and Other Reference Materials	Atwater Campus Sept/Oct - Chemistry Class & Lab	\$418.50
					4200-010-92	Books and Other Reference Materials	Sept/Oct Atwater Village - Robotics	\$162.50
					4200-010-92	Books and Other Reference Materials	Sept/Oct Los Angeles - City Schooling	\$650.00
					4200-010-92	Books and Other Reference Materials	Atwater Village Sept/Oct - SDewing Lab With A. Robinson	\$238.00
53619	11/20/2018	BookShark LLC	Cleared	\$342.93	4200-010-92	Books and Other Reference Materials	Pre-Kinder All Subject Package - No Customization	\$342.93
53633	11/20/2018	Fluenz Inc.	Cleared	\$248.00	4200-010-92	Books and Other Reference Materials	Delivery Fluenz Spanish (Latin America) 1 + 2	\$248.00
53679	11/20/2018	Joyce A. Wonderly	Cleared	\$113.66	4200-010-92	Books and Other Reference Materials	Oct Wrightwood - Piano Lessons	\$113.66

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53680	11/20/2018	San Diego County Office of Education	Cleared	\$450.00	5200-010-15	Travel and Conferences	SDCOE Online & Blended Teacher Certification-Anfrea Lomeli	\$450.00
53617	11/20/2018	A+In Home Tutors	Cleared	\$130.00	4200-010-92	Books and Other Reference Materials	Oct. In Home Tutoring	\$130.00
53615	11/20/2018	Academics in a Box Inc.	Outstanding	\$167.70	4200-010-92	Books and Other Reference Materials	Groovy Lab in a Box-Monthly 6 Month Subscription	\$180.28
53635	11/20/2018	For The Love Of Words	Cleared	\$240.00	4200-010-92	Books and Other Reference Materials	Oct. Private Tutoring Session in Writing	\$240.00
53636	11/20/2018	42 Development LLC	Cleared	\$99.00	4200-010-92	Books and Other Reference Materials	Intro to Robotics Level B-Working With Sensors & interm.Prog	\$99.00
53637	11/20/2018	Emerson Fersch	Cleared	\$45.00	4200-010-92	Books and Other Reference Materials	Oct Homeschool Campus Costa Mesa:Statistics Gr. 8	\$45.00
53641	11/20/2018	Great Homeschool Conventions	Cleared	\$500.00	5815-010-80	Advertising/Recruiting	Vendor Space-Great Homeschool Conventions-2019 GHC	\$500.00
53638	11/20/2018	Gardener's Supply Company	Cleared	\$113.38	4200-010-92	Books and Other Reference Materials	Math in the Garden	\$32.96
					4200-010-92	Books and Other Reference Materials	Crimini Baby Bella Mushroom Kit,Gallon Stoneware Pickling Cr	\$80.42
53634	11/20/2018	Firestorm Freerunning & Acrobatics	Cleared	\$390.00	4200-010-92	Books and Other Reference Materials	Santa Ana Oct.- Parkour,Freerunning,Trampoline,A crobatic	\$156.00
					4200-010-92	Books and Other Reference Materials	Oct.-Firestorm,Freerunning, &,Acrobatics	\$85.00
					4200-010-92	Books and Other Reference Materials	Oct. Freerunning Class	\$59.00
					4200-010-92	Books and Other Reference Materials	Trampoline Class/Santa Ana Oct.	\$90.00
53674	11/20/2018	Tamara Teffeteller	Outstanding	\$2,000.00	5810-010-65	Educational Consultants	Psych-Ed Assessment	\$2,000.00
53668	11/20/2018	Studies Weekly, Inc.	Cleared	\$29.95	4200-010-92	Books and Other Reference Materials	California Sixth Grade Social Studies (English)	\$29.95
53666	11/20/2018	Rainbow Resource Center	Cleared	\$1,141.32	4200-010-92	Books and Other Reference Materials	Daily Grams Gr.7, Life Science Quest, Brain Quest Gr.7	\$114.46
					4200-010-92	Books and Other Reference Materials	Dot to Dot for Tiny Wipe Clean Acivity Book	\$26.20
					4200-010-92	Books and Other Reference Materials	Then and Now,How Do You Lift a Lion?,Tiny Polka Dot	\$247.87
					4200-010-92	Books and Other Reference Materials	Newsprint Pads, Kneaded Art Eraser,Watercolor Pad	\$80.81

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					4200-010-92	Books and Other Reference Materials	Writing Adventures System, Writing Skills Gr. 6	\$520.78
					4200-010-92	Books and Other Reference Materials	What Makes Me Me?, Drawing With Children-Mona Brookes	\$74.26
					4200-010-92	Books and Other Reference Materials	No Nonsense Algebra, Wordly Wise 3000 3rd Edition Student	\$76.94
53656	11/20/2018	Noonan Family Swim School Inc	Cleared	\$156.00	4200-010-92	Books and Other Reference Materials	Oct. Murrieta Yellow Class	\$156.00
53618	11/20/2018	BLICK Art Materials	Cleared	\$151.23	4200-010-92	Books and Other Reference Materials	Art Marker Set, Flat Brushes,Bristles	\$53.57
					4200-010-92	Books and Other Reference Materials	Glitter Body Art, Skull Makeup Kit	\$97.66
53626	11/20/2018	Crafty School Crates	Cleared	\$595.11	4200-010-92	Books and Other Reference Materials	Astronomy Science Crate,3 Mo.Young Learners Seasonal Crate	\$369.93
					4200-010-92	Books and Other Reference Materials	Animal Science Single Crate	\$42.89
					4200-010-92	Books and Other Reference Materials	1 Month Literature Pre-K	\$42.89
					4200-010-92	Books and Other Reference Materials	Astronomy Science Crate	\$139.40
53622	11/20/2018	Cricket Media	Cleared	\$33.95	4200-010-92	Books and Other Reference Materials	Ask Print Subscription 1 Year	\$33.95
53623	11/20/2018	Candi Chavez	Cleared	\$375.00	4200-010-92	Books and Other Reference Materials	October Piano Lessons	\$125.00
					4200-010-92	Books and Other Reference Materials	October Piano Lessons	\$125.00
					4200-010-92	Books and Other Reference Materials	October Piano Lessons	\$125.00
53627	11/20/2018	Kathleen Crady	Cleared	\$128.00	4200-010-92	Books and Other Reference Materials	Sept/Oct Math for 6/7-Homeschool Campus Anaheim	\$128.00
53662	11/20/2018	Parnassus Preparatory Academy	Cleared	\$600.00	4200-010-92	Books and Other Reference Materials	October - 4/5 Class	\$300.00
					4200-010-92	Books and Other Reference Materials	October - 1/2 Class	\$300.00
53663	11/20/2018	Pasadena Conservatory of Music Services	Cleared	\$640.00	4200-010-92	Books and Other Reference Materials	Pasadena October - Piano	\$292.00
					4200-010-92	Books and Other Reference Materials	Pasadena October - Cello	\$348.00
53645	11/20/2018	Danielle Heney	Cleared	\$340.00	4200-010-93	Books and Other Reference Materials	October Gardening - OCLC	\$340.00

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53664	11/20/2018	Petra Poschmann	Cleared	\$307.00	4200-010-92	Books and Other Reference Materials	Oct. Elementary Programming with Bitsbox-Burbank HSC	\$44.00
					4200-010-92	Books and Other Reference Materials	Oct. Singapore Math 4a - Private Tutoring	\$225.00
					4200-010-92	Books and Other Reference Materials	Oct. Singapore Math 4	\$38.00
53646	11/20/2018	Inspire In-Home Tutoring, Inc.	Cleared	\$1,008.00	4200-010-92	Books and Other Reference Materials	Oct.-Inspire Tutoring	\$192.00
					4200-010-92	Books and Other Reference Materials	Oct Tutoring - Algebra	\$240.00
					4200-010-92	Books and Other Reference Materials	Oct 4 Hrs Tutoring	\$192.00
					4200-010-92	Books and Other Reference Materials	Oct Inspire In Home Tutoring	\$96.00
					4200-010-92	Books and Other Reference Materials	Oct.-Inspire Tutoring	\$192.00
					4200-010-92	Books and Other Reference Materials	Oct 10/3-11/20-Spanish Tutor	\$96.00
53665	11/20/2018	QUILL CORPORATION	Cleared	\$545.27	4200-010-92	Books and Other Reference Materials	Year Square Trade Warranty,Laptop Computer	\$323.20
					4200-010-92	Books and Other Reference Materials	Blk/Colored Ink Cartridges	\$26.60
					4200-010-92	Books and Other Reference Materials	Scissors,Dry-Erase Markers	\$46.81
					4200-010-92	Books and Other Reference Materials	Ink Cartridges	\$47.16
					4200-010-92	Books and Other Reference Materials	Construction Paper,Washable Paint	\$79.14
					4200-010-92	Books and Other Reference Materials	Trend Enterprizes 0-200 Owl Number Chart	\$2.41
					4200-010-92	Books and Other Reference Materials	Washable School Glue, Scrapbook Kit	\$19.95
53639	11/20/2018	Geography Matters, Inc.	Cleared	\$166.23	4200-010-92	Books and Other Reference Materials	3rd Edition Student/Teachers Notebook/Guide, Unit 2/3	\$166.23
53640	11/20/2018	Briana Guardino	Cleared	\$105.00	4200-010-92	Books and Other Reference Materials	Oct. Small Group Tutoring-Math, Language Arts	\$105.00
53621	11/20/2018	Biocom Institute	Cleared	\$2,500.00	5815-010-80	Advertising/Recruiting	2019 San Diego Festival of Science & Engineering	\$2,500.00
53655	11/20/2018	Medieval Times	Cleared	\$3,199.50	5830-010-90	Field Trip Expenses	Order ID: 17002526 Wed. 12/12/18	\$3,199.50

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53657	11/20/2018	Oak Meadow Inc.	Cleared	\$690.00	4200-010-92	Books and Other Reference Materials	Kindergarten Craft Kit, Kindergarten + K-3 Enrichment Pkge.	\$690.00
53658	11/20/2018	Presence Learning, Inc.	Cleared	\$1,238.70	5810-010-65	Educational Consultants	OT/SLP Evaluation	\$1,238.70
53659	11/20/2018	Proforma	Cleared	\$4,282.18	5815-010-80	Advertising/Recruiting	Cust: 004645 / Core Cotton Tee	\$4,282.18
53661	11/20/2018	Precision Gymnastics	Cleared	\$959.25	4200-010-92	Books and Other Reference Materials	Oct Homeschool/Urban Acrobatics	\$134.75
					4200-010-92	Books and Other Reference Materials	Sept./Oct. Red Stars	\$182.00
					4200-010-92	Books and Other Reference Materials	Oct Homeschool/Elementary Tumbling	\$135.00
					4200-010-92	Books and Other Reference Materials	Oct. - Gymnastics	\$67.50
					4200-010-92	Books and Other Reference Materials	Oct. - Gymnastics	\$67.50
					4200-010-92	Books and Other Reference Materials	Oct. Special Needs Gymnastics-Multi-Grade-Rancho Cucamonga	\$66.25
					4200-010-92	Books and Other Reference Materials	Oct. - Kinder Stars	\$113.75
					4200-010-92	Books and Other Reference Materials	Oct Red Stars	\$60.00
					4200-010-92	Books and Other Reference Materials	Oct. - Gymnastics	\$67.50
					4200-010-92	Books and Other Reference Materials	Oct Tumbling	\$65.00
53660	11/20/2018	Portal Languages - Fullerton LLC	Cleared	\$220.00	4200-010-92	Books and Other Reference Materials	Sept/Oct Spanish Language Instruction Group Class	\$220.00
53625	11/20/2018	Coastal Music Studios	Cleared	\$420.00	4200-010-92	Books and Other Reference Materials	Oct. Oceanside-Piano Lessons	\$140.00
					4200-010-92	Books and Other Reference Materials	Oct. Oceanside-Piano Lessons	\$140.00
					4200-010-92	Books and Other Reference Materials	Oct. Oceanside-Guitar Lessons	\$140.00
53643	11/20/2018	Homeschool Buyers Co-op	Cleared	\$67.52	4200-010-92	Books and Other Reference Materials	American History Vol. 1 The Animal World Intellego Gr 3-5	\$67.52
53644	11/20/2018	Home School Coaches	Cleared	\$747.50	4200-010-92	Books and Other Reference Materials	Monterey Park Sept.-Music Classes Piano and Cajon	\$132.50

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					4200-010-92	Books and Other Reference Materials	Oct Beginning Spanish Immersion K-2	\$48.00
					4200-010-92	Books and Other Reference Materials	Algebra 2	\$30.00
					4200-010-92	Books and Other Reference Materials	Oct Month Of Service-Geometry Tutoring	\$180.00
					4200-010-92	Books and Other Reference Materials	Oct Beginning Spanish Immersion (3-5)	\$48.00
					4200-010-92	Books and Other Reference Materials	Oct Elementary Programming	\$44.00
					4200-010-92	Books and Other Reference Materials	Monterey Park Oct-Music Classes Piano and Cajon	\$132.50
					4200-010-92	Books and Other Reference Materials	Monterey Park Sept.-Music Classes Piano and Cajon	\$132.50
53624	11/20/2018	Cultured Owl LLC	Cleared	\$80.00	4200-010-92	Books and Other Reference Materials	B The Explorer World Tourpackage: Australia,Brazil,Egypt	\$80.00
53654	11/20/2018	Jennifer Murphy	Cleared	\$189.00	4200-010-92	Books and Other Reference Materials	Oct Grammar for MS/HomeSchool Campus Anaheim	\$39.00
					4200-010-92	Books and Other Reference Materials	Oct HomeSchool Campus Anaheim/English Lit. & Composition	\$76.00
					4200-010-92	Books and Other Reference Materials	Oct English Lit & Composition for MS-Anaheim	\$10.00
					4200-010-92	Books and Other Reference Materials	Oct HSC Anaheim: Weekly Drop in Study Hall With Tutoring	\$34.00
					4200-010-92	Books and Other Reference Materials	Oct Spelling & Vocabulary for MS-Anaheim	\$30.00
53620	11/20/2018	B & H Foto & Electronics	Cleared	\$209.14	4200-010-92	Books and Other Reference Materials	Epson Work Force WF-2750 All-In One Inkjet Printer	\$69.99
					4200-010-92	Books and Other Reference Materials	Premium Mini DV Cassette,Enviro Abs Filamnt Spool	\$139.15
53631	11/20/2018	Explorer Field Trips	Cleared	\$2,420.00	4200-010-92	Books and Other Reference Materials	San Diego Zoo Teacher Kit	\$145.00
					4200-010-92	Books and Other Reference Materials	Natural History Museum/La Brea Extended Kit,Reagan Library	\$225.00
					4200-010-92	Books and Other Reference Materials	San Diego Zoo/Safari Park Extended Student Kit-King Tut Stud	\$135.00
					4200-010-92	Books and Other Reference Materials	King Tut Teacher Kit,San Diego Zoo/Safari Park Extended Teac	\$300.00

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					4200-010-92	Books and Other Reference Materials	Aquarium of the Pacific Extended Kit, Zoo Extended Kit	\$345.00
					4200-010-92	Books and Other Reference Materials	San Diego/Safari Park Extended Teacher Kit	\$200.00
					4200-010-92	Books and Other Reference Materials	King Tut Student Kit,San Diego Zoo/Safari Park Extended Stud	\$135.00
					4200-010-92	Books and Other Reference Materials	King Tut Student Kit,San Diego Zoo/Safari Park Extended Stud	\$135.00
					4200-010-92	Books and Other Reference Materials	Sea World Teacher Kit/Student Kit	\$305.00
					4200-010-92	Books and Other Reference Materials	Extended Kit for Aquarium of the Pacific	\$170.00
					4200-010-92	Books and Other Reference Materials	Discovery Cube Extended Kit,Aquarium of the Pacific Ext.Kit	\$325.00
53681	11/21/2018	San Diego County Office of Education	Cleared	\$450.00	5200-010-15	Travel and Conferences	SDCOE Online & Blended Teacher Certification-Sharon Rosen	\$450.00
53723	11/26/2018	QUILL CORPORATION	Cleared	\$641.13	4200-010-92	Books and Other Reference Materials	Black Ink Cartridge, High-Yield	\$69.80
					4200-010-92	Books and Other Reference Materials	Logitech Extreme 3D JoystickTwist Rudder Control	\$53.10
					4200-010-92	Books and Other Reference Materials	Wireless Color Injet Printer, Cartridges	\$221.38
					4200-010-92	Books and Other Reference Materials	White/Black Card Stock,Gel Pens	\$105.51
					4200-010-92	Books and Other Reference Materials	Electric Pencil Sharpener, Stapler	\$61.50
					4200-010-92	Books and Other Reference Materials	Graph Ruled Paper, Pencils,Sticky Notes,Copy Paper	\$31.16
					4200-010-92	Books and Other Reference Materials	Expo Low Oder Dr-Rease Oragnaizer	\$15.90
					4200-010-92	Books and Other Reference Materials	Thermal Laminating Pouches,Staples	\$61.28
					4200-010-92	Books and Other Reference Materials	Melissa & Doug Swirl' N Spin Art,Neon Eraser Multi-Pack	\$21.50
53718	11/26/2018	Demme Learning	Cleared	\$105.08	4200-010-92	Books and Other Reference Materials	Beta Level Up Set	\$105.08
53703	11/26/2018	Ramona Dickinson	Cleared	\$225.00	4200-010-92	Books and Other Reference Materials	Studio October _ Violin Lessons	\$225.00
53704	11/26/2018	Explorer Field Trips	Cleared	\$445.00	4200-010-92	Books and Other Reference Materials	Medieval Times Teacher Kit	\$160.00

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					4200-010-92	Books and Other Reference Materials	Medieval Times Student Kit	\$85.00
					4200-010-92	Books and Other Reference Materials	Monterey Bay Aquarium Teacher/Student Kit	\$200.00
53706	11/26/2018	Fundamental Foundations	Cleared	\$2,264.45	4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. 1st Gr. Classes	\$333.33
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. First Grade Classes	\$347.14
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. 9th Grade Classes	\$381.85
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. 1st Gr. Gr. Classes	\$347.14
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. 1st Gr. Classes	\$347.14
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. TK Classes	\$160.71
					4200-010-92	Books and Other Reference Materials	Lake Elsinore Nov. 4th Gr. Classes	\$347.14
53705	11/26/2018	EdTech 101	Cleared	\$8,408.00	4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 300E Computer Kit (Touch Screen)	\$382.00
					4200-010-92	Books and Other Reference Materials	Lenovo 300E Computer Kit (Touch Screen)	\$382.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 300E Computer Kit (Touch Screen)	\$382.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4430-010-91	Noncapitalized Student Equipment	Lenovo 100e Winbook,Image Laptop,Galaxy Tab A/Cover	\$3,340.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00

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					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 300E Computer Kit (Touch Screen)	\$382.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
					4200-010-92	Books and Other Reference Materials	Lenovo 100E Computer Kit	\$295.00
53698	11/26/2018	Creative Creatures & Co.	Cleared	\$1,545.00	4200-010-92	Books and Other Reference Materials	October Drawing and Painting for the Mini Artist	\$32.00
					4200-010-92	Books and Other Reference Materials	Oct. Watercolor and Brush Drawings/Art History Location:Irvi	\$165.00
					4200-010-92	Books and Other Reference Materials	Anaheim Oct. - Master of Mediums	\$49.00
					4200-010-93	Books and Other Reference Materials	October Art	\$1,250.00
					4200-010-92	Books and Other Reference Materials	Oct. All About Animals: Illustration and Character Creation	\$49.00
53687	11/26/2018	Blackbird & Company	Cleared	\$247.25	4200-010-92	Books and Other Reference Materials	Farmer Boy,Danny the Champion of the WorldYear Pack-Level3B	\$247.25
53724	11/26/2018	Rainbow Resource Center	Cleared	\$3,814.12	4200-010-92	Books and Other Reference Materials	Expo Low Oder Marker Kit, Division Designs (Math Mosaics)	\$155.98
					4200-010-92	Books and Other Reference Materials	Health, Wellness and Physical Fitness	\$13.25
					4200-010-92	Books and Other Reference Materials	Green Toys Dough,Thermal Laminator/Pouches	\$128.54
					4200-010-92	Books and Other Reference Materials	Layers of Learning Complete Set of Year 1 Units	\$291.60
					4200-010-92	Books and Other Reference Materials	Math Mammoth Light Blue Series Gr.2 Colored Pkge	\$358.07
					4200-010-92	Books and Other Reference Materials	Explore Ancient Egypt,Reading Game 2nd Edition	\$504.18
					4200-010-92	Books and Other Reference Materials	Play Smart Amazing Mazes, Dot-to-Dot,Math Wkbk.,	\$213.05
					4200-010-92	Books and Other Reference Materials	Space Pack, Num,ber Line Activity, Kids Unplugged Astronomy	\$76.60

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					4200-010-92	Books and Other Reference Materials	Whittling Kit (without Knife),Chiese Jump Rope	\$59.33
					4200-010-92	Books and Other Reference Materials	Math In Focus Wkbk. A,B,Complete Writer W/Ease Text/Wkbk	\$101.19
					4200-010-92	Books and Other Reference Materials	Building Spelling Skills Gr. 1, Write Source(2012 Edition)	\$156.64
					4200-010-92	Books and Other Reference Materials	Pottery Tool Kit,Art of Arguement Pkge.,Think-A-Minutes C1	\$186.21
					4200-010-92	Books and Other Reference Materials	Children Just Like Me,Illustrated Grammar and Punctuation	\$89.53
					4200-010-92	Books and Other Reference Materials	String Art Star Light,Holiday Ornaments, Lge.Origami Paper	\$632.78
					4200-010-92	Books and Other Reference Materials	Very Silly Sentences Games, US Placement,Base Ten Flips	\$187.03
					4200-010-90	Books and Other Reference Materials	Meet the Math Facts +/- Complete Pkge.,Add/Subtract Wkbk	\$204.82
					4200-010-92	Books and Other Reference Materials	Robot Kit,Jimu Astrbot Kit,Volcanoes & Earthquakes Kit	\$273.93
					4200-010-92	Books and Other Reference Materials	Get Ready for the Code A (2nd Edition)	\$10.00
					4200-010-92	Books and Other Reference Materials	Go Math! Student Set 2016 Gr.3,Conquering Third Grade	\$171.39
53688	11/26/2018	Barnes & Noble, Inc.	Cleared	\$235.52	4200-010-92	Books and Other Reference Materials	Snakes as Pets,Rapid Review of Small Exotic Animal MMedicine	\$106.10
					4200-010-92	Books and Other Reference Materials	The Funny Little Women,Ghandi	\$107.13
					4200-010-92	Books and Other Reference Materials	The Body Book for Older Girls	\$22.29
53692	11/26/2018	Bitsbox	Cleared	\$86.85	4200-010-92	Books and Other Reference Materials	Bitsbox Basic 3 Month Basic Subscription	\$86.85
53693	11/26/2018	Burbank Music Academy	Cleared	\$390.00	4200-010-92	Books and Other Reference Materials	October Guitar Lessons	\$130.00
					4200-010-92	Books and Other Reference Materials	October Piano Lessons	\$130.00
					4200-010-92	Books and Other Reference Materials	October Piano Lessons	\$130.00
53685	11/26/2018	Arts Attack Publications	Cleared	\$140.00	4200-010-92	Books and Other Reference Materials	Atelier Online - Level 1 Family Membership	\$140.00
53694	11/26/2018	Brain Builders Educational	Cleared	\$354.50	4200-010-92	Books and Other Reference Materials	Tustin October_Digitasl Arts Adobe Photoshop & Illustrator 1	\$67.50

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		Programs			4200-010-92	Books and Other Reference Materials	Tustin October_Lego Machines in Motion	\$63.00
					4200-010-92	Books and Other Reference Materials	Tustin October_Woodshop 1 / Makers Lab	\$224.00
53683	11/26/2018	All About Learning Press, Inc.	Cleared	\$30.85	4200-010-92	Books and Other Reference Materials	Basic Spelling Interactive Kit Level 4	\$30.85
53682	11/26/2018	Apple Inc	Cleared	\$629.22	4200-010-92	Books and Other Reference Materials	Apple USB Super Drive	\$85.12
					4200-010-92	Books and Other Reference Materials	iPad Apple 32GB - Goldpad	\$544.10
53684	11/26/2018	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-010-84	Operation and Housekeeping Services	Services Rendered to 12/1/18	\$500.00
53697	11/26/2018	Cynthia Dapello	Cleared	\$420.00	4200-010-92	Books and Other Reference Materials	October Language Arts Instruction	\$420.00
53701	11/26/2018	Simona Dlouha	Cleared	\$370.83	4200-010-92	Books and Other Reference Materials	Lake Elsinore Oct. 10th Grade Classes	\$370.83
53702	11/26/2018	Diamond Bar Country Vaulters	Cleared	\$250.00	4200-010-92	Books and Other Reference Materials	Oct Equestrian Vaulting	\$250.00
53715	11/26/2018	Little Passports, Inc.	Cleared	\$203.44	4200-010-92	Books and Other Reference Materials	World Edition: 12 Month Renewing Subscription	\$203.44
53726	11/26/2018	Riverside Dance Academy	Cleared	\$285.00	4200-010-92	Books and Other Reference Materials	Oct. Ballet/Tap Class	\$285.00
53727	11/26/2018	Roeland Sie	Cleared	\$430.11	4200-010-92	Books and Other Reference Materials	Books: Pure Soapmaking,Pizza Dough,Kitchen Creamery	\$430.11
53728	11/26/2018	Studies Weekly, Inc.	Cleared	\$119.80	4200-010-92	Books and Other Reference Materials	California Third Gr. Social Studies English Online and Print	\$59.90
					4200-010-92	Books and Other Reference Materials	California Studies Weekly-Fourth Gr. State History	\$59.90
53716	11/26/2018	Long Beach State Athletics	Cleared	\$156.00	5830-010-90	Field Trip Expenses	AVID Leadership Conference Ref Fees	\$156.00
53729	11/26/2018	Scout from University of California	Cleared	\$1,596.00	4200-010-92	Books and Other Reference Materials	English,Algebra,World History,Spanish 1(Core On Demand)Sem1	\$1,596.00
53730	11/26/2018	James Sanders	Cleared	\$230.00	4200-010-92	Books and Other Reference Materials	October - Pre-Algebra Homeschool Campus Anaheim	\$72.00
					4200-010-92	Books and Other Reference Materials	October - Pre-Algebra 7th/8th @ Anaheim HSC	\$79.00
					4200-010-92	Books and Other Reference Materials	Oct. Algebra 1,Grade 8,Homeschool Campus Aneheim	\$79.00

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53719	11/26/2018	Memoria Press	Cleared	\$178.61	4200-010-92	Books and Other Reference Materials	Thrid Grade Read-Aloud Novels	\$178.61
53732	11/26/2018	Teaching Textbooks Inc.	Cleared	\$177.24	4200-010-92	Books and Other Reference Materials	Pre Algebra 3.0	\$67.08
					4200-010-92	Books and Other Reference Materials	Pre Algebra 3.0	\$67.08
					4200-010-92	Books and Other Reference Materials	Math 4 3.0	\$43.08
53731	11/26/2018	Silicon Valley High School	Cleared	\$285.00	4200-010-92	Books and Other Reference Materials	Us History, Algebra II, English II (Part 1)	\$285.00
53720	11/26/2018	Marlene Halvorson	Cleared	\$100.00	4200-010-92	Books and Other Reference Materials	Oct. Private Piano Lessons (Elementary Age)	\$100.00
53733	11/26/2018	Timberdoodle.com	Cleared	\$819.12	4200-010-92	Books and Other Reference Materials	True Stories of the War Graphic Novels	\$316.15
					4200-010-92	Books and Other Reference Materials	Pre-K Non Religious Curriculum Kit	\$502.97
53721	11/26/2018	Linden Nowell	Cleared	\$50.00	4200-010-92	Books and Other Reference Materials	Oct. 7th Gr. Math (Pre-Algebra Year 1)	\$50.00
53734	11/26/2018	Teachers Synergy, LLC	Cleared	\$199.96	4200-010-92	Books and Other Reference Materials	8th Grade Math Intervention Binder	\$67.98
					4200-010-92	Books and Other Reference Materials	5th Gr. Math Iervention Program, The ultimate 5th Gr.Math	\$131.98
53722	11/26/2018	Pearson Education	Cleared	\$214.58	4200-010-92	Books and Other Reference Materials	Teachers Edition/Student Wkbk. B,Lab Manual Student Edition	\$214.58
53735	11/26/2018	Time 4 Writing	Cleared	\$357.00	4200-010-92	Books and Other Reference Materials	Elementary School Grmamar, Gr. 4, October	\$119.00
					4200-010-92	Books and Other Reference Materials	Middle School Grammar/Sentences Gr. 6 October	\$238.00
53736	11/26/2018	Urban Workshop	Cleared	\$275.00	4200-010-92	Books and Other Reference Materials	Oct. Level 2 Program	\$175.00
					4200-010-92	Books and Other Reference Materials	Oct. Kids Program Level 1 - 12 Week Youth Learn and Build	\$100.00
53717	11/26/2018	Moving Beyond the Page	Cleared	\$12.28	4200-010-92	Books and Other Reference Materials	Complete Force and Power Package/ Frt. Chagres Only**	\$12.28
53709	11/26/2018	Home Science Tools	Cleared	\$114.40	4200-010-92	Books and Other Reference Materials	Lens, Double Convex,150mm/500mm,Iron Metal Fillings, 30g	\$114.40
53710	11/26/2018	Homeschool Buyers Co-op	Cleared	\$319.68	4200-010-92	Books and Other Reference Materials	Raz-Plus One Year Subscription	\$94.95
					4200-010-92	Books and Other Reference Materials	Language Arts Subscription for a New Subscriber	\$64.25

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					4200-010-92	Books and Other Reference Materials	Ultimate Science Curriculum Series-Build Your Own Bundle	\$160.48
53695	11/26/2018	CM School Supply	Cleared	\$385.86	4200-010-92	Books and Other Reference Materials	Big Bubble Set,Hoppity Ball,Neon Dart Ball,Junior Basketball	\$385.86
53696	11/26/2018	C3 Classes, LLC	Cleared	\$353.00	4200-010-92	Books and Other Reference Materials	Books: Pure Soapmaking,Pizza Dough,Kitchen Creamery	\$353.00
53711	11/26/2018	Intro 2 Skateboarding	Cleared	\$125.00	4200-010-92	Books and Other Reference Materials	Costa Mesa Oct. - Sept. - Skate Board Lessons	\$125.00
53725	11/26/2018	Kitchen Kid LLC	Cleared	\$1,649.07	4200-010-92	Books and Other Reference Materials	12 Month Membership	\$262.80
					4200-010-92	Books and Other Reference Materials	6 Month Membership	\$144.54
					4200-010-92	Books and Other Reference Materials	6 Month Membership	\$144.54
					4200-010-92	Books and Other Reference Materials	12 Month Membership	\$262.80
					4200-010-92	Books and Other Reference Materials	12 Month Raddish Membership/Sibling Materials	\$427.05
					4200-010-92	Books and Other Reference Materials	12 Month Membership	\$262.80
					4200-010-92	Books and Other Reference Materials	6 Month Raddish Membership	\$144.54
53712	11/26/2018	KiwiCo, Inc	Cleared	\$118.53	4200-010-92	Books and Other Reference Materials	Kiwi Crate Ages 5-8 Science,Art & More 6 Months	\$118.53
53713	11/26/2018	KiwiCo, Inc	Cleared	\$593.86	4200-010-92	Books and Other Reference Materials	Kiwi Crate Subscription-6 Month Subscript. Doodle,Tinker	\$593.86
53714	11/26/2018	Lakeshore Learning Materials	Cleared	\$155.23	4200-010-92	Books and Other Reference Materials	Write & Wipe Crayon Pack,Fill in the Blank Phonic Stamps	\$41.44
					4200-010-92	Books and Other Reference Materials	Magnetic Fishing Poles,Fishing for Sight Words Level 1	\$64.71
					4200-010-92	Books and Other Reference Materials	Look What I Made,Wrecking Ball	\$49.08
53691	11/26/2018	B & H Foto & Electronics	Cleared	\$1,339.26	4200-010-92	Books and Other Reference Materials	Case Logic 15.6" Laptop Case, Stereo Headphones	\$115.88
					4200-010-92	Books and Other Reference Materials	Lenovo 15.6" IdeaPad 330s Notebook, 3 Yr. Warranty	\$487.19
					4200-010-92	Books and Other Reference Materials	Inspiron 15 5000 Series 5570 Notebook, 3 Yr. Warranty	\$736.19
53699	11/26/2018	Cogito International Inc.	Cleared	\$900.00	4200-010-93	Books and Other Reference Materials	October Speech/Debate	\$900.00

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53708	11/26/2018	Grow and Make LLC	Cleared	\$284.68	4200-010-92	Books and Other Reference Materials	Complete DIY Holiday Candle Making Kit	\$104.98
					4200-010-92	Books and Other Reference Materials	3 Months Grow and Make Monthly DIY Kid Subscription	\$89.85
					4200-010-92	Books and Other Reference Materials	3 Months: Monthly DIY Kit Subscription	\$89.85
53700	11/26/2018	CrossFit Murrieta	Cleared	\$250.00	4200-010-92	Books and Other Reference Materials	Oct. Cross Fit Home School Class K-10th Gr.	\$75.00
					4200-010-92	Books and Other Reference Materials	Oct. Cross Fit Home School Class K-10th Gr.	\$75.00
					4200-010-92	Books and Other Reference Materials	Oct. Cross Fit Home School Class K-10th Gr.	\$100.00
53690	11/26/2018	Baker Creek Heirloom Seeds	Cleared	\$87.75	4200-010-92	Books and Other Reference Materials	Landreth Stringless,Free Seed Variety 3,French Dandelion	\$15.75
					4200-010-92	Books and Other Reference Materials	Plant Markers, Winter Rye, Red Fife/Seed/Heriloom Seed	\$72.00
53689	11/26/2018	BookShark LLC	Cleared	\$6,491.42	4200-010-92	Books and Other Reference Materials	Level 6 All-Subject Package - Add Customization	\$757.88
					4200-010-92	Books and Other Reference Materials	Level Pre K All Subject Package Add Customization	\$453.65
					4200-010-92	Books and Other Reference Materials	Level 7 All Subject Package Add Customization	\$821.30
					4200-010-92	Books and Other Reference Materials	Level K All-Subject Package - Add Customization	\$808.39
					4200-010-92	Books and Other Reference Materials	American History & Literature 100 - Customized	\$425.70
					4200-010-92	Books and Other Reference Materials	To Ride the Gods' Own Stallion, Markable Map	\$55.87
					4200-010-92	Books and Other Reference Materials	Level 1 & 6 All Subject Package	\$1,583.48
					4200-010-92	Books and Other Reference Materials	Bookshark Level 1 All Subject Package No Modifications	\$778.64
					4200-010-92	Books and Other Reference Materials	Level K All Subject Package Add Customization	\$806.51
					4200-010-92	Books and Other Reference Materials	Level K All Subject Package Add Customization	\$806.51
53707	11/26/2018	Gardener's Supply Company	Cleared	\$927.55	4200-010-92	Books and Other Reference Materials	Eleve Cedar Planter Box 2x4, Potting Mix 20 Qts.	\$275.14
					4200-010-92	Books and Other Reference Materials	Organic GrowEase Seed Starting Success Kit, PH Soil Tester	\$52.17
					4200-010-92	Books and Other Reference Materials	Elev Cedar Planter Box 2x4, Potting Mix 20 Qts.	\$275.14

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					4200-010-92	Books and Other Reference Materials	Eleve Cedar Planter Box 2x4, Potting Mix 20 Qts.	\$275.14
					4200-010-92	Books and Other Reference Materials	Grow Your Own Caprese Container Garden Kit	\$49.96
53686	11/26/2018	BLICK Art Materials	Cleared	\$126.88	4200-010-92	Books and Other Reference Materials	Prismacolor Graphite Drawing Set of 18	\$126.88
53737	11/26/2018	Young Lamplighters	Cleared	\$900.00	4200-010-92	Books and Other Reference Materials	October - Young Lamplighters	\$300.00
					4200-010-92	Books and Other Reference Materials	October - Young Lamplighters	\$300.00
					4200-010-92	Books and Other Reference Materials	October - Young Lamplighters	\$300.00
53738	11/27/2018	Trinity Cristo Rey Church	Cleared	\$5,000.00	5600-010-93	Space Rental/Leases Expense	December 2018 Rent	\$5,000.00
53739	11/27/2018	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	December 2018 Rent	\$8,682.82
53740	11/29/2018	San Diego County Office of Education	Cleared	\$450.00	5200-010-15	Travel and Conferences	SDCOE Online & Blended Teacher Certification- Karle Roberts	\$450.00
53741	11/29/2018	Autumn Clements	Cleared	\$34.88	5810-010-65	Educational Consultants	REIMB: Mileage	\$34.88
53746	12/3/2018	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	Dec. 20181 Bus. Back-Office, CALPADS & Attend.	\$21,400.00
53742	12/3/2018	K12 Management, Inc.	Cleared	\$66,442.00	4410-040-91	Software and Software Licensing	K12-TEC,PFS,Matl's Refund/Upfront	\$39,408.00
					4410-030-91	Software and Software Licensing	K12-TEC,PFS,Matl's Refund/Upfront	\$12,616.00
					4410-020-91	Software and Software Licensing	K12-TEC,PFS,Matl's Refund/Upfront	\$14,418.00
53744	12/3/2018	California State University, Fresno	Cleared	\$188.00	5812-030-90	Other Student Activities	Deposit - Graduation/Promotion Reservation: 67420 6/13/19	\$188.00
53743	12/3/2018	Oxford Consulting Services Inc.	Cleared	\$11,100.41	5810-010-65	Educational Consultants	Services Provided in Oct. 2018	\$11,100.41
53745	12/3/2018	Tricor America, Inc.	Cleared	\$411.09	5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Feb. 2018	\$1.99
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$22.73
					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$50.96

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					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Feb. 2018	\$15.31
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$22.73
					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$20.03
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$38.19
					5900-020-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$22.73
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$26.20
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$22.73
					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$20.03
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$17.02
					5900-020-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$22.73
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$22.73
					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$20.03
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Sept. 2018	\$24.18
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of January 2018	\$18.04
					5900-020-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of June 2018	\$22.73
53747	12/5/2018	Procopio, Cory, Hargreaves & Savitch LLP	Cleared	\$2,500.00	5805-010-80	Legal Services	Re: Retainer	\$2,500.00
53748	12/5/2018	Law Office of Young, Minney & Corr	Cleared	\$11,714.37	5805-010-65	Legal Services	Services Through 11/30/18	\$8,647.63
					5805-010-80	Legal Services	Services Through 11/30/18	\$3,066.74
53749	12/7/2018	Autumn Clements	Cleared	\$34.88	5200-010-65	Travel and Conferences	REIMB: Mileage	\$34.88
53750	12/7/2018	K12 Management, Inc.	Cleared	\$28,084.00	4410-020-91	Software and Software Licensing	K-12 PFS FTS Fulltime Service	\$7,912.00
					4410-040-91	Software and Software Licensing	K-12 TECFTS OLS Monthly	\$16,872.00
					4410-030-91	Software and Software Licensing	K-12 MAT FTS Matls	\$3,300.00

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53774	12/11/2018	Gardener's Supply Company	Cleared	\$222.67	4100-010-92	Approved Textbooks and Core Curricula Materials	Giant Purple Zinnia Organic Seeds,Cedar Planter Box	\$222.67
53758	12/11/2018	Barnes & Noble, Inc.	Cleared	\$194.71	4100-010-92	Approved Textbooks and Core Curricula Materials	Barron's E-Z Biology	\$14.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	The Chronicles of Narnia CD Box Set/Movie Tie-In	\$102.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	Children of Blood and Bone,Hollow City	\$55.73
					4100-010-92	Approved Textbooks and Core Curricula Materials	Lego Friends Olivia's Mission Vehicle 41333	\$21.44
53754	12/11/2018	Adobe Inc.	Cleared	\$1,300.00	5877-010-84	IT Services	Adobe Sign - Enterprise Site License Quarterly	\$1,300.00
53752	12/11/2018	Arts Attack Publications	Cleared	\$44.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Membership Family Pkge. - 1 Yr. Access Atelier Online	\$44.00
53751	12/11/2018	All About Learning Press, Inc.	Cleared	\$114.70	4100-010-92	Approved Textbooks and Core Curricula Materials	All About Learning Level 3 Matl's,All About Homophones	\$114.70
53785	12/11/2018	Lakeshore Learning Materials	Cleared	\$404.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Tissue Paper Squares, Rainbow Scratch Paper	\$52.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	Soccer Ball,My First Binoculars	\$176.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	The ultimate Fort Builder,Magna Tiles Starter Kit	\$126.41
					4100-010-92	Approved Textbooks and Core Curricula Materials	Design & Build Water Blocks	\$49.08
53756	12/11/2018	BLICK Art Materials	Cleared	\$183.53	4100-010-92	Approved Textbooks and Core Curricula Materials	Blick Gum Eraser, Kneaded Eraser	\$104.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	Push Mold Family Time,Sculpey Glaze	\$78.82
53765	12/11/2018	Dover Publications, Inc.	Cleared	\$61.33	4100-010-92	Approved Textbooks and Core Curricula Materials	Christmas/Bird/Jungle Animal Mazes,Animal Spot the Differenc	\$61.33
53766	12/11/2018	Ramona Dickinson	Cleared	\$135.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Studio November _ Violin Lessons	\$135.00
53786	12/11/2018	The LaunchPad Therapy for Kids	Cleared	\$1,500.00	5810-010-65	Educational Consultants	Independant Educational Evaluation	\$1,500.00
53787	12/11/2018	Moving Beyond the Page	Cleared	\$1,548.39	4100-010-92	Approved Textbooks and Core Curricula Materials	Age 7-9,Age 9-11 Full Year Package - Hard Copy	\$1,548.39
53788	12/11/2018	McRory Pediatric Services, Inc.	Cleared	\$260.00	5810-010-65	Educational Consultants	Speech & Occupational - 11/11/18 - 10/25/18	\$260.00

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53795	12/11/2018	School Specialty	Cleared	\$367.40	4100-010-92	Approved Textbooks and Core Curricula Materials	Delta Science in a Nutshell Electrical Connections	\$367.40
53789	12/11/2018	Jeff Macias	Cleared	\$23,638.62	4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov 4th Grade Multi-Subject Tutoring	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov HS Multi-Subject Tutoring	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. HS Multi-Subject Tutoring	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$277.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$304.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$304.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct. Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$277.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov HS Multi-Subject Tutoring	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct. Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct Multi-Subject Tutoring	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct. Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$300.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov 12th Grade Multi-Subject Tutoring	\$293.37
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$289.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	October Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$118.75
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov 1st Grade Multi-Subject Tutoring	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov HS Multi-Subject Tutoring	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. Multi-Subject Tutoring	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Nov. HS Multi-Subject Tutoring	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Oct. Multi-Subject Tutoring	\$295.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	November Multi-Subject Tutoring	\$304.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Multi-Subject Tutoring	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov HS Multi-Subject Tutoring	\$298.00
53767	12/11/2018	Drama Kids of South OC	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	November - Homeschool-Jr. High/Middle School	\$60.00
53768	12/11/2018	EMH Sports USA Inc	Cleared	\$150.00	4100-010-92	Approved Textbooks and Core Curricula Materials	November PE Miliken Park	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November PE Miliken Park	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Weekly PE Program, Location: Northridge Park	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November PE Miliken Park	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	November PE Miliken Park	\$30.00
53753	12/11/2018	Academy of Science for Kids, LLC	Cleared	\$250.89	4100-010-92	Approved Textbooks and Core Curricula Materials	Science Kit With DVD	\$229.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	Hand Boiler	\$20.95
53759	12/11/2018	Blue Buoy Swim School	Cleared	\$135.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Tustin - Semi-Private Lessons - TK November Swim Class	\$135.00
53794	12/11/2018	Rainbow Resource Center	Cleared	\$3,153.85	4100-010-92	Approved Textbooks and Core Curricula Materials	Duplo Airport/Fire Truck/Number Train/Police Patrol	\$200.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	Prentice Hall Algebra 1 Homeschool Bundle	\$126.45
					4100-010-92	Approved Textbooks and Core Curricula Materials	Microscope Lab (magic School Bus), MindMats Graphic Organ.	\$41.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	Paint Palette, Watercolor Brushes, Watercolor Brushes	\$80.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	Bones, Brain, Heart, Muscles, How To Be A Genius	\$264.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jumping Into Electricity, Human Body Lab, Close Reading	\$167.15

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					4100-010-92	Approved Textbooks and Core Curricula Materials	World Hisory Full Course Kit, English II:Composition Skills	\$315.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	Building Spelling Skills/80 Days of Reading Gr.5	\$50.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	Traveler Globe,Class Room Laminator/Pouches,Earth 3D Puzzle	\$270.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Draw the USA, Presidents Playing Cards, Map Maze Book	\$114.69
					4100-010-92	Approved Textbooks and Core Curricula Materials	Canvas Panel,Prang 8-Pan Watercolor Set, Fine Point Markers	\$116.27
					4100-010-92	Approved Textbooks and Core Curricula Materials	Social Studies, Science, English, Math Mammoth Light Blue	\$634.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	Biology for the Logic Stage Student Guide	\$25.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	Eiffel Tower 3-D Puzzle,Play Money Set, ABC Picture Boards	\$119.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	Kinetic Sand- 2.5 Kg, Pinch Pencil Grip-Semi Gloss	\$98.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	Social Studies, Science, English, Math Mammoth Light Blue	\$57.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Beast Academy Level 5, Wordly Wise 3000 Level 6	\$374.84
					4100-010-92	Approved Textbooks and Core Curricula Materials	Ocean A Visual Encylopdia,Spelling You See Level E	\$74.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	Math Skills Gr.2, Minutes to Mastery Timed Math Practice	\$21.20
53761	12/11/2018	The Critical Thinking Co.	Cleared	\$99.97	4100-010-92	Approved Textbooks and Core Curricula Materials	World History Detective, Math Detective A1	\$99.97
53769	12/11/2018	Exploration Education	Cleared	\$181.81	4100-010-92	Approved Textbooks and Core Curricula Materials	Advanced Physical Science (7th-10th Grade)	\$181.81
53770	12/11/2018	EdTech 101	Cleared	\$382.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Lenovo 300E Computer Kit (Touch Screen)	\$382.00
53771	12/11/2018	Endless Fitness	Cleared	\$224.00	4100-010-92	Approved Textbooks and Core Curricula Materials	October Kids Fitness Class Claremont	\$32.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Kids Fitness Class Claremont	\$32.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Kids Fitness Class Claremont	\$64.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	October Fitness	\$64.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	October Kids Fitness Class Claremont	\$32.00
53760	12/11/2018	B&B Wenneberg Inc.	Cleared	\$250.00	4100-010-92	Approved Textbooks and Core Curricula Materials	November Martial Arts Class - Fullerton	\$250.00
53763	12/11/2018	Discount School Supply	Cleared	\$256.08	4100-010-92	Approved Textbooks and Core Curricula Materials	Colorations Classic Colors Jumbo Washable Stamp Pads	\$84.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Classic Book Set-6 Titles,Back To School Bundle	\$171.09
53757	12/11/2018	Brainy Toys, Inc	Cleared	\$288.39	4100-010-92	Approved Textbooks and Core Curricula Materials	Butterfly Garden,Bubble Science	\$288.39
53764	12/11/2018	Simona Dlouha	Cleared	\$1,037.49	4100-010-92	Approved Textbooks and Core Curricula Materials	Lake Elsinore November 7th Grade Classes	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Lake Elsinore November 3rd Grade Classes	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Lake Elsinore November 10th Grade Classes	\$370.83
53772	12/11/2018	Fat Brain Holdings, LLC	Cleared	\$167.81	4100-010-92	Approved Textbooks and Core Curricula Materials	Ribbon Ninja, Robot Engineer, Ready, Set, Bodies!	\$167.81
53773	12/11/2018	Foreign Languages For Kids By Kids	Cleared	\$81.99	4100-010-92	Approved Textbooks and Core Curricula Materials	DVD Single Level Deluxe Curriculum Set Level 2	\$81.99
53762	12/11/2018	CM School Supply	Cleared	\$509.58	4100-010-92	Approved Textbooks and Core Curricula Materials	Writing Paper, Sissors, Notebooks, Crayons, Compass, Ruler	\$365.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	Canvas Panel, Starter Brush Set, Dream Catcher Art Kit	\$143.69
53793	12/11/2018	QUILL CORPORATION	Cleared	\$974.16	4100-010-92	Approved Textbooks and Core Curricula Materials	Tabs, Copy Paper, Cry Erase Markers	\$59.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	Morning Jumpstarts:Reading,Gr.3	\$103.52
					4100-010-92	Approved Textbooks and Core Curricula Materials	Pencils,Printer Paper,Composition Books	\$70.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	Ballpoint Pens,5-Subject Wirebound Notebook	\$22.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	OfficeJet Pro, Ultra Ink Cartridge	\$176.38
					4100-010-92	Approved Textbooks and Core Curricula Materials	Black/Tri-Color Ink Cartridges	\$75.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	Telling Time with the Judy Clock	\$29.14

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Big Workbook Mazes,Cursive Writing Activities	\$98.59
					4100-010-92	Approved Textbooks and Core Curricula Materials	Star Notebook,Stapler,Sharpie,Colored Pencils	\$35.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Math Noodlers Games,Multiplication Flash Cards	\$53.48
					4100-010-92	Approved Textbooks and Core Curricula Materials	Spiral-Bound Notebooks/Sketch Book	\$94.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	Crayons, Slef Stick Flat Notes, Ballpoint Pens	\$59.44
					4100-010-92	Approved Textbooks and Core Curricula Materials	Kids Blunt Scissors,Standard Staples	\$21.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	Liquid Accent Highlighter,Coloed Pencils	\$58.45
					4100-010-92	Approved Textbooks and Core Curricula Materials	Hardboard Clipboard, Wooden Pencils	\$15.83
53777	12/11/2018	Suzi Gearheart	Cleared	\$183.33	4100-010-92	Approved Textbooks and Core Curricula Materials	Sept, Oct, Nov. Algebra 1	\$183.33
53778	12/11/2018	Home Science Tools	Cleared	\$433.22	4100-010-92	Approved Textbooks and Core Curricula Materials	Bacteria Growing Kit,Star Grazer's Guide,Real Science Odysse	\$433.22
53779	12/11/2018	Handwriting Without Tears	Cleared	\$167.95	4100-010-92	Approved Textbooks and Core Curricula Materials	Code:WTWord Time Set,FCFlip Crayons,CBGray Block Paper	\$167.95
53781	12/11/2018	JL Media Services, LLC	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Nov-Private Piano Lessons	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Nov- Piano Lessons	\$100.00
53780	12/11/2018	Amy Hite	Cleared	\$140.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Nov Guitar/Tustin Studio	\$140.00
53782	12/11/2018	KiwiCo, Inc	Cleared	\$174.23	4100-010-92	Approved Textbooks and Core Curricula Materials	Friction Climbers,Walking Robot, Animal Mask	\$77.42
					4100-010-92	Approved Textbooks and Core Curricula Materials	Atlas Deluxe 3-Month Subscription	\$96.81
53755	12/11/2018	A+In Home Tutors	Cleared	\$195.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Nov In Home Tutoring	\$195.00
53783	12/11/2018	Kids Institute for Development and Advancement LLC	Cleared	\$390.00	5810-010-65	Educational Consultants	Services for November 60 Mins,Clinic OT NPA	\$390.00
53790	12/11/2018	Mathnasium of Clvis-Fresno	Cleared	\$530.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Clovis - Fresno Sept., Oct. - Mathnasium	\$530.00

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53791	12/11/2018	Noonan Family Swim School Inc	Cleared	\$156.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Nov.-Murrieta- "Yellow Class" Swim	\$156.00
53792	12/11/2018	Outschool, Inc.	Cleared	\$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Beginning Anime-Japanese Animation	\$100.00
53803	12/11/2018	Traditional Equitation School	Cleared	\$241.00	4100-010-92	Approved Textbooks and Core Curricula Materials	November English Style Riding Lessons	\$241.00
53804	12/11/2018	Lauren Vargas	Cleared	\$300.00	4100-010-93	Approved Textbooks and Core Curricula Materials	November - Writing OCLC	\$300.00
53797	12/11/2018	Scientifics Direct	Cleared	\$324.95	4100-010-92	Approved Textbooks and Core Curricula Materials	Intelli Globe 2 With Talking Pen, Strato Launcher	\$324.95
53775	12/11/2018	Generation Genius, Inc	Cleared	\$95.00	4100-010-92	Approved Textbooks and Core Curricula Materials	One Year Subscription	\$95.00
53776	12/11/2018	Gander Publishing Inc.	Cleared	\$176.76	4100-010-92	Approved Textbooks and Core Curricula Materials	Seeing Stars Decoding Wkbk., Seeing Stars Star Word List	\$176.76
53800	12/11/2018	Teaching Textbooks Inc.	Cleared	\$67.08	4100-010-92	Approved Textbooks and Core Curricula Materials	Algebra 1 3.0 Ebook	\$67.08
53801	12/11/2018	Teachers Synergy, LLC	Cleared	\$83.74	4100-010-92	Approved Textbooks and Core Curricula Materials	Maps Unit, 40 Sight Word Poems, Sight Word Super Star	\$83.74
53802	12/11/2018	Tustin Volleyball Club LLC	Cleared	\$255.00	4100-010-93	Approved Textbooks and Core Curricula Materials	November - PE OCLC	\$255.00
53799	12/11/2018	Starfall Education	Cleared	\$35.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Starfall Online Annual Home Membership	\$35.00
53798	12/11/2018	Scholastic Store	Cleared	\$69.38	4100-010-92	Approved Textbooks and Core Curricula Materials	Amulet #1-7 Box Set	\$69.38
53796	12/11/2018	Sparkletts	Cleared	\$40.99	4300-010-84	Materials and Supplies	Filtration System Rental	\$40.99
53805	12/13/2018	Greater Conejo Valley Chamber Of Commerce	Cleared	\$361.00	5300-010-80	Dues and Memberships	Membership Dues 1/1/19 -1/1/20	\$361.00
53806	12/13/2018	Gary Garrigues, Esq.	Cleared	\$6,412.50	5805-010-80	Legal Services	For Services Rendered Oct - Nov., 2018	\$6,412.50
53807	12/17/2018	Aiming Higher	Cleared	\$1,642.50	5807-020-65	Legal Settlements	Settlement Oversight & IEP Completion	\$1,642.50
53808	12/17/2018	Tricor America, Inc.	Cleared	\$92.48	5900-020-80	Communications (Tele., Internet, Copies,Postage,Messenger)	FEDEX Specials for the Month of Nov. 2018	\$81.84
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	Settlement Oversight & IEP Completion-Fuel Surcharge	\$10.64
53809	12/18/2018	Choura Venue Services	Cleared	\$1,000.07	5812-040-90	Other Student Activities	Custom Lunch Buffet - Graduation 6/12/19 Event# E57038	\$1,000.07

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53894	12/19/2018	Supercharged Science	Cleared	\$222.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$222.00
53895	12/19/2018	Samara Rice	Cleared	\$413.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$59.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$118.00
53875	12/19/2018	Outschool, Inc.	Cleared	\$1,357.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$355.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$149.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$355.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$48.00
53843	12/19/2018	Green Acres Ranch Inc.	Cleared	\$405.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$405.00
53844	12/19/2018	Allison Goad	Cleared	\$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
53864	12/19/2018	Demme Learning	Outstanding	\$212.87	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$105.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$107.79
53897	12/19/2018	Natalie Shohdy	Cleared	\$198.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$99.00
53898	12/19/2018	Teaching Textbooks Inc.	Cleared	\$202.98	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$159.90

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$43.08
53824	12/19/2018	Bon Voyage French School LLC	Cleared	\$82.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$82.00
53899	12/19/2018	Timberdoodle.com	Cleared	\$4,370.02	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,022.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$2,272.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,074.89
53865	12/19/2018	My Learning Studio	Cleared	\$186.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$186.75
53901	12/19/2018	Time 4 Learning	Outstanding	\$5,085.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$25.00
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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$25.00
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Check Register 11/1/2018 through 12/31/2018

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$35.00
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53876	12/19/2018	OKU Education	Cleared	\$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$280.00
53877	12/19/2018	Pearson Education	Cleared	\$99.61	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$99.61
53878	12/19/2018	Penelope Pauley	Cleared	\$650.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$50.00
53879	12/19/2018	Piano4Everyone Conejo Valley	Cleared	\$600.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$280.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$320.00
53866	12/19/2018	McRuffy Press	Cleared	\$284.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$147.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$137.05

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53880	12/19/2018	Precision Gymnastics	Cleared	\$111.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$111.25
53845	12/19/2018	Briana Guardino	Outstanding	\$105.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$105.00
53882	12/19/2018	Pasadena Conservatory of Music Services	Cleared	\$640.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$348.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$292.00
53867	12/19/2018	Mission Renaissance, Inc.	Cleared	\$255.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$255.00
53883	12/19/2018	Petra Poschmann	Cleared	\$262.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$38.00
53868	12/19/2018	McRory Pediatric Services, Inc.	Cleared	\$325.00	5810-010-65	Educational Consultants	Speech & Occupational Therapy - 11/1 - 11/29/18	\$325.00
53884	12/19/2018	Sheri Louise Puls	Cleared	\$187.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$187.50
53885	12/19/2018	QUILL CORPORATION	Cleared	\$2,379.05	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$26.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$87.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$126.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$56.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$69.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$84.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$11.09
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$99.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$95.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$108.44

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.80
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$65.22
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$30.44
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$46.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$71.19
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$50.62
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$13.06
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$39.15
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$46.19
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$104.81
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$232.71
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$67.99
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$136.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$60.08
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$90.93
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$87.07
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$109.08
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$66.95
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$103.70
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$52.45

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$102.54
53846	12/19/2018	Home Science Tools	Cleared	\$30.85	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$30.85
53847	12/19/2018	Handwriting Without Tears	Cleared	\$351.94	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$279.73
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$72.21
53825	12/19/2018	The Critical Thinking Co.	Cleared	\$195.94	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$195.94
53848	12/19/2018	Homeschool Buyers Co-op	Cleared	\$539.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$94.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$114.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$74.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$54.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$151.25
53826	12/19/2018	A Child's Dream	Cleared	\$67.77	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$67.77
53827	12/19/2018	Candi Chavez	Cleared	\$225.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
53815	12/19/2018	Alison Albert Tutoring	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$40.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$160.00
53849	12/19/2018	History Unboxed	Cleared	\$78.36	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$78.36
53850	12/19/2018	Danielle Heney	Cleared	\$170.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$170.00
53851	12/19/2018	Institute for Excellence in	Cleared	\$360.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$39.00

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		Writing			4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$321.00
53828	12/19/2018	Cynthia Dapello	Cleared	\$260.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$260.00
53852	12/19/2018	Inspire In-Home Tutoring, Inc.	Cleared	\$1,056.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
53816	12/19/2018	BLICK Art Materials	Cleared	\$287.73	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$287.73
53819	12/19/2018	Baker Creek Heirloom Seeds	Cleared	\$47.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$47.50
53817	12/19/2018	Blackbird & Company	Cleared	\$40.58	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$40.58
53813	12/19/2018	Art Steps, Inc.	Outstanding	\$379.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$149.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$81.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$149.00
53853	12/19/2018	Ivy Kids LLC	Cleared	\$2,070.05	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$110.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$110.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$29.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$227.70

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$110.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$110.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$110.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.70
53821	12/19/2018	Brain Builders Educational Programs	Cleared	\$534.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$224.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
53810	12/19/2018	All About Learning Press, Inc.	Cleared	\$84.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$84.75
53820	12/19/2018	Burbank Music Academy	Cleared	\$390.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$130.00
53814	12/19/2018	Leslie C Vance	Cleared	\$1,249.67	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$175.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$233.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$166.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$175.00
53869	12/19/2018	Jeff Macias	Cleared	\$28,675.66	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$550.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$550.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$208.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$175.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$293.88

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.00
53881	12/19/2018	Parnassus Preparatory Academy	Cleared	\$600.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
53900	12/19/2018	Teachers Synergy, LLC	Cleared	\$37.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.99
53896	12/19/2018	James Sanders	Cleared	\$194.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$79.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$79.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$36.00
53902	12/19/2018	TalkBox.Mom	Cleared	\$466.54	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$466.54
53903	12/19/2018	Two Little Hands Production	Cleared	\$99.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$99.99
53905	12/19/2018	Nicole Lindsey Medeiros	Cleared	\$70.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.00
53906	12/19/2018	Tek4Kidz	Cleared	\$432.53	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$432.53
53907	12/19/2018	Temecula Clay	Cleared	\$190.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$95.00
53908	12/19/2018	Thrive Academics Inc.	Cleared	\$750.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
53861	12/19/2018	Sarah Longhenry (EDC)	Cleared	\$92.59	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$92.59

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53870	12/19/2018	Deborah L. McCoy	Cleared	\$955.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$195.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$190.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$190.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$190.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$190.00
53909	12/19/2018	Urban Workshop	Cleared	\$475.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$375.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
53910	12/19/2018	Urban Homeschoolers	Outstanding	\$838.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$325.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$104.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$119.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$81.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$209.25
53862	12/19/2018	Lake Arrowhead School of Dance	Cleared	\$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
53863	12/19/2018	Moving Beyond the Page	Cleared	\$2,120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$617.18
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$656.18
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$834.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$12.28
53842	12/19/2018	Guitar Ninjas	Cleared	\$82.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$82.50
53911	12/19/2018	Well Trained Mind Press	Cleared	\$157.64	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$157.64
53913	12/19/2018	Young Lamplighters	Cleared	\$1,200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
53912	12/19/2018	Joyce A. Wonderly	Cleared	\$113.67	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$113.67
53871	12/19/2018	Mathnasium of Clovis-Fresno	Cleared	\$265.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$265.00
53914	12/19/2018	YMCA of OC	Outstanding	\$357.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$357.00
53872	12/19/2018	Maderas Golf Club	Cleared	\$250.00	5812-020-90	Other Student Activities	June 11, 2019 Event Deposit - Graduation	\$250.00
53887	12/19/2018	Kitchen Kid LLC	Cleared	\$144.54	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$144.54
53888	12/19/2018	The Regents of the University of California	Cleared	\$243.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$81.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$81.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$81.25
53873	12/19/2018	Linden Nowell	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$200.00
53889	12/19/2018	Singapore Math Inc.	Cleared	\$62.94	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$62.94
53890	12/19/2018	Sound Roads Music	Cleared	\$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$240.00
53891	12/19/2018	Scientifics Direct	Cleared	\$292.74	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$197.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$94.86
53874	12/19/2018	Oak Meadow Inc.	Cleared	\$273.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$273.50
53892	12/19/2018	Steve Spangler Science	Cleared	\$140.21	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$140.21
53893	12/19/2018	Scholastic Store	Cleared	\$32.30	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$32.30
53915	12/19/2018	Yamashita Karate Studios	Cleared	\$357.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$139.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$119.00
53904	12/19/2018	Thinkwell Corp	Cleared	\$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$125.00
53855	12/19/2018	Inspyr Arts LLC	Cleared	\$360.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$85.00
53836	12/19/2018	Drum Barracks Garrison & Society	Outstanding	\$88.00	5830-010-90	Field Trip Expenses	Field Trip	\$88.00
53837	12/19/2018	Elemental Science Inc.	Cleared	\$18.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$18.00
53838	12/19/2018	Engineering For Kids	Outstanding	\$76.32	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$76.32
53856	12/19/2018	Jackris Publishing LLC	Cleared	\$55.15	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$55.15
53857	12/19/2018	KidsArt -Rancho Cucamonga	Cleared	\$133.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$133.00
53858	12/19/2018	Lakeshore Learning Materials	Cleared	\$277.98	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$123.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$55.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$61.60
53839	12/19/2018	Education.com	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$60.00
53840	12/19/2018	EdTech 101	Cleared	\$382.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$382.00
53841	12/19/2018	Emerson Fersch	Cleared	\$45.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$45.00
53859	12/19/2018	Little Passports, Inc.	Cleared	\$594.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$297.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$297.00

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53860	12/19/2018	Language Door Inc	Cleared	\$1,200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$1,200.00
53886	12/19/2018	Rainbow Resource Center	Cleared	\$1,148.53	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$183.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$217.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$84.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$28.74
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$92.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$98.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$104.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$217.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$84.04
53822	12/19/2018	Bridges Equestrian Inc	Cleared	\$500.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$500.00
53832	12/19/2018	Costa Mesa Math Center, LLC	Cleared	\$319.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$319.00
53833	12/19/2018	James Corwin	Outstanding	\$45.44	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$45.44
53834	12/19/2018	Department of Justice	Cleared	\$32.00	5874-010-85	Personnel Services	Fingerprints	\$32.00
53835	12/19/2018	Dream Elite Gymnastics Academy	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
53823	12/19/2018	Barnabas Robotics Inc	Cleared	\$63.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$63.00
53831	12/19/2018	Coastal Music Studios	Cleared	\$420.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
53854	12/19/2018	Innoved Inc.	Cleared	\$3,535.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$730.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$730.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
53812	12/19/2018	Acorn Naturalist	Cleared	\$44.60	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$44.60
53811	12/19/2018	Arbor Learning Community	Cleared	\$1,326.24	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$123.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$352.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$219.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$285.00

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53830	12/19/2018	Cogito International Inc.	Cleared	\$600.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
53818	12/19/2018	Barnes & Noble, Inc.	Cleared	\$637.66	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$27.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$142.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$94.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$164.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$170.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$39.36
53829	12/19/2018	Creative Creatures & Co.	Cleared	\$831.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$750.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$49.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$32.00
53952	12/20/2018	TinkerSpace Inc.	Cleared	\$30.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$30.00
53918	12/20/2018	Brainy Toys, Inc	Cleared	\$41.91	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$41.91
53916	12/20/2018	Academic Therapy Publications, Inc.	Cleared	\$645.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$645.99
53917	12/20/2018	BLICK Art Materials	Cleared	\$69.88	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.76
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$34.12
53929	12/20/2018	Home Science Tools	Cleared	\$30.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$30.90
53932	12/20/2018	JL Media Services, LLC	Cleared	\$225.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$75.00

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53921	12/20/2018	Autumn Clements	Cleared	\$29.54	5200-010-65	Travel and Conferences	REIMB: Mileage	\$29.54
53931	12/20/2018	Home School Coaches	Cleared	\$807.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$44.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$132.50
53946	12/20/2018	Rainbow Resource Center	Cleared	\$917.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$70.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$63.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$224.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$128.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$68.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$152.27
53938	12/20/2018	Oak Meadow Inc.	Cleared	\$155.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$155.00
53940	12/20/2018	Online G3	Cleared	\$399.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$399.00
53939	12/20/2018	Outschool, Inc.	Cleared	\$15.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
53927	12/20/2018	Firestorm Freerunning &	Cleared	\$761.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$156.00

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		Acrobatics			4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$45.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$65.00
53922	12/20/2018	James Corwin	Outstanding	\$400.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$220.00
53947	12/20/2018	Activities For Learning	Cleared	\$99.83	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$99.83
53948	12/20/2018	Singapore Math Inc.	Cleared	\$21.43	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.43
53949	12/20/2018	Snapology of San Diego	Cleared	\$135.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$135.00
53950	12/20/2018	Timberdoodle.com	Cleared	\$406.02	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$223.92
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$182.10
53925	12/20/2018	Fundamental Foundations	Cleared	\$42,674.08	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$337.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$337.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$266.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$330.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$233.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$763.70
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$501.42
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$233.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$553.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
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4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$378.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$381.85
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.71
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$170.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$344.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$694.28
53951	12/20/2018	Tustin Volleyball Club LLC	Cleared	\$255.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Services	\$255.00
53930	12/20/2018	Homeschool Buyers Co-op	Cleared	\$94.86	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$42.46
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$52.40
53920	12/20/2018	CM School Supply	Cleared	\$127.38	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$127.38
53924	12/20/2018	EMH Sports USA Inc	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
53935	12/20/2018	Sarah Longhenry (EDC)	Cleared	\$94.47	4100-010-90	Approved Textbooks and Core Curricula Materials	Materials	\$94.47
53936	12/20/2018	Demme Learning	Outstanding	\$242.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$242.75
53937	12/20/2018	Jeff Macias	Cleared	\$72,559.73	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$912.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$600.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$600.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$293.37
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-93	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$208.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$837.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$837.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$293.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$912.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$837.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$118.75
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$175.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$912.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$912.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$837.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$560.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$610.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$608.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$266.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$289.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$275.00
53926	12/20/2018	Fat Brain Holdings, LLC	Cleared	\$340.03	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$248.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$91.10
53945	12/20/2018	QUILL CORPORATION	Cleared	\$819.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$92.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$7.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$54.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$58.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$202.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$29.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$224.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$76.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$73.84

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

53928	12/20/2018	Generation Genius, Inc	Cleared	\$95.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$95.00
53923	12/20/2018	Discount School Supply	Cleared	\$475.79	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$74.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$401.13
53933	12/20/2018	LEGO Brand Retail , Inc	Cleared	\$223.33	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$223.33
53944	12/20/2018	Precision Gymnastics	Cleared	\$706.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$124.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$53.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$91.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$108.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$43.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$65.00
53934	12/20/2018	Lakeshore Learning Materials	Cleared	\$211.57	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$153.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.16
53919	12/20/2018	Brave Writer LLC	Cleared	\$412.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$412.90
53943	12/20/2018	Penelope Pauley	Cleared	\$375.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$50.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	Services	\$300.00

Compass Charter Schools

Check Register 11/1/2018 through 12/31/2018

					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
53942	12/20/2018	Presence Learning, Inc.	Cleared	\$170.00	5810-010-65	Educational Consultants	Doc Cam Equipment Order	\$85.00
					5810-010-65	Educational Consultants	Doc Cam Equipment Order	\$85.00
53941	12/20/2018	Presence Learning, Inc.	Cleared	\$1,238.70	5810-010-65	Educational Consultants	OT/SLP Evaluation	\$1,238.70
53953	12/26/2018	California Oaks Vision Center of Optometry	Cleared	\$879.00	5810-010-65	Educational Consultants	Visual Efficiency Exam 11/12, Visual Perceptual Exam 11/26	\$629.00
					5810-010-65	Educational Consultants	Vision Therapy 11/13, 11/27/18	\$250.00
53956	12/26/2018	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	Jan.2019 Bus.Back Office,CALPADS & Attend. Support	\$21,400.00
53954	12/26/2018	Oxford Consulting Services Inc.	Cleared	\$5,099.58	5810-010-65	Educational Consultants	Services Provided in Nov. 2018	\$5,099.58
53955	12/26/2018	Specialized Therapy Services	Cleared	\$2,231.25	5810-010-65	Educational Consultants	October 2018 OT, Speech	\$2,231.25
53958	12/26/2018	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	January 2019 Rent	\$8,682.82
53957	12/26/2018	Trinity Cristo Rey Church	Cleared	\$5,000.00	5600-010-93	Space Rental/Leases Expense	January 2019 Rent	\$5,000.00
Total Check Amount				\$1,366,890.41	Total GL Amount			\$1,366,914.50



Memorandum

To: Board of Directors
From: J.J. Lewis, Superintendent & CEO
Date: January 28, 2019
RE: **Donations to CCS**

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

The following donations were made to Compass Charter Schools:

- Anonymous (\$50 on #GivingTuesday)
 - To support Scholar Engagement efforts
- J.J. Lewis (\$100 on #GivingTuesday)
 - To support Scholar Engagement efforts
- Mary Orlando (\$100 on #GivingTuesday)
 - To support Scholar Engagement efforts

Compass Charter Schools of Los Angeles

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mr. J.J. Lewis, Superintendent and CEO

Principal, Compass Charter Schools of Los Angeles

About Our School

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

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/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 virtual school much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to students as "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 look forward to being part of our scholars educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Forever Loud and Proud,

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

Contact

Compass Charter Schools of Los Angeles
850 Hampshire Rd., Ste. P

Thousand Oaks, CA 91361-6004

Phone: 818-824-6233

E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Acton-Agua Dulce Unified	School Name	Compass Charter Schools of Los Angeles
Phone Number	(661) 269-0750	Street	850 Hampshire Rd., Ste. P
Superintendent	Lawrence King	City, State, Zip	Thousand Oaks, Ca, 91361-6004
E-mail Address	lking@aadusd.k12.ca.us	Phone Number	818-824-6233
Web Site	http://www.aadusd.k12.ca.us	Principal	Mr. J.J. Lewis, Superintendent and CEO
		E-mail Address	info@compasscharters.org
		Web Site	www.compasscharters.org
		County-District-School (CDS) Code	19753090135145

Last updated: 12/14/2018

School Description and Mission Statement (School Year 2018—19)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

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.

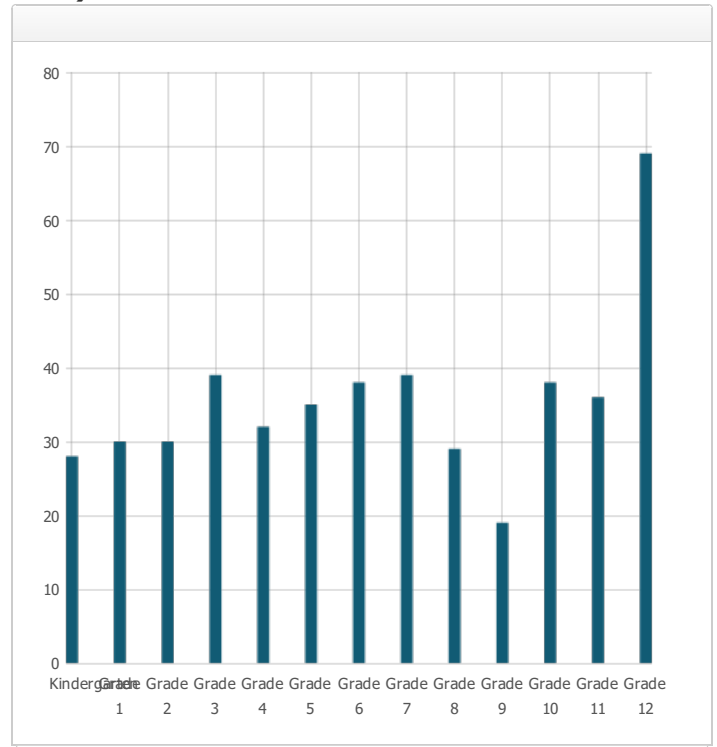
Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Last updated: 12/14/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	28
Grade 1	30
Grade 2	30
Grade 3	39
Grade 4	32
Grade 5	35
Grade 6	38
Grade 7	39
Grade 8	29
Grade 9	19
Grade 10	38
Grade 11	36
Grade 12	69
Total Enrollment	462

*Last updated: 12/14/2018***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	13.0 %
American Indian or Alaska Native	1.7 %
Asian	0.6 %
Filipino	1.9 %
Hispanic or Latino	40.3 %
Native Hawaiian or Pacific Islander	%
White	33.1 %
Two or More Races	8.7 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.0 %
English Learners	1.9 %
Students with Disabilities	9.1 %
Foster Youth	0.4 %

A. Conditions of Learning

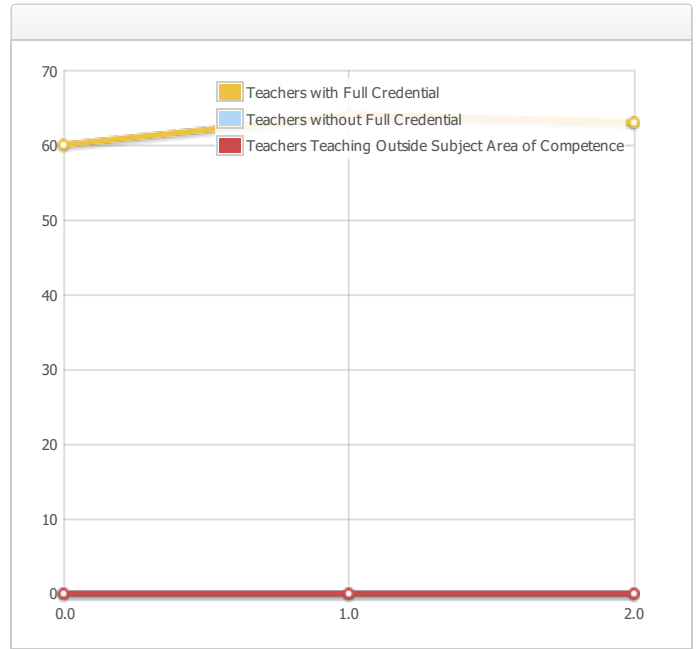
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	60	64	63	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2019

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire and safety codes.

Last updated: 1/9/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	37.0%	44.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	18.0%	28.0%	25.0%	37.0%	38.0%

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

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

Last updated: 12/14/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	168	56.57%	37.35%
Male	150	85	56.67%	32.53%
Female	147	83	56.46%	42.17%
Black or African American	41	26	63.41%	26.92%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	115	61	53.04%	27.87%
Native Hawaiian or Pacific Islander	--	--	--	
White	98	61	62.24%	50.85%
Two or More Races	26	11	42.31%	45.45%
Socioeconomically Disadvantaged	200	105	52.50%	26.67%
English Learners	17	--	52.94%	22.22%
Students with Disabilities	32	21	65.63%	9.52%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	160	53.87%	18.13%
Male	150	82	54.67%	25.61%
Female	147	78	53.06%	--
Black or African American	41	24	58.54%	16.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	115	58	50.43%	6.90%
Native Hawaiian or Pacific Islander	--	--	--	
White	98	59	60.20%	25.42%
Two or More Races	26	11	42.31%	36.36%
Socioeconomically Disadvantaged	200	99	49.50%	16.16%
English Learners	17	--	52.94%	
Students with Disabilities	32	20	62.50%	5.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/14/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	33.4%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	12.9%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5%	20.8%	25.0%
7	23.3%	30.0%	10.0%
9	17.7%	23.5%	16.7%

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

Last updated: 12/14/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with our mission, vision, and values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Parent Town Halls

The Superintendent & CEO hosts quarterly virtual Parent Town Halls with our families and staff. Updates are provided, and then the session is open for Q&A with those in attendance. The Parent Town Halls are recorded and shared with families and staff.

Virtual Suggestion Box

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

Welcome Back Night

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

State Priority: Pupil Engagement

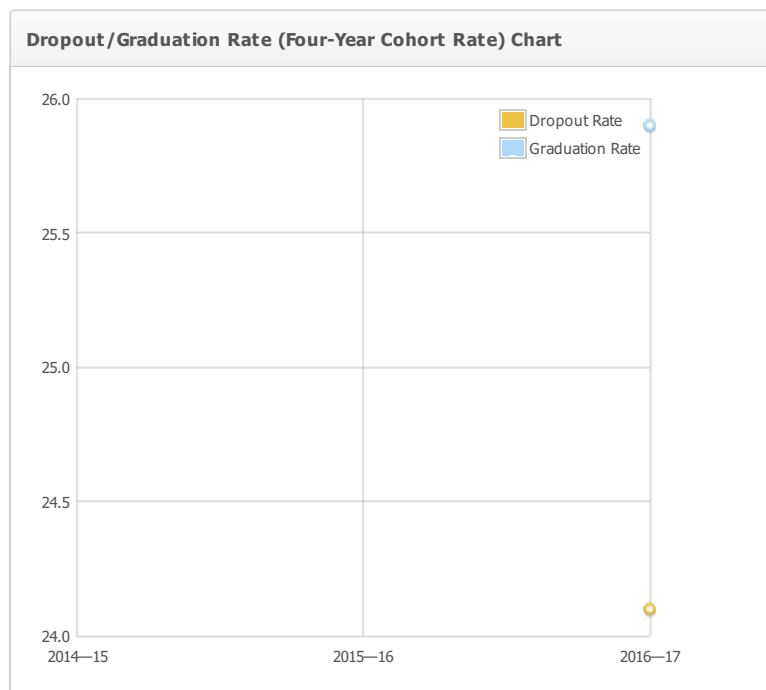
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.4%	9.0%	10.7%	9.7%
Graduation Rate	--	--	94.4%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	24.1%	34.8%	9.1%
Graduation Rate	25.9%	32.3%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/14/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	44.9%	68.3%	88.7%
Black or African American	40.0%	91.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	66.7%	94.9%
Filipino	100.0%	83.3%	93.5%
Hispanic or Latino	21.1%	54.2%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	64.7%	82.1%	92.1%
Two or More Races	33.3%	68.4%	91.2%
Socioeconomically Disadvantaged	38.6%	66.6%	88.6%
English Learners	0.0%	44.4%	56.7%
Students with Disabilities	50.0%	95.0%	67.1%
Foster Youth	0.0%	100.0%	74.1%

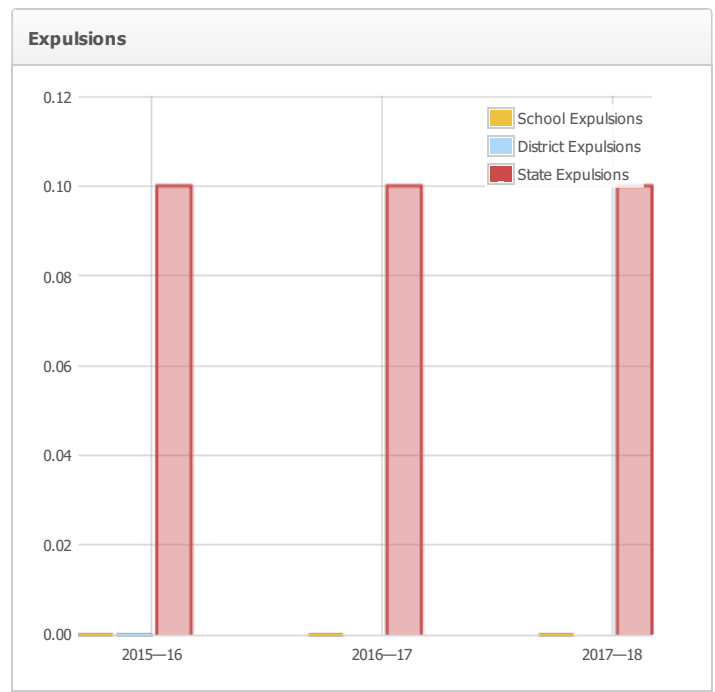
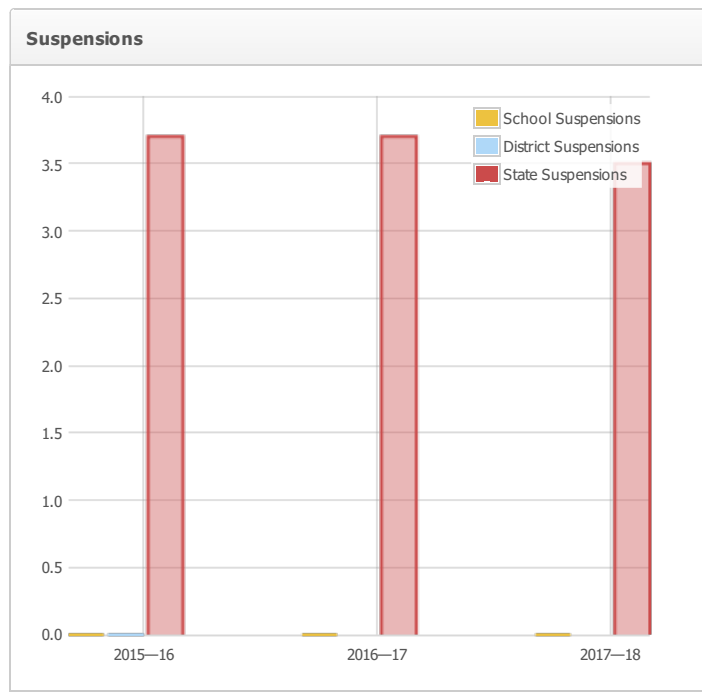
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/14/2018

School Safety Plan (School Year 2018—19)

While we are a virtual school, we do have a School Safety Plan for our Central Office. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers.

Last updated: 1/24/2019

D. Other SARC Information

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7548.0	\$556.0	\$6992.0	\$57080.1
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	--	--

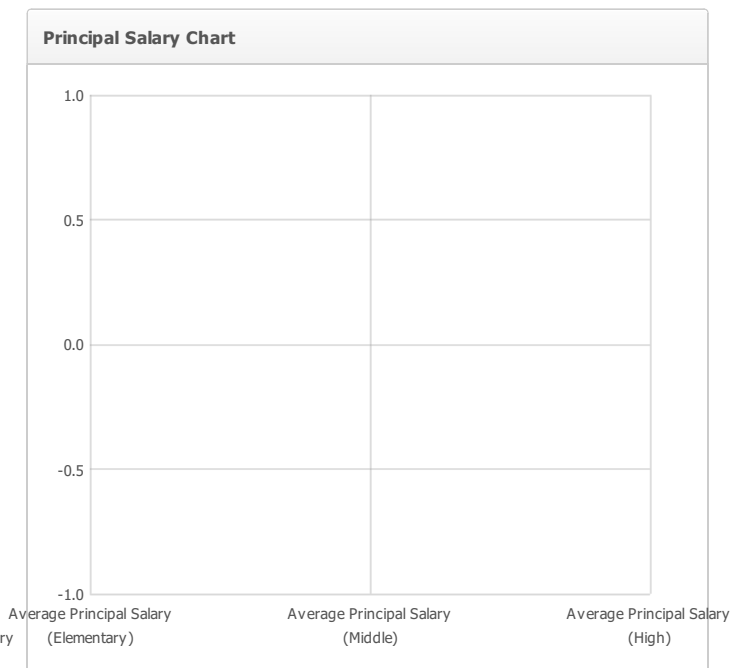
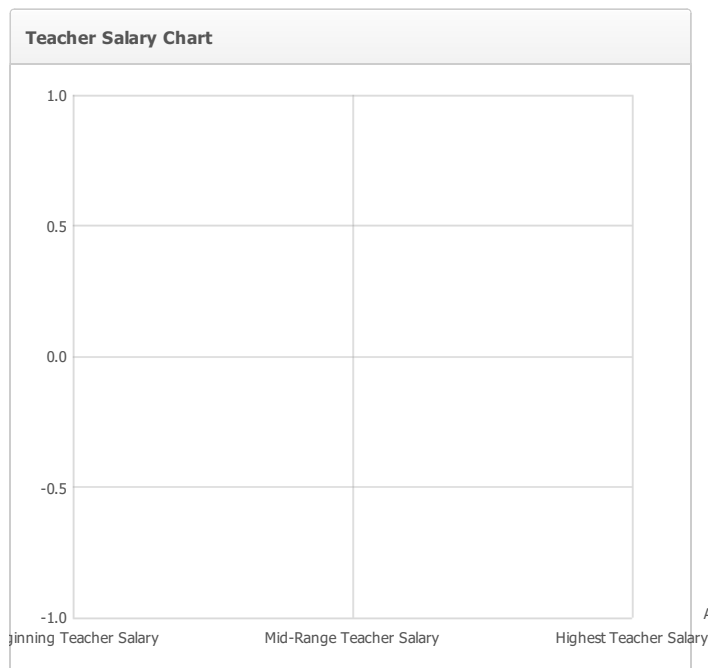
Note: Cells with N/A values do not require data.

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$42,990
Mid-Range Teacher Salary	--	\$61,614
Highest Teacher Salary	--	\$85,083
Average Principal Salary (Elementary)	--	\$100,802
Average Principal Salary (Middle)	--	\$105,404
Average Principal Salary (High)	--	\$106,243
Superintendent Salary	--	\$132,653
Percent of Budget for Teacher Salaries	26.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/14/2018

Professional Development

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long, in-person All-Staff Retreat in August. We also host two In-Service Days, once in October and once in March, for all-staff training, organized by our staff-led Professional Learning Committee.

In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/9/2019



2019-20 Academic Calendar

July						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Key					
	Holiday – No School		First Day of School (9/3/2019)		Initial Testing Window
	In Service Days – No School		Winter Break		Mid-Year Break
	Start of Semester 2 (2/3/2020)		SBAC Testing Window		Spring Break
	Last Day of School		Graduation Week		



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

Board Resolution 2018-04

Withdrawal from Charter Safe Joint Powers Authority

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 Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools:

WHEREAS, Compass is a member of CharterSAFE, a pooled self-insurance program for elective members and maintains Workers Comp insurance through CharterSAFE; and

WHEREAS, CharterSAFE has provided a good level of service to Compass, however, it is in Compass' best interest to compare prices and offerings from other insurance providers to see if we can obtain more attractive prices and services based on the strength of our organization today; and

WHEREAS, CharterSAFE requires that its members pass a Board Resolution prior to notifying its intent to withdraw from their self-insurance program. This is merely a notice that Compass intends to explore alternative insurance providers and does not preclude us from continuing to obtain our insurance from CharterSAFE; and

WHEREAS, The Superintendent & CEO is hereby authorized to execute any and all documents as necessary to carry out the purposes of this resolution.

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

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

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 28th day of January, 2019.

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



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

Board Resolution 2018-05
One-Time Mandate Funds

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

WHEREAS, LEAs must have reported average daily attendance (ADA) as of the 2017–18 Second Principal (P-2) Apportionment and must be in operation in fiscal year 2018–19.; and

WHEREAS, Funds will be allocated to LEAs based on an equal amount per unit of 2017–18 P-2 ADAs; and

WHEREAS, One-time funding available for local educational agencies (LEAs) in Fiscal Year (FY) 2017–18 shall first satisfy any outstanding mandate claims; and

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

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

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

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

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

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 28th day of January, 2019.

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

Compass Charter Schools of Fresno

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mr. JJ. Lewis, Superintendent, CEO

Principal, Compass Charter Schools of Fresno

About Our School

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

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/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 virtual school much of the learning is facilitated by the Learning Coach.

Scholar

At CCS we choose to refer to students as "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 look forward to being part of our scholars educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Forever Loud and Proud,

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

Contact

Compass Charter Schools of Fresno
850 Hampshire Rd., Ste. P
Thousand Oaks, CA 91361-6004

Phone: 818-824-6233

E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Orange Center
Phone Number	(559) 237-0437
Superintendent	Terry Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org

School Contact Information (School Year 2018—19)	
School Name	Compass Charter Schools of Fresno
Street	850 Hampshire Rd., Ste. P
City, State, Zip	Thousand Oaks, Ca, 91361-6004
Phone Number	818-824-6233
Principal	Mr. JJ. Lewis, Superintendent, CEO
E-mail Address	info@compasscharters.org
Web Site	www.compasscharters.org
County-District-School (CDS) Code	10623310130880

Last updated: 12/14/2018

School Description and Mission Statement (School Year 2018—19)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

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.

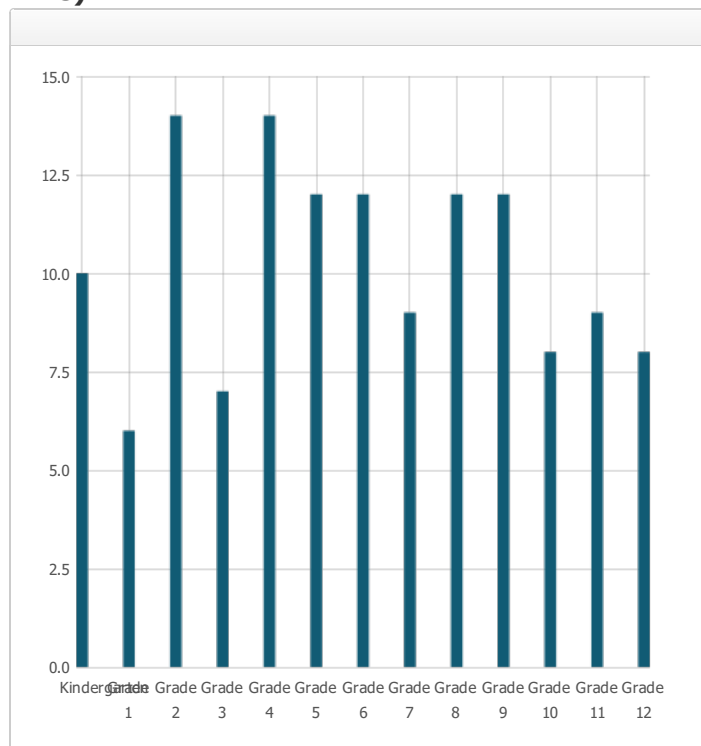
Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Last updated: 12/14/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	10
Grade 1	6
Grade 2	14
Grade 3	7
Grade 4	14
Grade 5	12
Grade 6	12
Grade 7	9
Grade 8	12
Grade 9	12
Grade 10	8
Grade 11	9
Grade 12	8
Total Enrollment	133



Last updated: 12/14/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	8.3 %
American Indian or Alaska Native	0.8 %
Asian	0.8 %
Filipino	0.8 %
Hispanic or Latino	36.1 %
Native Hawaiian or Pacific Islander	1.5 %
White	36.1 %
Two or More Races	11.3 %
Other	4.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.4 %
English Learners	2.3 %
Students with Disabilities	9.8 %
Foster Youth	%

A. Conditions of Learning

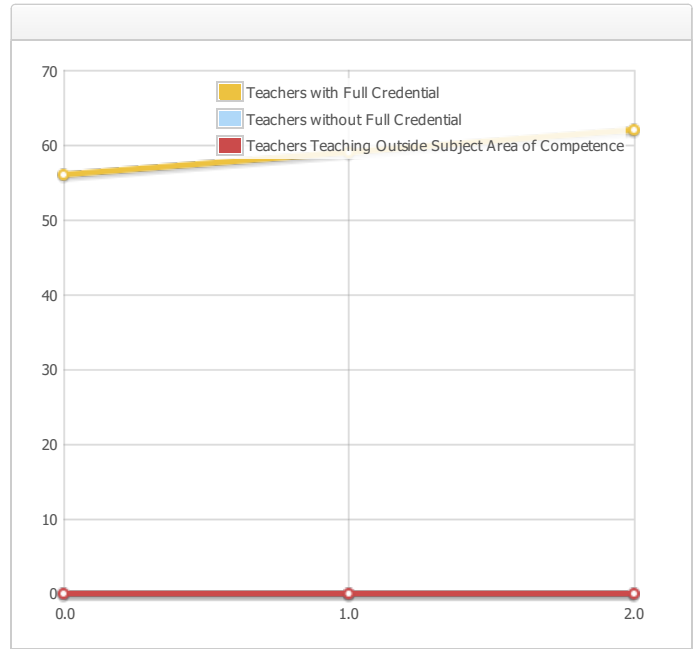
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	56	59	62	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2019

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office house our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abide by all applicable building, fire and safety codes.

Last updated: 1/9/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	39.0%	32.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	19.0%	16.0%	19.0%	21.0%	37.0%	38.0%

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

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

Last updated: 12/14/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	46	47.92%	39.13%
Male	46	20	43.48%	30.00%
Female	50	26	52.00%	46.15%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	38	16	42.11%	37.50%
Native Hawaiian or Pacific Islander	--	--	--	
White	37	22	59.46%	40.91%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	65	26	40.00%	34.62%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	44	45.83%	15.91%
Male	46	20	43.48%	--
Female	50	24	48.00%	20.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	38	15	39.47%	6.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	37	21	56.76%	14.29%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	65	26	40.00%	15.38%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/14/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	26.1%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	33.3%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.2%	36.4%	36.4%
7	14.3%	14.3%	28.6%
9	0.0%	60.0%	0.0%

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

Last updated: 12/14/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with our mission, vision, and values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Parent Town Halls

The Superintendent & CEO hosts quarterly virtual Parent Town Halls with our families and staff. Updates are provided, and then the session is open for Q&A with those in attendance. The Parent Town Halls are recorded and shared with families and staff.

Virtual Suggestion Box

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

Welcome Back Night

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

State Priority: Pupil Engagement

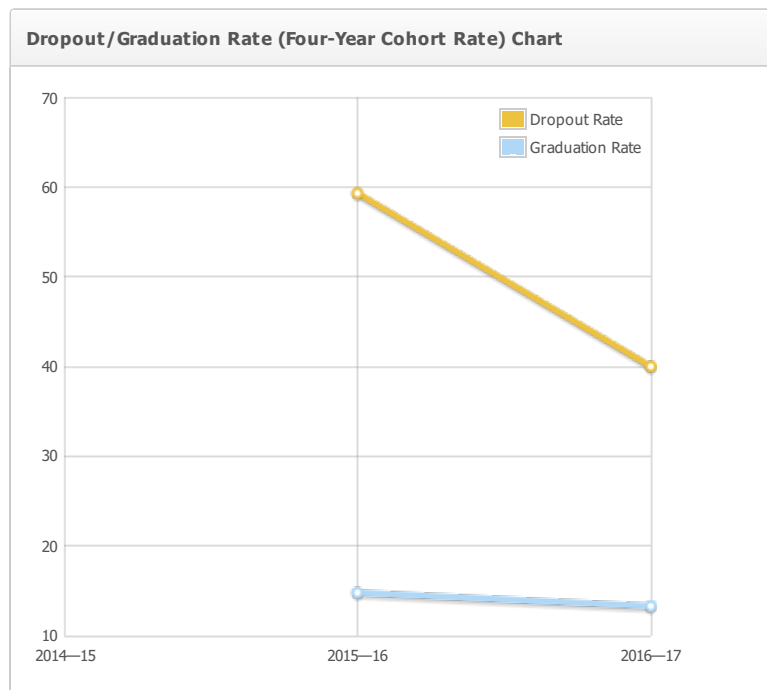
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	59.3%	--	--	10.7%	9.7%
Graduation Rate	--	14.8%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	40.0%	40.0%	9.1%
Graduation Rate	13.3%	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/14/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	21.4%	21.4%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	0.0%	0.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	50.0%	50.0%	92.1%
Two or More Races	50.0%	50.0%	91.2%
Socioeconomically Disadvantaged	12.5%	12.5%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	0.0%	0.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

State Priority: School Climate

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

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

School Safety Plan (School Year 2018—19)

While we are a virtual school, we do have a School Safety Plan for our Central Office. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers.

Last updated: 1/24/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	21		
Mathematics	2.0	23		
Science	2.0	12		
Social Science	2.0	17		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	16		
Mathematics	2.0	18		
Science	2.0	15		
Social Science	3.0	19		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	7		
Mathematics	4.0	10		
Science	2.0	9		
Social Science	6.0	5		

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

Last updated: 12/14/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7454.0	\$620.0	\$6834.0	\$57080.1
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

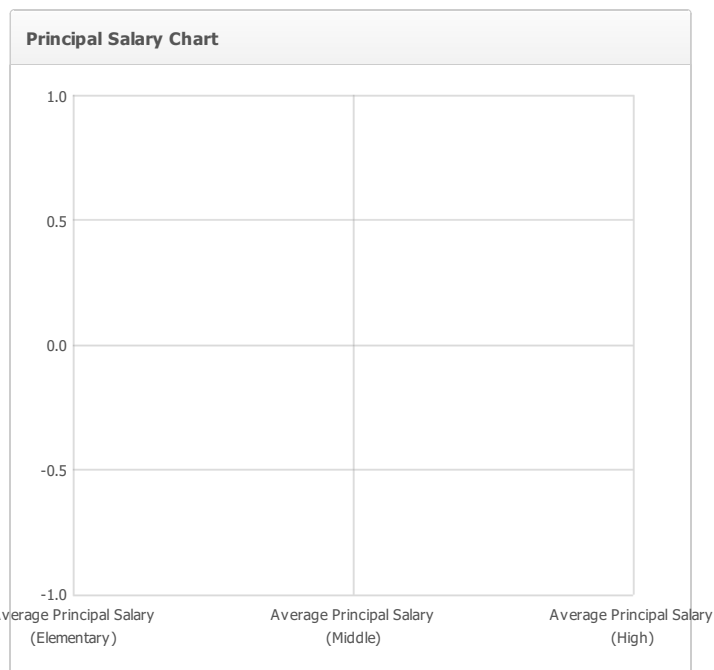
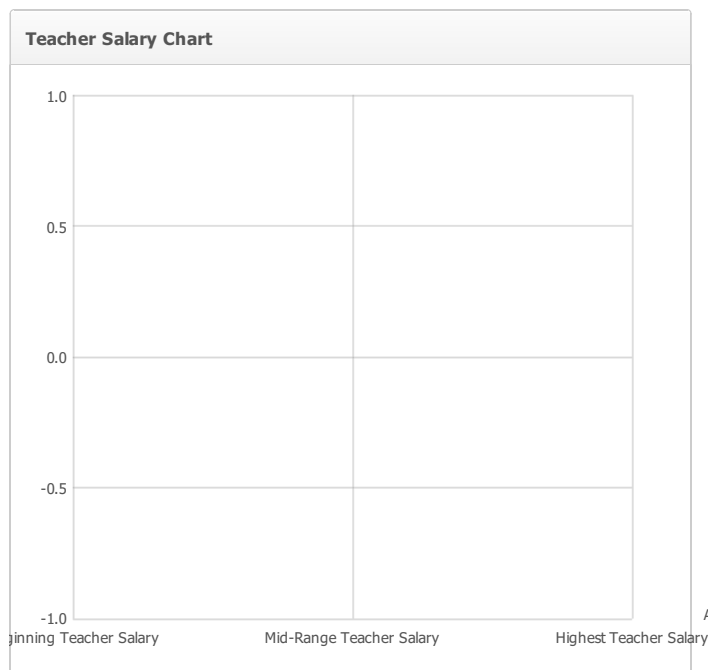
Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$44,375
Mid-Range Teacher Salary	--	\$65,926

Highest Teacher Salary	--	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$121,894
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 12/14/2018

Professional Development

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long, in-person All-Staff Retreat in August. We also host two In-Service Days, once in October and once in March, for all-staff training, organized by our staff-led Professional Learning Committee.

In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/9/2019

Compass Charter Schools of San Diego

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

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JJ Lewis, Superintendent and CEO

Principal, Compass Charter Schools of San Diego

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We look forward to being part of our scholars educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Forever Loud and Proud,

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

Contact

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

Phone: 818-824-6233

E-mail: info@compasscharters.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
E-mail Address	kathy.granger@meusd.k12.ca.us
Web Site	http://meusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Compass Charter Schools of San Diego
Street	850 Hampshire Rd. Ste. P
City, State, Zip	Thousand Oaks, Ca, 91361-2851
Phone Number	818-824-6233
Principal	JJ Lewis, Superintendent and CEO
E-mail Address	info@compasscharters.org
Web Site	www.compasscharters.org
County-District-School (CDS) Code	37682130127084

Last updated: 12/14/2018

School Description and Mission Statement (School Year 2018—19)

In 2012, Compass Charter Schools (CCS) began with a small team of educators in southern California committed to providing a safe, family-centered alternative to the traditional brick and mortar school for scholars throughout the state. While CCS has evolved over the years, the desire to provide excellent educational options has remained strong with our online and home school programs. Over the past five years, we have educated the highly gifted, the bullied, the athlete, the actor, the academically-challenged, the chronically ill, and many other scholars who sought a personalized educational experience outside traditional classroom walls.

Today we work diligently to grow our learning community with families, scholars and staff who value each other and exemplify respect, kindness, teamwork and open communication. We believe in running a school built on integrity and ethical decision-making. We nurture those who have been wounded in some way by the traditional school setting, those not able to find flexible academic programs to fit their needs, and those in need of guidance as they tread on unfamiliar ground as homeschoolers. CCS truly cares about our scholars and is not only dedicated to their academic success but to their social and emotional development.

Whatever the reason behind our scholars' enrollment in Compass Charter Schools, we are here to provide an environment where our scholars can feel safe and inspired to develop into confident, innovative, creative, self-directed scholars. Our scholars find success here at Compass Charter Schools because they have the support of a dedicated staff and their loving families. It is a privilege that each and every day we get to help our scholars charter their educational future. We are loud and proud about making a difference in the lives of our scholars!

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.

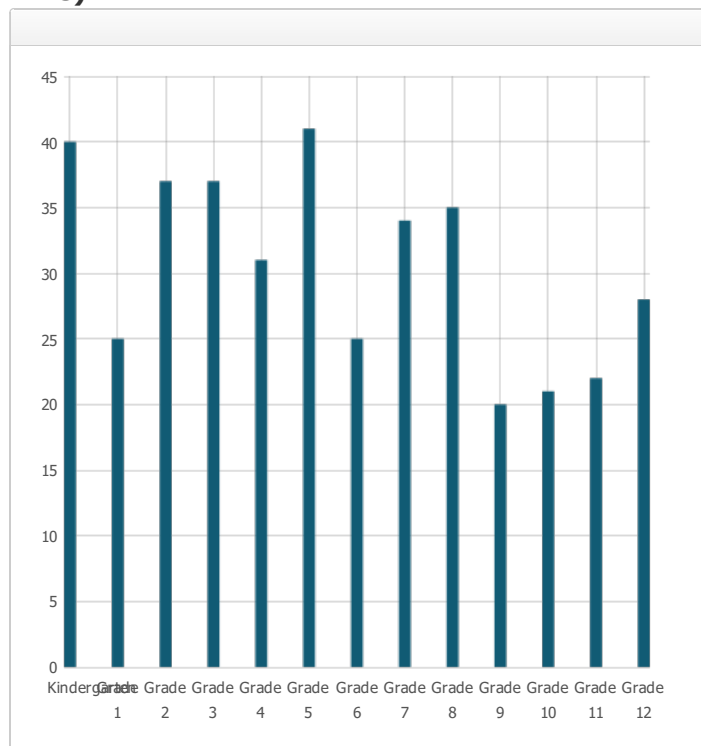
Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Last updated: 12/14/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	25
Grade 2	37
Grade 3	37
Grade 4	31
Grade 5	41
Grade 6	25
Grade 7	34
Grade 8	35
Grade 9	20
Grade 10	21
Grade 11	22
Grade 12	28
Total Enrollment	396



Last updated: 12/14/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	0.3 %
Asian	2.3 %
Filipino	1.5 %
Hispanic or Latino	35.1 %
Native Hawaiian or Pacific Islander	%
White	42.9 %
Two or More Races	12.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.2 %
English Learners	2.8 %
Students with Disabilities	9.1 %
Foster Youth	%

A. Conditions of Learning

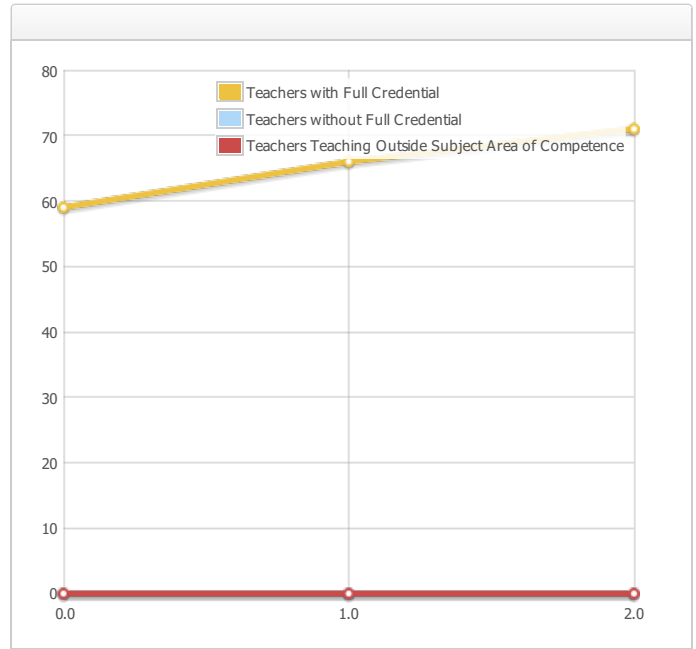
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	59	66	71	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2019

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars, and collaboration space for staff. The OCLC abides by all applicable building, fire and safety codes.

Last updated: 1/9/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	46.0%	45.0%	48.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	15.0%	29.0%	28.0%	37.0%	38.0%

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

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

Last updated: 12/14/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	149	60.57%	46.31%
Male	124	70	56.45%	41.43%
Female	122	79	64.75%	50.63%
Black or African American	14	--	57.14%	25.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	89	54	60.67%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	107	67	62.62%	43.28%
Two or More Races	25	15	60.00%	53.33%
Socioeconomically Disadvantaged	108	64	59.26%	42.19%
English Learners	12	--	66.67%	25.00%
Students with Disabilities	31	20	64.52%	15.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	142	57.49%	14.79%
Male	125	67	53.60%	20.90%
Female	122	75	61.48%	9.33%
Black or African American	14	--	50.00%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	89	54	60.67%	14.81%
Native Hawaiian or Pacific Islander	--	--	--	
White	108	63	58.33%	15.87%
Two or More Races	25	13	52.00%	15.38%
Socioeconomically Disadvantaged	109	61	55.96%	13.11%
English Learners	12	--	66.67%	
Students with Disabilities	31	18	58.06%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/14/2018

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/14/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	20.2%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	15.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.1%	24.2%	39.4%
7	27.6%	17.2%	37.9%
9	27.3%	9.1%	45.5%

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

Last updated: 12/14/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

We are proud to have opportunities available for parental involvement:

Parent Advisory Council

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with our mission, vision, and values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

Parent Town Halls

The Superintendent & CEO hosts quarterly virtual Parent Town Halls with our families and staff. Updates are provided, and then the session is open for Q&A with those in attendance. The Parent Town Halls are recorded and shared with families and staff.

Virtual Suggestion Box

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

Welcome Back Night

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

State Priority: Pupil Engagement

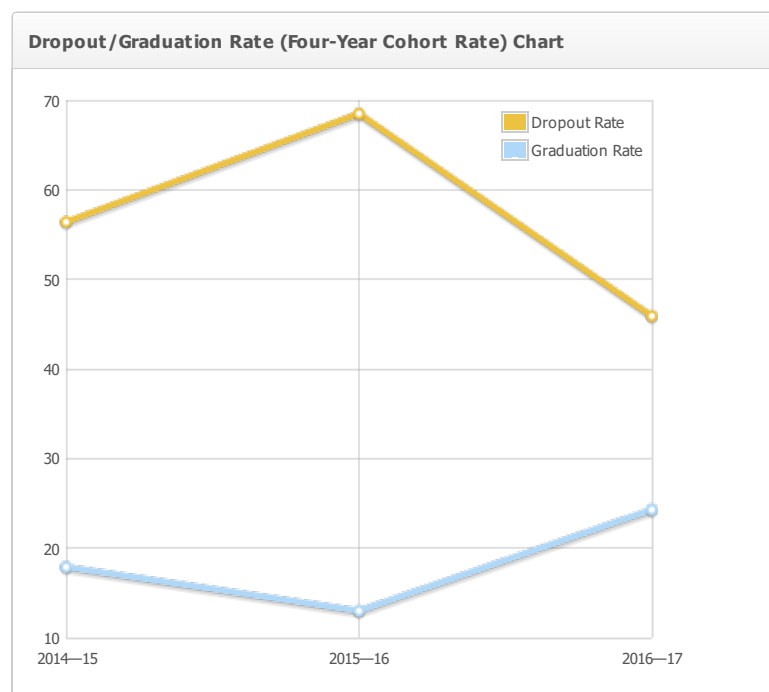
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	56.4%	68.5%	14.7%	25.7%	10.7%	9.7%
Graduation Rate	17.9%	13.0%	68.9%	58.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	45.9%	21.7%	9.1%
Graduation Rate	24.3%	53.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/14/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	55.6%	72.5%	88.7%
Black or African American	0.0%	25.0%	82.2%
American Indian or Alaska Native	0.0%	75.0%	82.8%
Asian	100.0%	83.3%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	72.7%	66.5%	86.5%
Native Hawaiian or Pacific Islander	0.0%	80.0%	88.6%
White	43.8%	80.4%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	58.8%	82.2%	88.6%
English Learners	0.0%	54.0%	56.7%
Students with Disabilities	0.0%	48.7%	67.1%
Foster Youth	0.0%	50.0%	74.1%

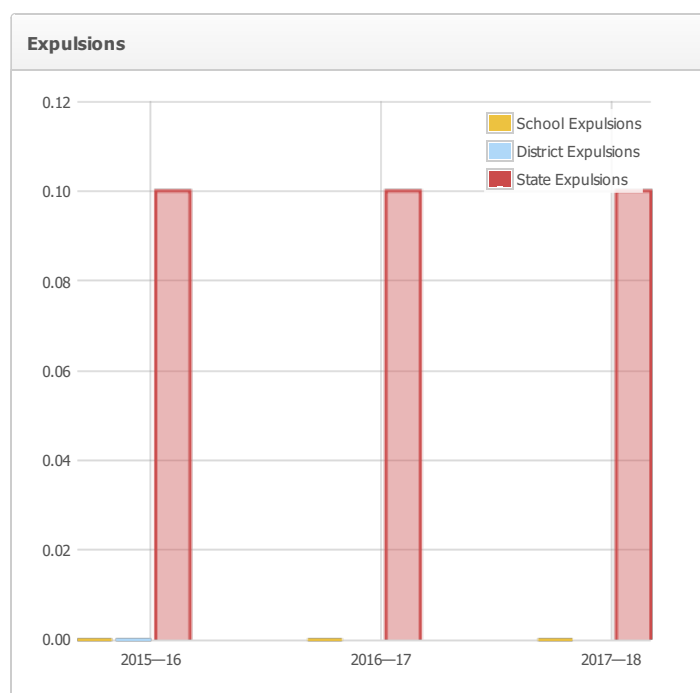
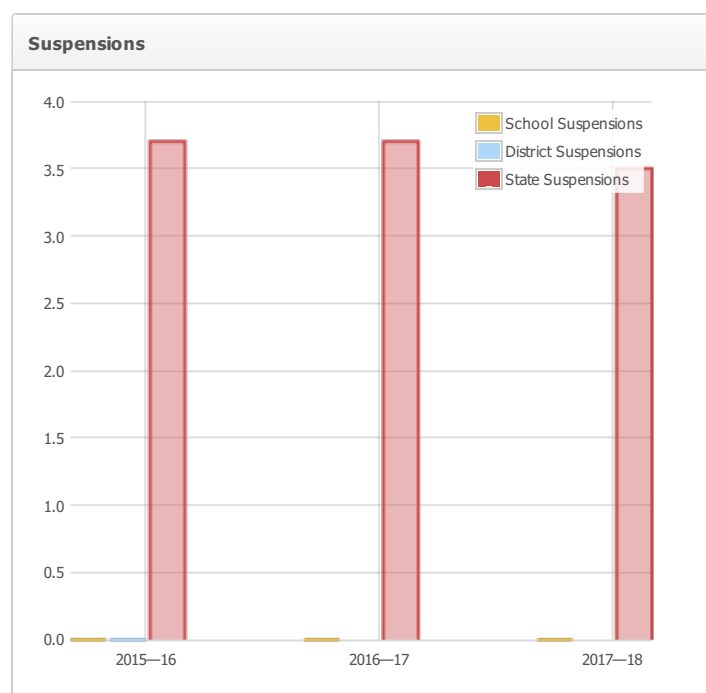
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/14/2018

School Safety Plan (School Year 2018—19)

While we are a virtual school, we do have a School Safety Plan for our Central Office and Learning Center. The plan outlines emergency exits, designated meeting places near the building, and locations of emergency kits and fire extinguishers.

Last updated: 1/24/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	26	1	
Mathematics	4.0	37		
Science	4.0	24		
Social Science	3.0	34		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	33		
Mathematics	3.0	32		
Science	4.0	29		
Social Science	3.0	32		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	12		
Mathematics	5.0	13	1	
Science	4.0	12		
Social Science	6.0	11	1	

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

Last updated: 12/14/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8279.0	\$583.0	\$7696.0	\$57080.1
District	N/A	N/A	--	\$58803.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

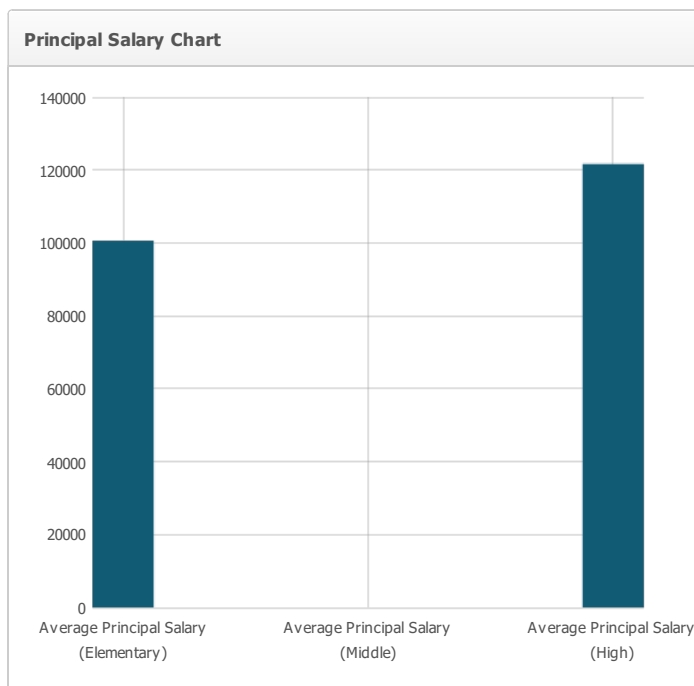
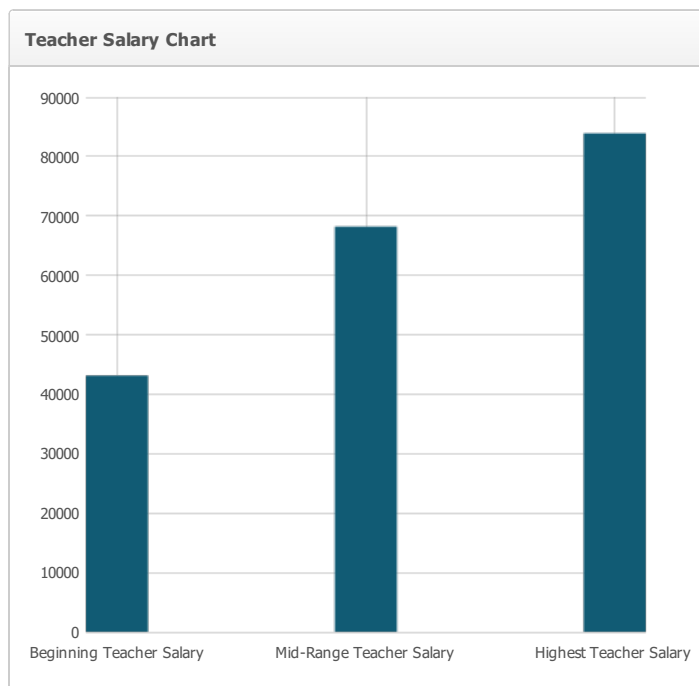
Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,149	\$42,990

Mid-Range Teacher Salary	\$68,213	\$61,614
Highest Teacher Salary	\$83,901	\$85,083
Average Principal Salary (Elementary)	\$100,581	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$121,654	\$106,243
Superintendent Salary	\$169,027	\$132,653
Percent of Budget for Teacher Salaries	29.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 12/14/2018

Professional Development

In order to cultivate a culture of lifelong learning, Compass Charter Schools provides constant and relevant professional development for its staff. We host a week-long, in-person All-Staff Retreat in August. We also host two In-Service Days, once in October and once in March, for all-staff training, organized by our staff-led Professional Learning Committee.

In addition to these school-wide trainings, we provide each division a professional development budget for staff to utilize to attend conferences and workshops. Staff are encouraged to share what they have learned in either a department, division or all-staff setting once they return from these self-selected opportunities. We strive to enhance our offerings to ensure all staff are equipped with the necessary information to best serve and support our scholars and each other.

Last updated: 1/9/2019

Coversheet

Approval of the November 26, 2018 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of the November 26, 2018 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Virtual Board Meeting on November 26, 2018

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Virtual Board Meeting

Date and Time

Monday November 26, 2018 at 6:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2657 Victoria Circle, Alpine CA, 91901
702 East Blue Ridge Road, Fresno, CA 93720
13 Sunrise, Irvine, CA 92603
2653 Taft Lane, Palmdale, CA 93551

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

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

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

Directors Present

B. Dennett (remote), L. Robotham (remote), M. Suarez (remote)

Directors Absent

J. Vargas, M. Brown

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

L. Robotham called a meeting of the board of directors of Compass Charter Schools to order on Monday Nov 26, 2018 at 6:04 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

B. Dennett made a motion to approve the consent items.

M. Suarez seconded the motion.

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

Roll Call

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

B. Approval of the September 24, 2018 Regular Meeting Minutes

B. Dennett made a motion to approve minutes from the Virtual Board Meeting on 09-24-18 Virtual Board Meeting on 09-24-18.

M. Suarez seconded the motion.

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

Roll Call

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

C. Approval of the November 7, 2018 Special Meeting Minutes

B. Dennett made a motion to approve minutes from the Special Meeting on 11-07-18 Special Meeting on 11-07-18.

M. Suarez seconded the motion.

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

Roll Call

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

III. Closed Session

A. Public Employee Performance Evaluation

The Board of Directors entered Closed Session at 6:07 pm.

IV. Reconvene from Closed Session

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 6:26 pm. The report will be shared during New Business.

V. Communications

A. Board Member Communication

- Mr. Dennett shared that he looks forward to getting more involved with Compass activities and events, and sharing.
- Mrs. Robotham mentioned she will share more during the Parent Advisory Council Report, glad we have made it to the mid-point of the first semester.

VI. Reports

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

B. Online Learning Department Presentation

Mrs. Erin Smith, Director of Online Learning, led the board in an overview of the Online Learning Department.

C. Options Learning Department Presentation

Mrs. Kristy Smith, Director of Options Learning, led the board in an overview of the Options Learning Department.

D. Finance Report

Ms. Fishman, Assistant Superintendent of Business Services, shared the Finance Report.

E. Parent Advisory Council Report

Mrs. Robotham shared the Parent Advisory Council Report.

F. Scholar Leadership Council Report

Mr. Lewis shared the Scholar Advisory Council Report.

VII. Public Comment

A. Public Comment

No public comment.

VIII. Unfinished Business

A. Election of the Treasurer

L. Robotham made a motion to elect Mr. Bill Dennett as Treasurer.

M. Suarez seconded the motion.

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

B. Discuss Board and Committee Structure

Mr. Lewis led the board in a discussion around the board and committee structure.

Discussion to continue at the next regularly scheduled board meeting.

IX. New Business

A. Review and Approval of the 2017-18 Audit

Marcy Kearney, Director at Christy White Associates, shared an overview of the 2017-18 Audit. She mentioned that Compass had a good and clean audit, and went over each section of the audit in detail.

B. Dennett made a motion to approve the 2017-18 Audit.

L. Robotham seconded the motion.

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

Roll Call

L. Robotham Aye

J. Vargas Absent

M. Brown Absent

B. Dennett Aye

M. Suarez Aye

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

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

1. Salary: \$150,000
2. Health benefits: No change
3. Stipends/Allowances: No change

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

B. Dennett seconded the motion.

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

Roll Call

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

X. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, January 28, 2019 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

- 2017-18 School Accountability Report Cards
- 2019-20 School Calendar
- Auditor Selection
- Engagement Department Presentation
- Resolution on One-Time Mandate Funds

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:51 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of the December 7, 2018 Special Meeting Minutes

Section: II. Consent Items
Item: C. Approval of the December 7, 2018 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Special Meeting on December 7, 2018

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Friday December 7, 2018 at 1:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551
3305 Buckman Springs Road, Pine Valley, CA 91962

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

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

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

Directors Present

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

Directors Absent

M. Suarez

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Friday Dec 7, 2018 at 1:03 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

L. Robotham seconded the motion.

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

Roll Call

L. Robotham Aye

M. Brown Aye

J. Vargas Aye

B. Dennett Aye

M. Suarez Absent

III. Public Comment

A. Public Comment

No public comment.

IV. New Business

A. Review and Approval of the Affiliation Agreement with REALM Charter Schools

M. Brown made a motion to approve the affiliation agreement with REALM Charter Schools.

L. Robotham seconded the motion.

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

Roll Call

M. Brown Aye

J. Vargas Aye

B. Dennett Aye

M. Suarez Absent

Coversheet

Superintendent's Report

Section: IV. Reports
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A Superintendent's Report.pdf
I The Compass Chronicle - Options Program.pdf
E Charter Renewal PR.pdf
B Chase Brokerage Account Statement - Dec 2018.pdf
C Additions_&_Terminations_(Compass_Charter_Schools) 01.28.19.pdf
J The Compass Chronicle - Counseling Services.pdf
G The Compass Chronicle - Online Elementary School.pdf
K The Compass Chronicle - Engagement.pdf
F The Compass Chronicle - Main.pdf
L The Compass Chronicle - Exceptional Scholar Services.pdf
D Compass Charter Schools WASC Self-Study.pdf
H The Compass Chronicle - Online High School.pdf

RECOMMENDATION:
N/A - For Discussion Only



Superintendent's Report
January 28, 2019

Great work is happening throughout the organization. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

Business Services

- Finance:
 - Investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*
- Information Technology:
 - We are using a new asset management system through our ZoHo Helpdesk. IT Asset Tracker will be used to manage all technology assets at Compass. We are initially starting with our office equipment, and then will add staff and scholar equipment and software.
- Human Resources:
 - We are looking into a new way to present professional development to our staff. The system is an online and game-based platform that offers a customized experience for staff, and there is also an option for scholar learning.
 - Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Operations:
 - Fall 1 and P1 (attendance) reports have been submitted on time. Fall 1 (Census Day counts) were certified with a total of 166 scholars in our Fresno charter, 579 scholars in our Los Angeles charter, and 597 scholars in our San Diego charter. The total certified total was 1,342 scholars for the 2018-19 school year.
 - Our WASC Self Study process continues this week with the WASC Visiting Committee meeting on-site at our Central Office starting today, through this Wednesday, January 30. The Visiting Committee will provide a report out at the conclusion of the visit this Wednesday, and we will be notified of our accreditation renewal status later this spring. As a reminder, this visit is for both our CCS of Fresno and CCS of LA charters. *See enclosed WASC Self Study report.*

Personalized Learning

- Counseling Services:
 - New to our Counseling Services program this year is our SEL Spotlights initiative, which is delivered on a weekly basis through our Monday Morning Update (MMU). The Social-Emotional Learning (SEL) series has been incorporated to best support scholars in their social-emotional

learning development. Visit <http://bit.ly/2FOoCJz> to view SEL Spotlights segments.

- 40 high school scholars have been supported during the fall semester to complete 53 additional courses under our Accelerated Course Options Program (ACOP).
- Several scholars have received early acceptance letters from Arizona State University, Morehouse College, Concordia University Irvine, Holy Names University, and Whittier College as they prepare to continue their journey to pursue their post high school college/career goals.
- Engagement:
 - We had a great time during our Spirit Week as we celebrated National School Choice Week last week! We had dress up days, a photo contest and a virtual "Chill N Chat!"
 - Our Virtual Scholar Workshops have been enjoyed by our scholars during the past few months. We all enjoyed our Virtual Scholar Talent Show, "Pivot Point" session where we focused on our post-secondary goals, "Hour of Code" with our Computer Code Club and our Music Lesson with Ms. Noller.
- Exceptional Scholar Services:
 - The continued collaboration between the special education teachers and our Online and Options teams has been making such a positive difference in the support of IEP goals and also with the extended math and writing needs of our scholars.
- Online Learning:
 - As we continue to expand the AVID Program school-wide, we welcomed Middle School Teacher Andrea Lomeli to our AVID Site Team. She will be a valuable voice to have on the team. AVID Tutorials continue to be implemented and developed this year. These tutorial sessions have been mainly focused on addressing algebra concepts and Ms. Karen Lewers has been instrumental in facilitating these sessions.
 - A Professional Learning Network between CCS, iSucceed Virtual High School in Idaho and eAchieve Academy in Wisconsin. The PLN will meet monthly to collaborate on their AVID programs. All schools have an online program that are in the first two to three years of implementing the AVID Program.
 - Our High School a-g science labs yielded our highest attendance ever with 51 scholars attending across California. This is up from 32 last spring and from approximately 10 per semester during our first year of implementation. This is truly remarkable and a huge effort on the part of our great science team: David Spink and Lynn Woodley, as well as our High School Coordinator, Janae Smith.
- Options Learning:
 - Educational Facilitators are discussing overall progress, goals, and semester grades during their connection meetings with families this month as they continue to build relationships with the families.

- Educational Facilitators continue to facilitate “roundtable” discussions with learning coaches every other month, providing a forum for sharing on topics related to homeschooling. The next roundtable is Thursday, February 7 at 8 pm, and the topic is “Building a Local Homeschool Community for Your Scholars.”

Executive

- The charter renewal petition for Compass Charter Schools of Los Angeles was approved by the Acton-Agua Dulce USD Board of Trustees last week. *See enclosed press release.*
- We successfully celebrated National School Choice Week last week, hosting “Breakfast at the Park” in Fresno, Los Angeles, and San Diego. We were joined by scholars, their families, and members of the community to honor this important week with free donuts and coffee, performing the National School Choice Week dance, and meeting prospective families to share what we do here at CCS.
- Our third *Compass Chronicle* newsletters of the year were published for Elementary School, Middle School, High School and Options families on Thursday, January 24th. The newsletter will highlight back to school updates, important events as well as spotlighted some families, staff and scholars. *See enclosed newsletters.*
- Cross-Functional Teams between Compass and REALM Charter School have been created, in the areas of finance, human resources, and operations. These teams are meeting weekly to share the current state, future state opportunities, and roadmaps to follow in order to arrive at that final state.
- Yovhane Metcalfe, StrongMind’s Vice President of Education Innovation, and I have been invited to speak on “Integrating Assessments” at the inaugural Digital Learning Annual Conference this spring in Austin. We are both members of the Digital Learning Collaborative, and I am serving as a DLAC Conference Advisory Board.

A lot of great work is taking place, thanks to our dedicated staff, to continue to improve the educational experience we provide our scholars. My thanks to our team for everything they do each and every day.

Respectfully Submitted,



J.J. Lewis
Superintendent & CEO

Compass Chronicle

Options Program | Winter 2019

Welcome to 2019!

We hope that your 2018 was wonderful and that 2019 is off to a great start.

As we wrap up the first semester, it is an opportune time to reflect on how your school year is going so far. What has your scholar particularly enjoyed learning about? What do they want to explore more? What changes in your schedule might you need to make? In which areas do you need more support? It is often at this semester point when families feel the need to change things up a bit – maybe a different routine, new learning center classes, an addition to the current curriculum, or even just a new agenda book. We value homeschooling as a collaborative effort, so please share your thoughts with your Educational Facilitator. We are here to support you in this!



Please join us in our Options reflection of this semester via this newsletter. You will find examples of scholars participating in hands-on activities to learn and demonstrate their knowledge in math, reading, technology, science, and more. We introduce you to one of our remarkable families and an amazing Educational Facilitator. We also share about some exciting new vendors that are available to you.

We hope you enjoy reflecting as we look forward to a fantastic 2019!

Kristy Smith, Director of Options Learning

ksmith@compasscharters.org

[@CCSKristySmith](#)

Table of Contents

- What's New?
- Family Spotlight
- Staff Spotlight
- Vendor News
- Vendor Spotlight
- Scholar Work Samples

What's New in Options?

In late November, several learning coaches and EFs came together virtually for an Options Roundtable to chat about integrating subject areas, such as math and science or social studies and language arts. Thank you to those who participated to help this not be so intimidating! We encourage you to join us for our next Roundtable discussion early next month where we will explore the topic of building a homeschool community for your family. If you have a topic for a future Roundtable discussion that uniquely applies to our Options scholars, please [send it](#) our way!

With the approach of the end of the semester come report card connections. Educational Facilitators have extended their regular discussions with learning coaches and scholars on the wonderful things that they are learning about and the progress they have made to deeper reflections on the learning that has been accomplished over the course of the semester. The implementation of our new proficiency grading scale for TK-5th grade scholars is proving to be a great fit!

Finally, our new Lead EFs (Melissa Collier, Sharlie Walker, and Susan De la Peña) have collaborated to revise and revamp our Scholar Study Team (SST) system to better support struggling scholars. We have a wealth of information on strategies to share with families who need ideas for anything from difficulties with reading to struggles with fine motor skills.



FAMILY SPOTLIGHT



Learning Coach Seta Y. and her scholars, Elizabeth, Evan, and Sean share their experience at Compass

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

LC/Scholar: We start the morning with independent reading time. Then I read aloud to them. I read a variety of texts like art, science magazines, fiction, myths, legends, etc. Once a week, we do a Growth Mindset activity. Then we move on to math. After a break, we move on to Language Arts. Here we do the Brave Writer program, and I have included spelling and sometimes worksheets. Later, we add either a science lesson, history lesson, art lesson, or music lesson depending on timing. Then the children move on to independent work like typing, cursive, and an online reading comprehension program called Read Theory.

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

LC/Scholar: Going out into nature or on field trips.

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

LC/Scholar: My challenge is getting my kids to believe that even though there may be challenges in their learning, there is nothing that they cannot accomplish without determination. That is why we do a Growth Mindset activity per week.

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

LC/Scholar: I think that home education is the best way to educate your children, and Compass Charter Schools makes it even easier. Every child learns at a different pace and Compass Charter gives me the freedom to differentiate learning how I see fit.

STAFF SPOTLIGHT



Sharlie Walker, Lead Educational Facilitator, took some time share about her job and her journey with us!

CCS: What is your job title and what are a couple of the things you do at Compass Charter Schools? How long have you worked for this organization?

SW: I have been working at Compass Charter Schools since February of 2015, almost 4 years. I started as an online middle school math teacher with Compass, then I transferred to the Options program in November of 2016 as an Educational Facilitator. Currently, I am a Lead Educational

CCS: Tell us your “why” for doing what you do here at CCS?

SW: I truly enjoy helping and supporting home school families on their educational journey. Building relationships with our families and staff is part of my why as well.

CCS: As an educator, is there a piece of advice you’d like to share with learning coaches or scholars?

SW: As an educator and first year home school mom, my one piece of advice is less is more. As homeschoolers, we tend to overbook ourselves and scholars with too many extra classes and curriculum. I have learned to minimize too many activities and focus on learning.

CCS: Do you have a hero, mentor, or role model who you look up to, or a quote that is particularly meaningful to you?

SW: Actions speak louder than words. My mother has always said that and it so true.

CCS: What do you and your family like to do during your free time?

SW: I love to travel to new places. My husband, daughter (5 years old) and I like to travel in our motor home. We are always looking for places to explore so if you know of some great camping sites, please share them with me!

VENDOR NEWS

Crafty School Crates has joined the Compass vendor list, and they offer creative lessons in crafting! Each crate provides hands-on learning experiences for kids, with no parent prep! The crates are designed to complement any curriculum choice, or serve as a stand-alone unit study. They include everything needed to create, so no need to shop for anything! A team of homeschooling parents, working parents, and teachers give you the best quality in every crate!

Mariah Gage began Crafty School Crates as a homeschooling mom. Being a parent of 7, she saw that her kids were really missing the hands-on crafts while learning. Yet, trying to plan and shop for supplemental activities for her children's curriculum was a tedious and time consuming chore, which often was neglected. As she talked to other homeschooling families, they had expressed the same desire to be able to offer their child more hands-on activities without all the stress of planning and shopping for the supplies. From that desire, Crafty School Crates was born.

Each Crate offers a new learning experience! They have included it all, the glue, the paint, the book, even the writing samples have been created by our team specifically for each crate! We have included portfolios so your child can create a lasting memory book of their writings and art, and we have included fun crafts to be displayed in your home.

According to Mariah, “What families love most about our crates, is the variety in age range that is offered. Our literature crates are perfect for novel studies for older kids. They can read the book, answer writing prompts and engage in multiple hands-on activities to engage them in the book. Our two most popular crates for the younger grades are the Young Learners Seasonal Crate and Animal Science Crate Series. Those two crates are perfect to meet standards and have fun while learning. Families who love learning together love our History, Geography and Science Crates, and our

Learn more about Crafty School Crates on their [website](#).

VENDOR SPOTLIGHT



Be a Maker Club

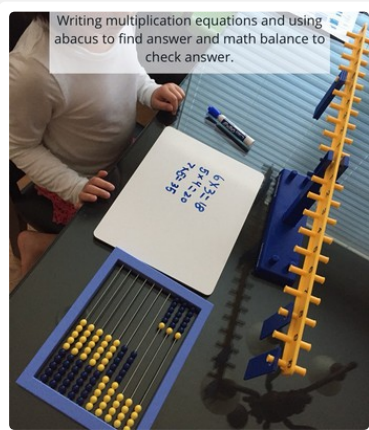
One of the only dedicated makerspaces for children, Be A Maker Club is a new service vendor located in Upland. Following a hi-tech and high-touch philosophy, Be A Maker Club uses technology with a hands-on approach to making. Families with parents or other members who are active DIYers or children who are constantly tinkering are drawn to this makerspace. The most unique thing about what Be A Maker Club offers



Be A Maker Club was born out of a necessity for a makerspace devoted to kids. The owner, Zef Neemuchwala, brought his idea to fruition when he started making things at an adult makerspace and his children were told that the equipment was too dangerous. He could not find another children's makerspace locally, so he decided to open one.

All of the classes at Be A Maker Club are hands-on because children learn by making and doing. The most popular courses are 3D printing and CNC with digital woodworking. Classes are offered on a rotating basis Monday to Saturday, and trial classes are only offered on Sunday. Check out their [website](#) and [flyer](#), or give them a call at 323-686-2324 in order to register for a class or find out more details.

SCHOLAR WORK SAMPLES



Addy H. is a second-grade scholar who uses Right Start Math for her math curriculum. In this photo, she is demonstrating how she uses manipulatives such as an abacus and a math balance to work on multiplication facts.



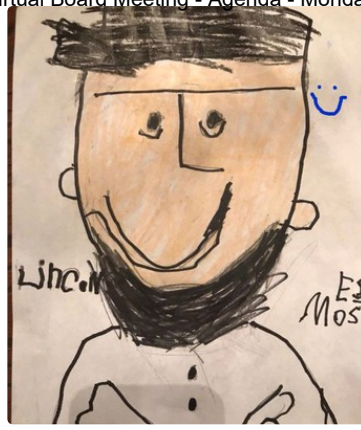
Eighth grade scholar Jansen H. does some impressive work with coding for his Technology Elective course. The program shown in the work sample is part of a competition that GitHub had for the month of November. Jansen participated in the meetup twice a week, where he learned to work with a team of engineers artists and product managers to get the project done.



TK twins Gracie and Ryder completed a novel study on *Charlotte's Web* along with their older sibling. As part of their unit, they created these awesome handmade spiders and webs, and colored in the *Charlotte's Web* book covers. They did a great job!



3rd grade scholar, Finn, shows his OCLC science class a lab demonstration of inertia as they explore Newton's 1st Law of Motion. With a quick strike, Finn hits the pie tin, the paper towel roll falls, and the egg safely lands in the beaker of water below. This is such an exciting lab to watch inertia in action!



1st grader Moses studied the Civil War era with his OCLC classmates. After learning about key figures during the Civil war, Moses carefully drew a portrait of Abraham Lincoln., He added details to make the figure reflect Lincoln's iconic look and character.

SHARE YOUR STORY

Comments

Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share you comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.

Continue to Counseling, Engagement, and Exceptional Scholar Services Newsletters

COUNSELING
NEWSLETTER

ENGAGEMENT

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

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

 850 Hampshire Road, Suite P, T...

 info@compasscharters.org

 855-937-4227

 compasscharters.org

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



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FOR IMMEDIATE RELEASE:

January 25, 2019

CONTACT: Danielle DelNegro

(805) 807-8295

Acton-Agua Dulce Unified School District Renews Compass Charter Schools of Los Angeles (CCS)

Thousand Oaks, CA – The Acton-Agua Dulce Unified School District approved the renewal of the charter petition for Compass Charter Schools of Los Angeles at their regularly scheduled board meeting on Thursday, January 24. Their decision continues the partnership between CCS and the district to serve the needs of scholars looking for educational opportunities tailored to fit their specific needs.

“I am so pleased with the district’s decision to continue a relationship with Compass Charter Schools of Los Angeles,” shared Lisa Robotham, chair of the Parent Advisory Council and a parent of two CCS scholars. “Every child deserves a school that is passionate about their educational success. CCS’ dedication and attention to their scholars is unparalleled.”

The board approved the charter renewal for another five-year term after a comprehensive review by district staff, along with comments from CCS scholars, parents, partners, and staff during the January 10 Public Hearing. CCS currently serves over 600 scholars who reside in Los Angeles County, as well as the surrounding counties of Kern, San Bernardino, and Ventura through its online and options (homeschool) programs.

“It is a great honor to have our CCS of Los Angeles charter petition renewed by our partners, the Acton-Agua Dulce Unified School District,” said J.J. Lewis, CCS Superintendent & CEO. “We are elated with the opportunity to continue providing an engaging and robust educational experience to the scholars we serve throughout the region and look forward to growing these opportunities for our current and prospective scholars and their families.”

CCS is a growing independent study charter school providing rigorous virtual and homeschooling education to scholars in grades TK through 12. Scholars come from various backgrounds and experiences and are looking for individualized educational choices that fit their schedules, lifestyles, and interests. CCS teachers and staff provide direct instruction in virtual classroom sessions, offer field trips and enrichment activities, and use research-based programs to benchmark and support scholar success throughout the year.

About Compass Charter Schools

Compass Charter Schools (CCS) is a WASC-accredited virtual public charter school serving thousands of scholars throughout the state. Catering to TK-12 grade scholars, CCS offers the choice of either their homeschool 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, via Twitter (<https://twitter.com/CompassCs>), on Facebook (<https://www.facebook.com/CompassCS/>) or on Instagram (<https://www.instagram.com/compasscs/>).



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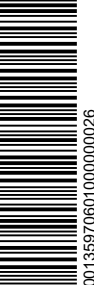
December 01, 2018 through December 31, 2018

Account Number: **000000661158852**

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COMPASS CHARTER SCHOOLS DBA ACADEMY OF AR
TS & SCIENCES, ASA
850 HAMPSHIRE RD STE P
THOUSAND OAKS CA 91361-6004



We are clarifying the fee for incoming wires

On March 17, 2019, we're updating the document explaining our Additional Banking Services and Fees to clarify that the fee for an incoming wire is \$0 if it is sent from another Chase account with the help of a Chase banker or through chase.com or the Chase Mobile® app.

As a reminder, our standard fee to receive a wire is \$15, however, some of our products do not charge this fee.

Please call the number on this statement if you have any questions.

CHECKING SUMMARY

Chase Platinum Business Checking

	INSTANCES	AMOUNT
Beginning Balance		\$459,783.77
Deposits and Additions	16	1,105,860.27
Checks Paid	242	-442,263.29
Electronic Withdrawals	19	-778,142.55
Fees	1	-25.00
Ending Balance	278	\$345,213.20

Your Chase Platinum Business Checking account provides:

- No transaction fees for unlimited electronic deposits (including ACH, ATM, wire, Chase Quick Deposit)
- 500 debits and non-electronic deposits (those made via check or cash in branches) per statement cycle
- \$25,000 in cash deposits per statement cycle
- Unlimited return deposited items with no fee

There are additional fee waivers and benefits associated with your account – please refer to your Deposit Account Agreement for more information.

DEPOSITS AND ADDITIONS

DATE	DESCRIPTION	AMOUNT
12/03	Remote Online Deposit 1	\$38,932.00
12/03	Remote Online Deposit 1	2,149.28
12/06	Remote Online Deposit 1	341,533.00
12/07	Paypal Transfer PPD ID: Paypalsd11	1,000.00



December 01, 2018 through December 31, 2018

Account Number: **000000661158852**

DEPOSITS AND ADDITIONS (continued)

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12/12	Remote Online Deposit 1	108,898.00
12/12	Remote Online Deposit 1	445.26
12/12	Remote Online Deposit 1	22.82
12/12	Stripe Transfer CCD ID: 1800948598	48.28
12/13	Remote Online Deposit 1	10,830.00
12/14	Stripe Transfer CCD ID: 1800948598	24.14
12/18	Stripe Transfer CCD ID: 1800948598	95.30
12/20	Book Transfer Credit B/O: J.P. Morgan Securities LLC New York NY 10179-0001 Org:/5201588612 Compass Charter School Ogb: Jpmclearing Corp Metrotech Center Ref: Compass Charter Schools Trn: 1807000354Jj	250,000.00
12/20	Cty of San Diego School Dis 01-58852-Trns CCD ID: 1956000934	250,000.00
12/21	Remote Online Deposit 1	882.19
12/21	Paypal Transfer PPD ID: Paypalsd11	1,000.00
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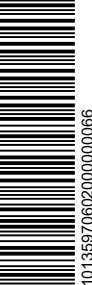
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December 01, 2018 through December 31, 2018

Account Number: **000000661158852**
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December 01, 2018 through December 31, 2018

Account Number: **000000661158852**
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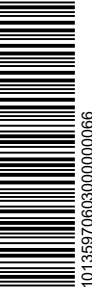
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53741 ^		12/04	34.88
53742 ^		12/10	66,442.00
53743 ^		12/10	11,100.41
53744 ^		12/14	188.00
53745 ^		12/06	411.09
53746 ^		12/04	21,400.00
53747 ^		12/10	2,500.00
53749 * ^		12/14	34.88
53750 ^		12/11	28,084.00
53751 ^		12/20	114.70
53752 ^		12/21	44.00
53753 ^		12/27	250.89
53754 ^		12/17	1,300.00
53755 ^		12/14	195.00
53756 ^		12/17	183.53
53757 ^		12/14	288.39
53758 ^		12/14	194.71
53759 ^		12/13	135.00
53760 ^		12/24	250.00
53761 ^		12/20	99.97
53762 ^		12/17	509.58
53763 ^		12/17	256.08
53764 ^		12/14	1,037.49
53765 ^		12/18	61.33
53766 ^		12/18	135.00
53767 ^		12/13	60.00
53768 ^		12/13	150.00
53769 ^		12/19	181.81
53770 ^		12/18	382.00
53771 ^		12/18	224.00
53772 ^		12/14	167.81
53773 ^		12/20	81.99
53774 ^		12/18	222.67
53775 ^		12/31	95.00
53776 ^		12/20	176.76
53778 * ^		12/24	433.22
53779 ^		12/27	167.95
53780 ^		12/18	140.00
53781 ^		12/24	200.00
53782 ^		12/21	174.23
53783 ^		12/14	390.00
53785 * ^		12/13	404.25
53786 ^		12/17	1,500.00
53787 ^		12/20	1,548.39



December 01, 2018 through December 31, 2018

Account Number: **000000661158852**
CHECKS PAID (continued)

CHECK NO.	DESCRIPTION	DATE PAID	AMOUNT
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53789 ^		12/14	23,638.62
53790 ^		12/18	530.00
53793 * ^		12/18	974.16
53794 ^		12/14	3,153.85
53795 ^		12/17	367.40
53796 ^		12/18	40.99
53797 ^		12/17	324.95
53798 ^		12/14	69.38
53800 * ^		12/20	67.08
53801 ^		12/20	83.74
53802 ^		12/14	255.00
53803 ^		12/31	241.00
53804 ^		12/13	300.00
53805 ^		12/20	361.00
53806 ^		12/20	6,412.50
53808 * ^		12/24	92.48
53809 ^		12/27	1,000.07
53810 ^		12/26	84.75
53812 * ^		12/24	44.60
53815 * ^		12/24	200.00
53816 ^		12/28	287.73
53817 ^		12/24	40.58
53818 ^		12/24	637.66
53819 ^		12/31	47.50
53820 ^		12/27	390.00
53821 ^		12/24	534.50
53822 ^		12/24	500.00
53824 * ^		12/27	82.00
53827 * ^		12/24	225.00
53828 ^		12/24	260.00
53830 * ^		12/28	600.00
53831 ^		12/28	420.00
53834 * ^		12/28	32.00
53835 ^		12/27	200.00
53837 * ^		12/28	18.00
53839 * ^		12/27	60.00
53840 ^		12/26	382.00
53841 ^		12/27	45.00
53842 ^		12/24	82.50
53843 ^		12/28	405.00
53844 ^		12/31	240.00
53847 * ^		12/27	351.94
53849 * ^		12/28	78.39
53850 ^		12/24	170.00
53851 ^		12/28	360.00
53853 * ^		12/27	2,070.05
53855 * ^		12/27	360.00
53856 ^		12/26	55.15
53858 * ^		12/26	277.98



10135970603000000066



December 01, 2018 through December 31, 2018

Account Number: **000000661158852****CHECKS PAID** (continued)

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53861 ^		12/28	92.59
53862 ^		12/31	120.00
53863 ^		12/31	2,120.00
53865 * ^		12/24	186.75
53867 * ^		12/26	255.00
53869 * ^		12/26	28,675.66
53873 * ^		12/27	200.00
53876 * ^		12/24	280.00
53877 ^		12/26	99.61
53878 ^		12/26	650.00
53879 ^		12/31	600.00
53880 ^		12/31	111.25
53881 ^		12/27	600.00
53884 * ^		12/24	187.50
53886 * ^		12/31	1,148.53
53889 * ^		12/26	62.94
53890 ^		12/26	240.00
53891 ^		12/27	292.74
53892 ^		12/27	140.21
53893 ^		12/31	32.30
53895 * ^		12/28	413.00
53897 * ^	12/26	12/26	198.00
53898 ^		12/28	202.98
53899 ^		12/26	4,370.02
53900 ^		12/27	37.99
53903 * ^		12/24	99.99
53905 * ^		12/28	70.00
53907 * ^		12/24	190.00
53908 ^		12/26	750.00
53909 ^		12/27	475.00
53915 * ^		12/24	357.00
53917 * ^		12/28	69.88
53918 ^		12/24	41.91
53919 ^		12/28	412.90
53920 ^		12/28	127.38
53921 ^		12/27	29.54
53923 * ^		12/28	475.79
53924 ^		12/24	60.00
53925 ^		12/24	42,674.08
53926 ^		12/26	340.03
53928 * ^		12/31	95.00
53931 * ^		12/28	807.50
53932 ^		12/24	225.00
53933 ^		12/28	223.33
53934 ^		12/26	211.57
53935 ^		12/28	94.47
53937 * ^		12/26	72,559.73
53941 * ^		12/24	1,238.70
53942 ^		12/24	170.00



December 01, 2018 through December 31, 2018

Account Number: **000000661158852**
CHECKS PAID (continued)

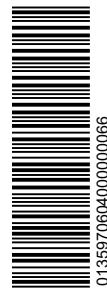
CHECK NO.	DESCRIPTION	DATE PAID	AMOUNT
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53946 * ^		12/31	917.99
53947 ^		12/31	99.83
53948 ^		12/28	21.43
53949 ^		12/27	135.00
53950 ^		12/26	406.02
53951 ^		12/24	255.00
53952 ^		12/26	30.00
53953 ^		12/31	879.00
53955 * ^		12/28	2,231.25
53956 ^		12/27	21,400.00

Total Checks Paid **\$442,263.29**

If you see a description in the Checks Paid section, it means that we received only electronic information about the check, not the original or an image of the check. As a result, we're not able to return the check to you or show you an image.

* All of your recent checks may not be on this statement, either because they haven't cleared yet or they were listed on one of your previous statements.

^ An image of this check may be available for you to view on Chase.com.


ELECTRONIC WITHDRAWALS

DATE	DESCRIPTION	AMOUNT
12/05	Payment For Amz Corp Line 1738561530 CCD ID: 1304293900	\$5,674.08
12/05	So Cal Edison CO Bill Paymt 361776057 Web ID: 4951240335	254.28
12/07	12/07 Online ACH Payment 5207767354 To Calstrs (#####6327)	3,596.17
12/07	Payroll-Bamboohr Deposit 10944882 CCD ID: 10944882	227,847.39
12/12	12/12 Online Domestic Wire Transfer Via: Wells Fargo NA/121000248 A/C: Realm Charter School Berkeley CA 94710 US Ref: Compass Charter Schools Loan/Bnf/Per Ccs Agreement/Time/07:25 Imad: 1212B1Qgc04C000818 Trn: 3155300346Es	100,000.00
12/14	Payroll-Bamboohr Deposit 10944882 CCD ID: 10944882	993.59
12/18	CA Chtr Schl Jpa Spe ACH 13144 CCD ID: 1680586158	5,762.00
12/18	Principal Life P Plic-Peris 4-6311600000392 CCD ID: 9Pfgprinc0	4,893.00
12/18	Aflac Insurance K3X87299422 CCD ID: 2580663085	2,787.00
12/20	Kaiser Group Due Internet 043000097413390 Web ID: 9049040030	23,303.06
12/21	Payroll-Bamboohr Deposit 10944882 CCD ID: 10944882	224,250.42
12/26	12/25 Payment To Chase Card Ending IN 1450	11,585.54
12/26	Blue Shield CA Blueshield W00845531000 Web ID: C940360524	32,209.42
12/26	Principal Life P Plic-Peris 4-6311600000386 CCD ID: 9Pfgprinc0	4,896.64
12/26	Payroll-Bamboohr Deposit 10944882 CCD ID: 10944882	2,666.03
12/27	12/27 Online ACH Payment 5208574559 To Calstrs (#####6327)	100,000.00
12/27	California CU Webpmt 316450020000103 Web ID: 989765489	14,515.49
12/27	California CU Webpmt 316450029000021 Web ID: 989765489	908.44
12/28	12/28 Online ACH Payment 5208574755 To Calstrs (#####6327)	12,000.00

Total Electronic Withdrawals **\$778,142.55**
FEES

DATE	DESCRIPTION	AMOUNT
12/05	Service Charges For The Month of November	\$25.00

Total Fees **\$25.00**



December 01, 2018 through December 31, 2018

Account Number: **000000661158852**

DAILY ENDING BALANCE

DATE	AMOUNT	DATE	AMOUNT	DATE	AMOUNT
12/03	\$492,595.47	12/12	537,915.56	12/21	733,003.16
12/04	449,112.19	12/13	541,805.82	12/24	683,106.69
12/05	439,931.91	12/14	510,410.74	12/26	521,725.60
12/06	778,610.74	12/17	505,969.20	12/27	378,013.29
12/07	546,293.06	12/18	489,440.50	12/28	358,569.67
12/10	463,065.59	12/19	489,258.69	12/31	345,213.20
12/11	534,787.59	12/20	956,929.01		

SERVICE CHARGE SUMMARY

Monthly Service Fee	\$0.00
Other Service Charges	\$25.00
Total Service Charges	\$25.00 Will be assessed on 1/4/19

The monthly service fee was waived on your Chase Platinum Business Checking account because you maintained the required relationship balance.

SERVICE CHARGE DETAIL

DESCRIPTION	VOLUME	ALLOWED	CHARGED	PRICE/ UNIT	TOTAL
Monthly Service Fee					
Monthly Service Fee Waived	0			\$95.00	\$0.00
No Hassle Fees					
Stop Payments - Manual	1	Unlimited	0	\$30.00	\$0.00
Other Service Charges:					
Electronic Credits					
Electronic Items Deposited	9	Unlimited	0	\$0.40	\$0.00
Electronic Credits	8	Unlimited	0	\$0.40	\$0.00
Credits					
Non-Electronic Transactions	257	500	0	\$0.40	\$0.00
Electronic Credits					
International Incoming Wire Fee	2	Unlimited	0	\$15.00	\$0.00
Miscellaneous Fees					
Online Domestic Wire Fee	1	4	0	\$25.00	\$0.00
Cash Management Services					
Online ACH Payments Maint	1	0	1	\$25.00	\$25.00
Quick Deposit Single Feed Maint	1	0	1	\$0.00	\$0.00
Subtotal Other Service Charges (Will be assessed on 1/4/19)					\$25.00

ACCOUNT 000000661158852

No Hassle Fees	
Stop Payments - Manual	1
Other Service Charges:	
Electronic Credits	
Electronic Items Deposited	9
Electronic Credits	8
Credits	
Non-Electronic Transactions	257
Electronic Credits	
International Incoming Wire Fee	2
Miscellaneous Fees	
Online Domestic Wire Fee	1
Cash Management Services	
Online ACH Payments Maint	1
Quick Deposit Single Feed Maint	1



December 01, 2018 through December 31, 2018

Account Number: **000000661158852**

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

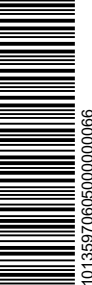
- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC



JPMorgan Chase Bank, N.A. Member FDIC





December 01, 2018 through December 31, 2018

Account Number: **000000661158852**

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December 01, 2018 through December 31, 2018

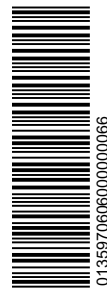
Account Number: **000000661158852**

STOP PAYMENT RENEWAL NOTICE

ACCOUNT NUMBER
000000661158852BANK NUMBER
703

The following Stop Payments will automatically renew for a 1-year period. You can revoke a current stop payment via your online channel (Chase.com or JPM ACCESS) or by calling the number on your statement or contacting your Customer Service Representative.

REVOKE STOP	SEQUENCE NUMBER	DATE ENTERED	RENEWAL DATE	LOW RANGE OR CHECK NUMBER	HIGH RANGE OR AMOUNT
<input type="checkbox"/>	0000006-01	03/02/15	03/02/19	1689	\$65.48
<input type="checkbox"/>	0000008-01	03/09/15	03/09/19	2112	\$5,216.72
<input type="checkbox"/>	0000009-01	03/09/15	03/09/19	1895	\$843.65
<input type="checkbox"/>	0000010-03	03/16/15	03/16/19	2005	2006
<input type="checkbox"/>	0000011-01	03/18/15	03/18/19	1951	\$508.00



Compass Charter Schoolsdba Academy of AR
Ts & Sciences, Asa
850 Hampshire Rd Ste P
Thousand Oaks CA 91361-6004

JPMorgan Chase Bank, N.A.
P O Box 182051
Columbus OH 43218-2051



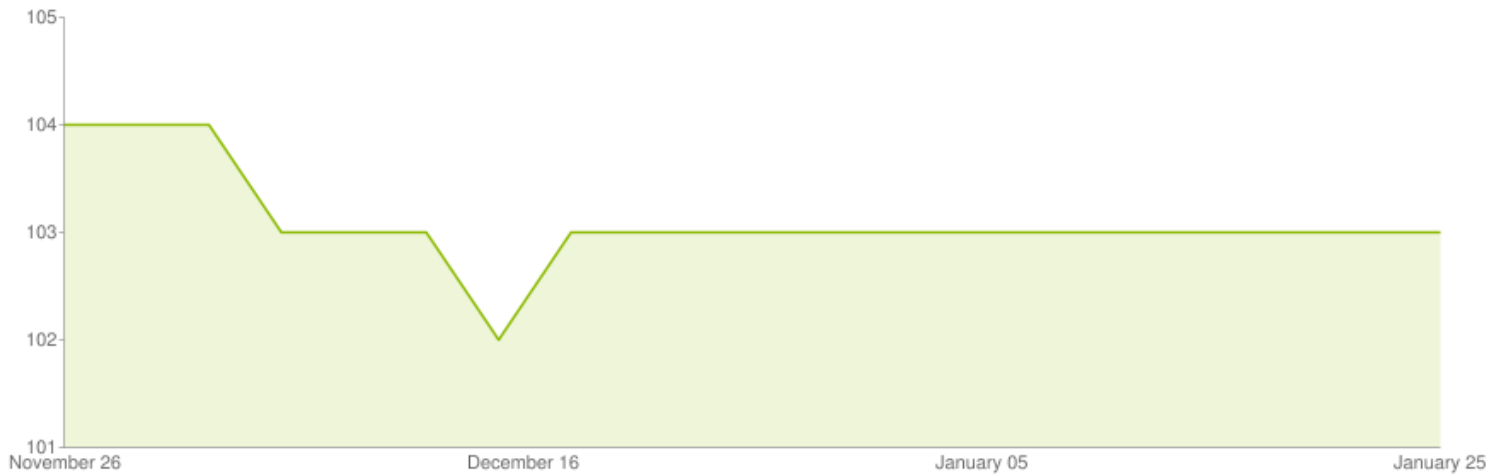
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Account Number: **000000661158852**

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Additions & Terminations

01/25/2019



Additions (1)

Name	Employment status	Department	Division	Location	Job title	Hire date
Fischenich, Lindsey	Part-Time	Exceptional Scholar Services	Personalized Learning	Remote	Program Specialist SPED	12/17/2018

Terminations (2)

Name	Employment status	Department	Division	Location	Job title	Hire date	Termination date
Wakefield, Erin	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	09/10/2018	12/14/2018
Galvez, Cindy		Special Education	Personalized Learning	Remote	Special Education Instructor		12/04/2018

Compass Chronicle

Counseling | Winter 2019

Happy New Year and welcome back!

It is hard to believe that we are almost done with our first semester of school. We hope you all had a productive winter break in which you had a chance to catch up with any missing assignments and/or recharge your “batteries” to continue an excellent school year. Our return from winter break has been smooth and scholars are once again buzzing with new learning in their classes. As we are near to closing the fall semester, we reflect on the proud accomplishments of the counseling services department team and all the wonderful things we have planned for the remainder of the school year. Happy 2019 and thank you as always for your continued support.



Sincerely,

Debra Stephan, Director of Counseling Services

dstephan@compasscharters.org

[@CompasCounselor](#)

TABLE OF CONTENTS

- What's New in Counseling?
- Family Spotlight
- Staff Spotlight
- Share Your Story
- Exceptional Scholar Services, Engagement, and Main Newsletter

WHAT'S NEW IN COUNSELING?

It has been an exciting time in the counseling services department since the school year started. We close the fall 2018 semester with having delivered 8 counseling webinars for scholars and learning coaches centered around academics, social-emotional intelligence, and college & career. We introduced our college spotlights to expose our scholars to post-secondary options. Also, our scholar success coordinator has made tremendous impact coordinating the much needed additional supports for our scholars!



The second Counseling with Compass Live event was held the last week of November and while we had hoped for a larger turnout it was nonetheless a valuable experience where we got to learn about all the wonderful opportunities available at Cypress Community College. We invite you to connect with your counselor to learn more about these and other excellent opportunities available to you at your local colleges. Even if your plan is to apply to a 4-year college or university right after high school, there are many opportunities to help you at your local colleges to get ahead with college credits or start exploring a career today!

Finally, as we look ahead to the spring 2019 semester, we invite you to join us in celebrating two special events. The Great Kindness Challenge will be taking place the week of January 28th during which many schools and their scholars across the United States and the world participate in various ways to care for each other that goes above the normal interactions. This year's theme is "Lend a hand, be kind to ALL." Mr. Samples and Mrs. Schwartzberg will be kicking the week off with a virtual rally to share the wonderful opportunities you can take advantage of to participate in during the week that will include fun club activities and challenges. The other event we would like to invite you to celebrate is National School Counseling Week 2019 from February 4 through February 8th where counselors across the nation are celebrated during this one week of the year! This year's theme is "School Counselors: Providing Life Lessons" and will focus on the efforts your counseling team strives for in creating a positive impact on scholar academic success and planning for a career. If a counselor has made a positive impact in your life, we invite you reach out to your counselor to let him or her know what a difference they've made.



FAMILY SPOTLIGHT



This month we are happy to highlight the Mahoney Family!

CCS: What does a typical day look like for you and your scholar?

Mrs. Mahoney: Our daughter is very self-motivated and thrives on sitting down to start a lesson, and see it through to the end. She is committed to her success with school. Because she is able to work independently, I do not have to spend time monitoring her nor do I have to pry her out of bed in the morning to get her to start her schoolwork. She has carved out a routine for herself that she diligently maintains. Sometimes she works on her schoolwork at the local Starbucks, but mostly she works at home. She can bring her school with her wherever she wants; that is the beauty of being a scholar at Compass Charters. Because she is a senior, filling out applications and writing college essays had to be included in her daily routine. I believe, (and Cara wholeheartedly agrees), that being an online high school student has afforded her the ability to manage her time in a way that the brick and mortar school couldn't, therefore reducing the stress of college apps.

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

Compass Charter Schools - Virtual Board Meeting - Agenda - Monday January 28, 2019 at 6:00 PM

Mrs. Mahoney: The absolute greatest joy for our family was to see our daughter become a healthy, thriving 17-year-old. She did not have a positive experience at her traditional high school. Kids can be very hurtful to each other, and social media can definitely compound this problem. With the click of a button, you are unfriended, unfollowed, unaccepted all of which can lead to one's undoing, and ultimately depression. Her experience became so bad that she did become depressed and developed an eating disorder which lead to Anorexia. She dropped to 87 pounds at 5' 6" so we knew we needed to remove her from that environment. We enrolled her in Compass Charter and she immediately became a happier, more self-confident person. It was a long road to get her to a healthy weight as well as reinstating her mental health. That was the most challenging time, but through it all, being able to work independently on her schoolwork, at home, helped in her journey to recovery. And I am proud to say, she is a healthy weight and a happier girl!

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

Mrs. Mahoney: Our older daughter decided she wanted to finish high school online in her junior year. We enrolled her in a competitor online school, as we weren't aware of Compass Charters at the time. When it was time to register Cara, a couple years had gone by and even though we had a fine experience at the other online school, I wanted to do more research to find the perfect fit. We are firm believers that the same school may not be the right one for all of your children, as children from the same family have different learning styles. After finding Compass Charters, and speaking with an administrator that we coincidentally knew from my other daughter's online school and now worked at Compass Charters we instantly knew it was the right choice, almost like a meant-to-be moment, and continue to feel that we made the best decision.

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

Mrs. Mahoney: Oh my goodness, where to start...From day one, we have talked to the most friendly, welcoming, supportive and encouraging school administrators I have literally ever spoken with. I have had 3 children come up in the school system, and I can honestly say with 100% certainty that Compass Charter School has been the best experience. You never feel like you are wasting anyone's time, or bothering them with the many questions that arise in this different learning environment. Cara's counselor, Ms. Schwartzberg, has been very accessible and responsive, whether it be email, phone or even text. She has been wonderful with helping Cara choose electives that best suits her. She has made Cara feel good about herself, which in turn, gives the scholar that confidence that is needed to be a successful student. Cara's college counselor, Ms. Olson, has also been extraordinary with aiding and guiding Cara through college choices, college applications as well as being instrumental in writing letters of recommendations. She too has been a very positive influence on Cara. One of Cara's teachers, Mrs. Ginn, was also very kind and wrote a letter of recommendation. Cara enjoys every class she has taken; her favorites being Economics and Criminology. All of her teachers are very responsive and communicative.

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

Mrs. Mahoney: Online school is not for everyone, but it is truly an amazing solution for so many circumstances and for so many families. For us it was for health reasons. It enabled our daughter to work at her own pace, while not feeling peer-pressured, or being distracted by negative influences. She was able to get the help she needed to become healthy without missing school days, because online school affords you the flexibility to work it around your schedule. Independence and self-direction, along with establishing a routine, builds confidence as well as developing time management skills. But online school is not just about working by yourself; Learning coaches and their scholars are part of a community. You have as much communication with teachers and counselors as you need. You receive progress reports. The scholars also interact with other students in discussion questions and learning labs. There are field trips and school picnics! It is the full package. A lot of people think that online school is easier than a traditional school, or that it isn't taken as seriously when it comes time to apply to colleges. This is simply not true. Online school is actually very challenging. Cara's grades have gone up and this is not without hard work and diligence. But like anything you desire in life, that is what it

takes. We are an online school family. We are proud to be a part of this community that has enriched our child's school experience and taken it to another level. When people ask us where our daughter goes to school, and we say she does online school, we are proud to say, 'It's called Compass Charter School, and it is wonderful.'

STAFF SPOTLIGHT



This month we recognize Gabriela Gonzalez, Counselor

CCS: What is your job title and what are a couple of the things you do at Compass Charter Schools? How long have you worked for this organization?

Mrs. Gonzalez: My title is counselor and I work with scholars whose last names begin with S through Z in grades 6 through 12. I work with scholars to address any personal and/or academic challenges they may face. My work with scholars covers a vast amount of items because there isn't much that wouldn't be included in what is personal or academic. I also support scholars with their post-high school planning and preparation in collaboration with other counseling team members. I've been with Compass since August of 2016.

CCS: Tell us your "why" for doing what you do here at CCS?

Mrs. Gonzalez: I love that my job allows me to engage with scholars on a more personal level. Two things bring me to my "virtual office" every day: 1) the ability to get to know scholars beyond their grades or test scores, and 2) the opportunity to impact a scholar's life on a daily basis. One of my favorite things is seeing or hearing a scholar's reaction when the spark goes off because they learned something new or feel empowered to do more.

CCS: As an educator, is there piece of advice you'd like to share with learning coaches or scholars?

Mrs. Gonzalez: Explore different avenues to support your scholar's learning. If you feel the educational setting that your child is in currently isn't working, take the leap of faith and explore other settings that may work. Regardless of the outcome of your exploration, you will have learned something new!

Mrs. Gonzalez: I have experience volunteering for various city-wide projects and homeless shelters. If I could, I would volunteer my time to help others in my local community full-time.

CCS: What do you and your family like to do during your free time?

Mrs. Gonzalez: It's hard to find a lot of free time with a 3-year old and 15-year old but when we do have some down time (especially when it's not water polo season!) we like to travel, explore, and go on adventures together locally and abroad. When relaxing at home, I like to read, craft, cook, or just watch some Netflix or Hulu.

SHARE YOUR STORY

Comments

Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.

Continue to Exceptional Scholar Services, Engagement, and Main Newsletter

EXCEPTIONAL
SCHOLAR
SERVICES

ENGAGEMENT

COMPASS
CHRONICLE



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Compass Chronicle

Online Elementary School | Winter 2019

Scholars and families,

Happy new year! A new year means a fresh start and a time to think about what we can create in the second semester for our scholars and learning coaches. Our second quarter in K-8 was a fun, exciting, and busy one! Scholars focused on Compass' ARTIC values: Achievement, Respect, Teamwork, Integrity, and Communication, and saw great success! Our K-8 teachers hosted some amazing Learning Labs and scholar participation continues to be through the roof! Keep up the great work!



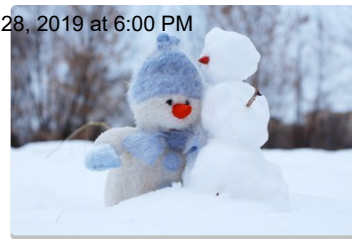
Ashley Daugherty, K-8 Coordinator
adaugherty@compasscharters.org
[@CCSMissD](#)

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- Scholar Work Samples
- Share your Story
- Counseling, Engagement, and Exceptional Scholar Services Newsletters

What's New in Online K-8?

K-5 Winter Fun Learning



Kindergarten and Grade 1:

- Scholars learned about holidays around the world and shared what holidays they celebrate and the traditions they have.
- Our K-1 scholars also learned all about Martin Luther King Jr. and why we celebrate him during Martin Luther King Day.

Grade 2 & 3:

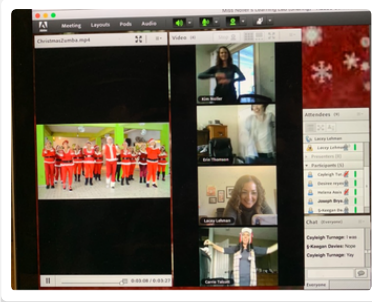
- Scholars completed a geometry project that applied knowledge and skills about the properties of quadrilaterals and designed their 2D town using different types of quadrilaterals.
- During our History learning lab, scholars got an opportunity to learn all about their community and being community helpers!
- Science scholars began a new unit on weather and started off with the water cycle. Our Math Quest learning lab began a new unit on perimeter and area and will complete a project based on this unit.

Grade 4 & 5:

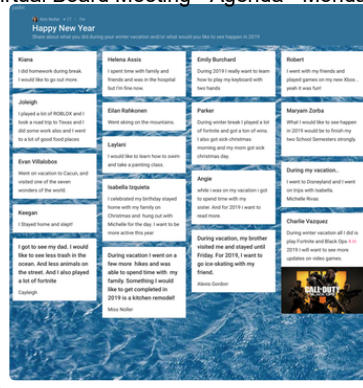
- Scholars enjoyed learning and reading all about what it means to be healthy. Scholars read closely to understand the passages and to locate evidence to support their answers to the key questions.
- In Science, they learned about the ecosystem and completed a presentation based on their ecosystem research.
- Scholars were also excited about math as they focused on word problems and created their own problems based on the information that was given to them.
- Mrs. Villegas-Chavez continued her fun and engaging reading lessons with our scholars from Kindergarten through 5th grade in her Reading Rockstar Learning Labs!
- Grades 4 & 5 are hard at work as they are learning all about decimals and creating a waterslide park and doing many calculations on their waterslide park.
- Ms. Noller, one of our middle school teachers, held a virtual workshop music lesson for our elementary scholars talking about the instruments in the orchestra!
- Scholars are also learning about environmentally friendly cars!

6-8 Winter Fun Learning

- Ms. Talcott hosted many Christmas Zumba sessions to get scholars up and excited about the holiday season. Scholars had the opportunity to join each day for a 30 minute Zumba workout. We will be pushing ahead this second half of the school year to be bigger, better, and stronger; thanks to Ms. Talcott's workouts.
- 8th graders have also just finished reading "A Call of the Wild", and are working on writing a narrative of their own. We are so excited to see their final writing projects!



Zumba during 7th grade holiday fun Friday



Scholars sharing about their holiday breaks



CCS Fresno holiday gathering



FAMILY SPOTLIGHTS

Learning coach Ann-Marie F. and her scholar, Payton F. share their experience at Compass

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

LC: We usually wake up and have breakfast (Payton likes rice cakes with peanut butter on them), and then we start school work about 30 mins later, still in our jammies.

We usually do 2-3 classes and then take a break. Then 2-3 more after lunch. Then, in the afternoon, she takes classes like gymnastics, tap, and ballet.

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

LC: I really love the quality time we spend together and I especially enjoy re-learning the history lessons with her. I'm excited that we're studying the American revolution right now because I recently took Payton to see Hamilton. I also like having more time to teach her the other things she enjoys, like cooking!

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

LC: One of the challenges we've faced has been distractions around the home. Sometimes my kids would rather play Fortnite and jump on the trampoline than so school and it's hard to get them to focus. We have come up with guidelines: trampoline can be used at "recess" and after school and

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

LC: We found Compass through the recommendation of a friend as a more flexible option for child actors. It has been the perfect for my kids as we travel a lot for their shows. Pulling them out of traditional school for auditions and work was problematic in the past.

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

LC: As new members of the Compass community, there has certainly been a learning curve. We would have liked to participate more, but I didn't realize the field trips and such fill up so quickly. We are excited to attend our first in-person event this Friday!

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

LC: I would let parents considering homeschooling know that this program offers a structured curriculum but a lot of flexibility. I would recommend homeschooling because it means spending quality time with your children and letting them learn at their own pace. CCS offers schedule flexibility without the red tape of traditional school.

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

LC: We have much more free time because the kids can complete the lessons at their own pace or in the car or wherever! As actors, my kids usually have rehearsals in the evenings or performances at night and on the weekends. When they had to wake up early and go to traditional school they were often exhausted and rundown. Now they wake up naturally, complete school on their schedule and have much more free time. We love to play games (video and board games), see live theatre, visit friends and family, mountain biking and going to Disneyland!

STAFF SPOTLIGHT



Michelle Kenbeek, Elementary Teacher

CCS: What is your job title and what are a couple of the things you do at Compass Charter Schools? How long have you worked for this organization?

Staff: I am an Online Elementary Teacher. I work closely with families monitoring progress and helping support academic goals. I also teach live interactive lessons in science and Language Arts. I have worked at Compass Charter Schools for almost five and a half years!

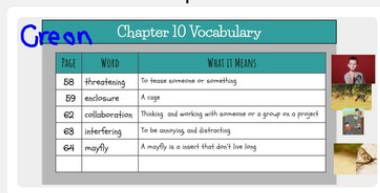
CCS: Tell us your “why” for doing what you do here at CCS?

Staff: I am inspired by my scholars and Learning Coaches' desire to be independent learners. I enjoy supporting them in creating an individualized learning plan that helps meet their academic needs. I believe in the mission and vision of our school and the impact we are making in our scholar's lives.

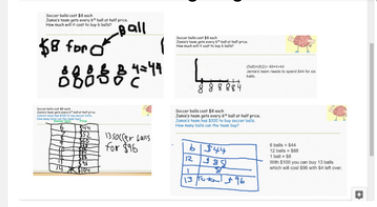
CCS: What do you and your family like to do during your free time?

Staff: I love spending time with my family, listening to country music, hiking, reading and playing with my dog Tucker.

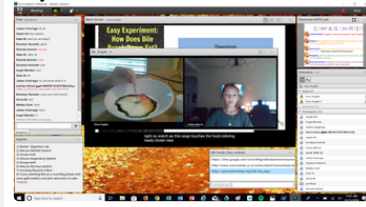
SCHOLAR WORK SAMPLES



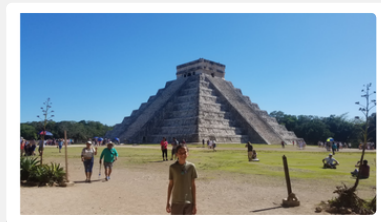
Scholars have been reading the chapter book "A Boy Called BAT" together as part of our Global Read Aloud participation this year. Creon's work sample documents our hard work on using context clues to formulate our own definitions of new words. Creon also added a visual for most words which demonstrates his understanding even more.



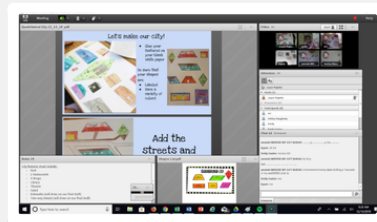
6th-grade scholars used Nearpod to find strategies, draw diagrams, and solve real-world problems. They use diagrams and images in order to represent the situation.



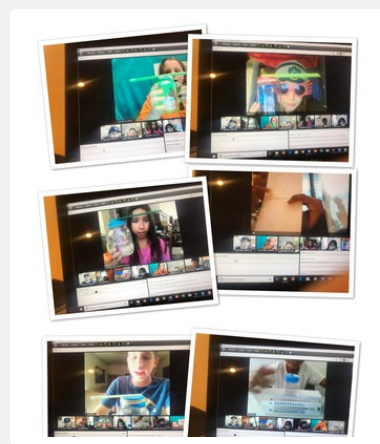
Middle School Scholars did an interactive Learning Lab with Ms. Angelo in early December where they learned all about digestion. Using a few materials you can find in your kitchen cabinet, Ms. Angelo walked scholars through a super fun science experiment!



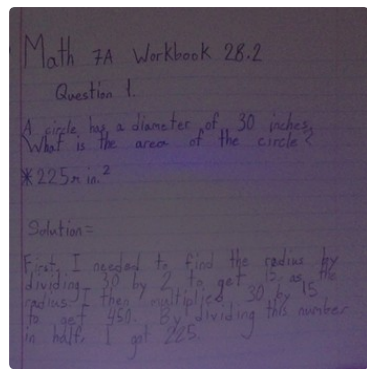
Evan Villalobos, 7th grade scholar visits Chichen Itza, the Mayan Pyramid with his family over Christmas break. Our curriculum comes to life for him as we just studied the Maya civilization in Unit 4 of Social Studies this fall.



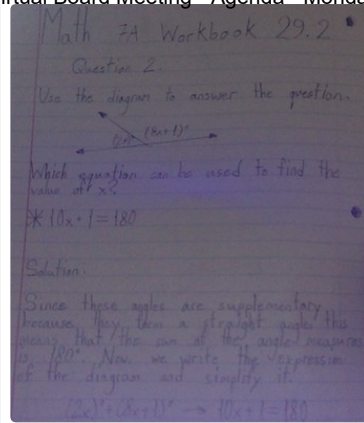
Ms. Popelar hosted a math Learning Lab in December where scholars used quadrilaterals to create a city!



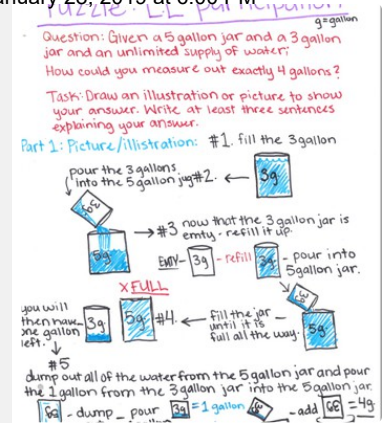
4th and 5th grade Science scholars completing their STEM challenge



A scholar calculates the area of a circle. She is given the diameter and in her explanation, you can see how she is able to find the radius and use the formula to calculate the area.



In M Zorba's and H Assis's samples for supplementary angles, you can see an image and descriptions of sets of supplementary angles. The scholars use their knowledge about the properties of angles in order to make conclusions about the value of x.



7th grade scholar, Kiana has strategized on how to solve this problem. She began with drawing a diagram to represent the situation, then she carefully explained the steps on how she found her solution.

SHARE YOUR STORY

Comments

Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.

Continue to Counseling, Engagement and Exceptional Scholar Services Newsletters

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Compass Chronicle

Engagement | Winter 2019

What a fun year it has been so far!

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

Rebecca MacAlpine, Director of Engagement

rmacalpine@compasscharters.org

[@Mrs_MacAlpine](#)



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- Scholar Stories
- Contests
- Upcoming Events
- Exceptional Scholar Services, Counseling, and Main Newsletter

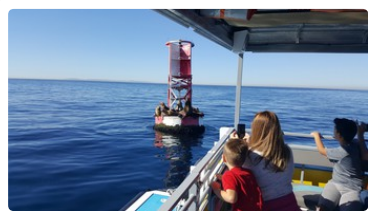
Our field trips have continued to be enjoyed by our CCS community!

- We have adventured off to a variety of places including Young Chef's Academy in Fresno, Warner Brothers Studio Tour, Drum Barracks Guided Tour, the Getty Villa, Western Science Center, Medieval Times, Nutcracker Performance, Monterey Bay Aquarium, Basilwood Farm Tour, Downing Planetarium, AVID Scholar Leadership Conference, Spelling Bee and SDG&E! Just a few of the memories made by scholars were preparing and enjoying their very own cinnamon rolls at Young Chef's Academy in Fresno



along with experiencing an educational matinee at Medieval Times as well as competing in our Spelling Bee at our Orange County Learning Center! Additionally, scholars loved getting to explore all around the Monterey Bay Aquarium and learning about energy at SDG&E!

- Our virtual scholar workshops have been at hit with our scholars during the past few months. We all enjoyed our Virtual Scholar Talent Show, “Pivot Point” session where we focused on our post-secondary goals, “Hour of Code” with our Computer Code Club and our Music Lesson with Ms. Noller!
- We hosted our first Coaches’ Corner of the school year focusing on Internet Safety! If you were not able to join us live, please [visit our YouTube channel](#) to view the recording along with all of our helpful and informative Learning Coach videos!
- Congratulations to our Talent Show Top Finalists! All of our scholars that participated in the Talent Show received exceptional scores from the judging panel! The top 3 finalists were Kate V. on the viola, Amartya P. on the piano and Joseph V.’s singing performance! Thank you to all our CCS community that performed, supported and enjoy our 2018 Virtual Scholar Talent Show! We are counting down the days until our 2019 Talent Show!



SCHOLAR STORIES

- Families that attended our Warner Brothers Studio Tour shared that their scholars enjoyed every minute of the tour, including the prop storehouse, seeing the Batman car, learning the camera tricks and seeing the Harry Potter archive. Additionally, learning coaches shared that they enjoyed watching their scholars enjoy something brand new, getting to learn about movie making, props and history from the tour guide along with seeing the sets for Gilmore Girls set and Separated but Together!

- Families that attended our Ocean Quest Private Boat Tour field trip shared their scholars enjoyed seeing the crabs on the pier, experiencing the boat ride, learning about the sea lions and meeting other scholars who are their same age! Learning coaches shared how much they also enjoyed the boat ride, seeing the sea lions up close and watching the scholars experiment make plankton and testing their creations in the water!



CONTESTS

- During December we invited scholars to participate in our *Family Traditions Contest!* Scholar's shared with us their favorite family traditions that they have during the year - whether it be a camping trip, cookie baking extravaganza or weekly family game nights!
- We are currently celebrating National School Choice Week with our 2019 Spirit Week! We are proud to be a school of choice and we are dressing up to show our pride! Scholars, learning coaches and staff are invited to our spirit days this week:
Tuesday, January 22 ~ Choose to wear your favorite college's gear
Wednesday, January 23 ~ Choose your favorite sport team gear
Thursday, January 24 ~ National School Choice Spirit Day (Wear Yellow)
Friday, January 25 ~ CCS Spirit Day (Wear Orange, Blue or CCS spirit wear)

UPCOMING EVENTS

We are looking forward to the many field trips we have in the months ahead including (but not limited to): NASA's Jet Propulsion Lab, Geo Bee, John's Incredible Pizza Tour and Pizza Making, Apple Store's Coding Lesson at the Grove, Ballis Glass Ornament Making, Knott's Berry Energy in Motion Tour, Catalina Toyon Bay for 9th to 11th graders, AVID Clippers Game, San Onofre Tour for 6th to 12th graders, USS Midway Museum, The Sawdust Factory, Subzero Ice Cream Presentation, Wonder Valley High Ropes Course, Catwalk, Zipline and Rock Wall Adventure and more!

Continue to Exceptional Scholar Services, Counseling, and Main Newsletter

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Compass Chronicle

Compass Charter Schools | Winter 2019

Scholars and Learning Coaches,

I hope you all are enjoying 2019 so far and have had a smooth transition as you get back into the groove with your classes. *Compass Chronicle* is back for the Winter and we have plenty of exciting things to share with you!

The new year is a great time for a fresh start. We're using ours for a year of *possibility* and I welcome you to take on the same challenge! What possibilities do you envision for yourself in this new year? You can use these thoughts to create goals and make those possibilities a reality!



Please feel free to take advantage of our Virtual Suggestion Boxes for [scholars](#), as well as [parents](#), where you can share your input on Compass Charter Schools and what you'd like to see in the *Compass Chronicle*. We review these monthly with our [Parent Advisory Council](#), [Scholar Leadership Council](#) and Staff Advisory Committee. Feel free to share your suggestion(s) today to help us continue to enhance the educational experience for our scholars.

I encourage you to share your thoughts and goals for your year of possibilities with your teachers and peers! Continue to keep up the great work as we finish out our first semester.

Forever Loud & Proud,

J.J. Lewis, Superintendent & CEO

jlewis@compasscharters.org

[@lewis1jj](#)

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Compass Chronicle

Exceptional Scholar Services | Winter 2019

Hello Compass Parents and Scholars!

I do hope that everyone has returned from our Winter break relaxed and geared up for more learning! In the Exceptional Scholar Services Department, we are on track with Specialized Academic Instruction (SAI) sessions and we are hard at work writing and facilitating IEP meetings as well.

Our scholars are always amazing us with the excitement they bring as they work with our dedicated providers committed to supporting them with their IEP goals.

If you are not already aware, we continue to be short a few special education teachers, but as a solution, we have contracted with Anchor and their providers have adapted to our Compass programs quickly. I have heard high praises for their providers from many of you so thank you for sharing your positive feedback.

I thank everyone for their patience as we continue to seek out dedicated Special Education teachers for our scholars. As always, if you have any concerns, please reach out to me directly.

Gabi Golan, Director of Exceptional Scholar Services

ggolan@compasscharters.org

[@golan_gabi](#)



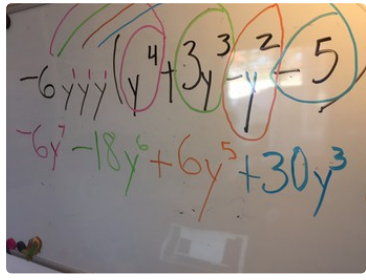
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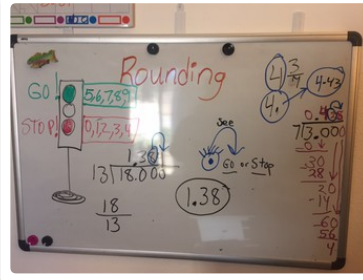
What's New in Exceptional Scholar Services?

Powered by BoardOnTrack

Every day, our teachers send me updates about your scholar's newest achievements or what we call "a- ha" moments. Whether it be a quicker path to solving a ratio, or a pneumonic reminder for a spelling rule or a math fact, we take great pride in your scholar's successes!



A whiteboard with handwritten mathematical work. At the top, a polynomial is written as $-6y^4 + 13y^3 - 5y^2$ with terms circled in different colors. Below it, the polynomial is factored as $-6y^2(-18y^2 + 6y^5 + 30y^3)$.



A whiteboard titled "Rounding" with a traffic light diagram. The "GO" light is green and labeled "5, 6, 7, 8, 9". The "STOP" light is red and labeled "0, 1, 2, 3, 4". A rule states: "See 5 or stop". A long division problem is shown: $13 \overline{) 18.000}$, resulting in 1.38 . To the right, a smaller division problem is shown: $4 \overline{) 5.48}$, resulting in 1.37 .



STAFF SPOTLIGHT



Please meet the amazing Leslie Sharma, Special Education Instructor

CCS: What is your job title and what are a couple of the things you do at Compass Charter Schools?

Leslie: My name is Leslie Sharma, I am a Special Education Instructor at Compass Charter Schools. I have the privilege of working with scholars on IEPs. I conduct weekly Specialized Academic Instruction with my scholars where we work on their individual needs.

CCS: How long have you worked for this organization?

Leslie: I have worked for Compass for two months.

CCS: Tell us your “why” for doing what you do here at CCS?

Leslie: I love helping scholars become the best they can be. I hope to be an advocate for scholars with special needs as well as a support to parents in the education of their child.

CCS: As an educator, is there a piece of advice you’d like to share with learning coaches or scholars?

Leslie: Stay positive and always ask for help! Life can sometimes be overwhelming but when we work together, anything is possible.

CCS: Share one thing about you would very few people know?

Leslie: I was in a very serious car accident when I was in my early 20s and that caused short term memory loss. I had to go to cognitive therapy for a few months to help with the memory loss. After that experience, I decided to become a Special Education Instructor. I can relate to having to learn and relearn in different ways, first hand!

CCS: What do you and your family like to do during your free time?

Leslie: We love playing board and card games! Uno is the current go-to.

SHARE YOUR STORY

Comments

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Focus on Learning



Western Association of Schools and Colleges *Self-Study Report* January 2019



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WASC Coordinator

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Focus Group B

Ashley Daugherty, Vanessa Plascencia, Debra Stephan

Focus Group C

Jason Bee, Erin Smith, Janae Smith

Focus Group D

Gaby Golan, Beth Sneyd, Kasey Wingate

Focus Group E

David Brash, Rebecca McAlpine, Kristy Smith

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Instructional Technology Coordinator
Saddleback Valley Unified School District

Member

Ms. Kelley Christenson

Teacher
Fenton STEM Academy

Member

Mr. Tom Karnes

Principal
Valley Oaks Charter School

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Preface

The Compass Charter Schools (“CCS”) staff dedicated a significant amount of time and effort to the development of our WASC Self-Study Report. Throughout the process, the focus has been on identifying our areas of strength, growth, and developing an action plan to support the continued development of our organization. We have ensured that our self-study process included input from all stakeholders. Staff had the opportunity to self-select their preferred focus group(s). Each participated and met continuously with their teams for two months to examine and analyze areas to which each of the criteria are being met. The leadership team reviewed findings, summarized progression, and correlated to our Local Control and Accountability Plans (“LCAP”). Below is our self-study milestones designed to guide all staff in the preparation for submission of our Self-Study:

Research



Develop

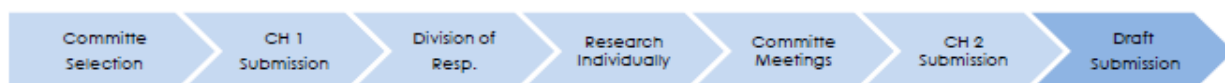


Edit



WASC Self-Study Mile Stones

Due Date (Final Draft): December 14, 2018



X	Complete by	Activity or Product
<input type="checkbox"/>	08/17/2018	Submit CH 1: Progress Report on School wide Action Plan (coordinator)
<input type="checkbox"/>	08/25/2018	Select Committee (all staff)
<input type="checkbox"/>	Week of 08/27	Meet as a committee and divide responsibilities (all staff)
<input type="checkbox"/>	September	Research individually , begin to develop answers to questions (all staff)
<input type="checkbox"/>	Mid Sep - Oct	Meet as a committee to review progress and submit completed answers (all staff)
<input type="checkbox"/>	October	Compile CH 2: Student/Community Profile (coordinator)
<input type="checkbox"/>	October	Finalize answers, seek any information still needed (all staff)
<input type="checkbox"/>	11/5/2018	Submit Committee findings to Coordinator (committee chairs)
<input type="checkbox"/>	November	Edit and compile final draft (coordinator)
<input type="checkbox"/>	12/14/2018	Submit Self-Study to CEO (coordinator)

Visit Schedule: 1/28 - 1/30

WASC Focus Groups

Organization, Leadership, and Governance		Curriculum		Instruction		Assessment and Accountability		School Culture and Support	
Focus Group A		Focus Group B		Focus Group C		Focus Group D		Focus Group E	
Staff Name	Department	Staff Name	Department	Staff Name	Department	Staff Name	Department	Staff Name	Department
Linda Eddy	Options	Gabriela Gonzalez	Counseling Services	Alyssa Ginn	Online Learning	Kim Noller	Online Learning	Alissa Beamish	Options
Ruth Chavez-Rivera	Options	Kari Watt	Online Learning	Kristen Winter	Online Learning	Erin Thomson	Online Learning	Andrea Lomeli	Online Learning
Tricia Gallagher	Options	Dario Eminent	Operations	Susan De La Pena	Options	Joyce Popelar	Online Learning	Carrie Talcott	Online Learning
Heather Hardy	Options	Sharon Rosen	Online Learning	Karen Lewers	Online Learning	Claire Harding	Options	Erica Angelo	Online Learning
Donnell Tyler	Options	Stacy Burns	Options	Katie Hooper	Online Learning	Kristin Beasley	Options	Jacob Samples	Scholar Support
Erin Whitehead	Options	Lynn Woodley	Online Learning	Kristin Valdez	Options	Mandi Schwartzberg	Scholar Support Services	Jan Marquez	Options
Shalimar Slobojan	Options	Crystal Villegas	Online Learning	Meghan Fisher	Online Learning	Wendy Sottile	Options	Jen Hobson	Online Learning
Melissa Alcaraz	Operations	Hermogenes (Alex) Vazquez	Online Learning	Becky Jans	Options	Monique Grimes	Online Learning	Karissa Hyross	Options
Danielle Del Negro	Marketing	Sharlie Walker	Options	Andrea Heinrich	Options	Amy Wormald	Options	Karla Gonzalez	Scholar Support Services
Rayna Alexander	Personalized Learning	Michelle Kenbeek	Online Learning	Jennifer Jennings	Online Learning	Anne Bachand	Options	Karle Roberts	Options
Silvia Neri	Operations	Terrasa McGuire	Online Learning	Melissa Ramon	Options	Rachel Bartlett	Options	Linda Larson	Options
Sarah Eagleton	Online Learning	Gabriela Ayala	Counseling Services	Morgan Kohler	Options	Kelli McCaulley	Options	Melissa Collier	Options
Jennifer Tatum	Online Learning	Danielle Arnheiter	Options	Arris Shabaglian	Online Learning	Mataya Olson	Scholar Support Services	Michelle Vreeman	Options
Kim Love	Online Learning	Barbara Johnston	Exceptional Scholar Services	Russ Nielsen	Online Learning	Erin Wakefield	Exceptional Scholar Services	Michelle Whitney	Online Learning
Cristina Compalas	Options	David Spink	Online Learning	Rachel McKee	Options	Irene Midler	Exceptional Scholar Services	Roxi Slakey	Online Learning
		Shannon Davis	Online Learning	Lindsey Chalco-Paz	Options			Cindy Galvez	Exceptional Scholar Services

Chapter I

Progress Report

Since the last Self-Study:

School Wide Critical Areas for Follow-up

After our 2016 visits, the recommendations for Compass Charter Schools of Fresno and Compass Charter Schools of Los Angeles were the same: improvement in student outcomes including targets/goals and a school-wide plan that covered three years plus through June of 2019.

Improvement in Student Outcomes including targets/goals

CCS has a goal of increasing academic achievement across all of our charters. Accordingly, we created a baseline for Smarter Balanced Assessment Consortium ("SBAC:") results, California Science Test ("CAST") results, internal assessments, honor roll, English Language Learner ("ELL") reclassification, graduation eligibility, and attendance rates. Our LCAP defines expected results versus actual; highlights include exceeding our graduation rates goal by 37% for Los Angeles and 43% for Fresno.

Action Plan

After reviewing our plan, it was requested that CCS make revisions to the original submission during our 2016 visit. This included connecting to the school-wide critical areas for follow-up, modifying our timeline, and including specific data to address the needs of each charter. Due to a change in leadership, CCS did not officially submit these revisions, but made immediate changes to support the identified areas of identified growth.

CCS continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement. There is much to be proud of at CCS over the past several years. We brought on additional staff in key areas to support our scholars: a Scholar Success Coordinator to provide an academic intervention program to ensure supports were available for all scholars, and a Director of Engagement to manage and promote parent and scholar engagement opportunities.

We also continue to enhance and expand our communication and outreach efforts, in and out of the classroom, as well as opportunities for scholar support, such as a partnership with a national online tutoring company. We are extremely proud of the virtual program we offer scholars and the various supports they receive along their educational journey with us.

Assessments

The implementation of a universal assessment program is a key component to our program has also seen growth. We have tried assessment programs that have been difficult to administer and challenging to aggregate. In 2016, CCS entered into a relationship with Curriculum Associates and their assessment program, i-Ready. The assessments can be given online and are easily tracked. Reports are easy to run and simple to read. The results are used by teachers and the Scholar Success Coordinator. From there, scholars are identified as being at grade level or above, or below grade level by either 1-2 years or 3-4 years. In 2018, CCS entered into a relationship with Istation and utilize their assessment program for scholars in grades TK-8. CCS also utilizes Galileo assessments, through our curriculum provider StrongMind, for scholars in grades 9-12. Our Multi-Tiered System of Supports ("MTSS") program is designed to work with those scholars that scored below grade level. The utilization of these assessment systems has been beneficial in meeting the needs of our underperforming scholars.

Counseling

Another area of growth can be found in our Counseling Services Department. At the time of our initial visit, we did not have a high school counselor. Today, our Counseling Services Department consists of a Director, four counselors, a College & Career Readiness Counselor, a Scholar Success Coordinator, and a Transcript Technician. The counselors are responsible for administering graduation checks, helping with course placement, reviewing transcripts, and assisting with college preparation, college applications, and financial aid. Counselors work closely with families and provide support and service needed to prepare scholars for college or career choices. In addition, scholars are assigned a counselor starting in 6th grade, rather than waiting until high school.

Exceptional Scholar Services

Another area of growth can be found in our Exceptional Scholar Services Department. CCS has grown the department from one staff member to six; we are currently in the process of hiring 2 additional staff members. Scholars work with Special Education Instructors, as well as with general education teachers, to better access the virtual curriculum. Daily check-ins and constant communication has become part of the culture and have set expectations for both families and staff. Our special education scholars are receiving a quality education in our virtual environment.

Chapter II

Student/Community Profile and Supporting Data and Findings

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

During the 2016-17 school year, and after much reflection, the organization decided to hit the restart button. CCS redirected its course by completely transforming its image with the help and support of all stakeholders. The goal was to spotlight the innovative, scholar-centered, and individualized approach starting with a name change. At the start of the 2017-18 year, we have been proud to serve the educational needs of scholars that reside within 17 counties throughout the great state of California. We are Compass Charter Schools of Fresno, Compass Charter Schools of Los Angeles, and Compass Charter Schools of San Diego.

CCS has continuously reflected upon and improved our educational program, opportunities for scholar and family engagement, and scholar/teacher interactions. We have refined best practices and contributed to the evolution of virtual learning through our participation in organizations such as the Association of Personalized Learning Schools & Services, California Charter Schools Association, Digital Learning Collaborative, International Association for K-12 Online Learning (iNACOL), Michigan Virtual Learning Research Institute, and Military Child Education Coalition.

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

CCS is an adaptive organization. We are ever evolving to better meet the needs of scholars and staff alike. As our organization has undergone leadership changes, we stayed true to our goal of serving scholars. In 2014, the founder and CEO left the organization, allowing a new direction to be taken. From 2014-2015, CCS focused on “shrinking to grow.” During this time, we closed our site based schools and focused on the independent study program. At the beginning of the 2015-2016 year, the then CEO left to pursue an opportunity that couldn’t be passed up. At that time, our board president stepped in as Interim CEO, and after a nationwide search, was offered the position of CEO. During the 2016-17 school year, we underwent a rebrand. This involved the creation of a new mission, vision, and values, as well as a new name, Compass Charter Schools, and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider.

With each change came additional innovative thinking and scholar centered focus. Under this new leadership, CCS has come together and created a new mission and vision, one that is reflective of its current staff and families. Because they were created by the entire staff, with input from scholars and parents, there is buy-in and pride surrounding our mission, vision, and core values. Our new guiding principles are:

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

Community Profile

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

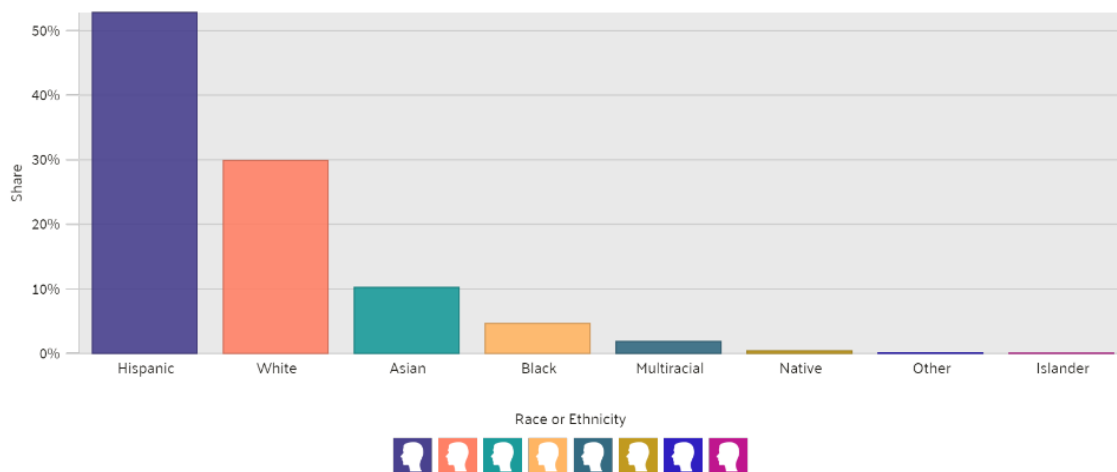
While CCS sees itself as its own community, we do still belong to the communities in which our schools service. The following is a snapshot of each of those counties and cities.

Fresno

Fresno County is in the central part of California bordering eight contiguous counties. It has a population of about 989,00 people, and is home to California State University-Fresno that had over 4,000 graduates in 2015 (United States Census Bureau, 2015). Of this population, 19.4% have school age children. There are 10 independent study charter schools operating within Fresno County. Fresno has a median household income at \$45,963 with about 61% of a civilian labor force. The demographics of Fresno are:

Race & Ethnicity in Fresno County, Ca

The closest comparable data for the county of Fresno County, CA is from the state of California.



Dataset: ACS 1-year Estimate
Source: Census Bureau

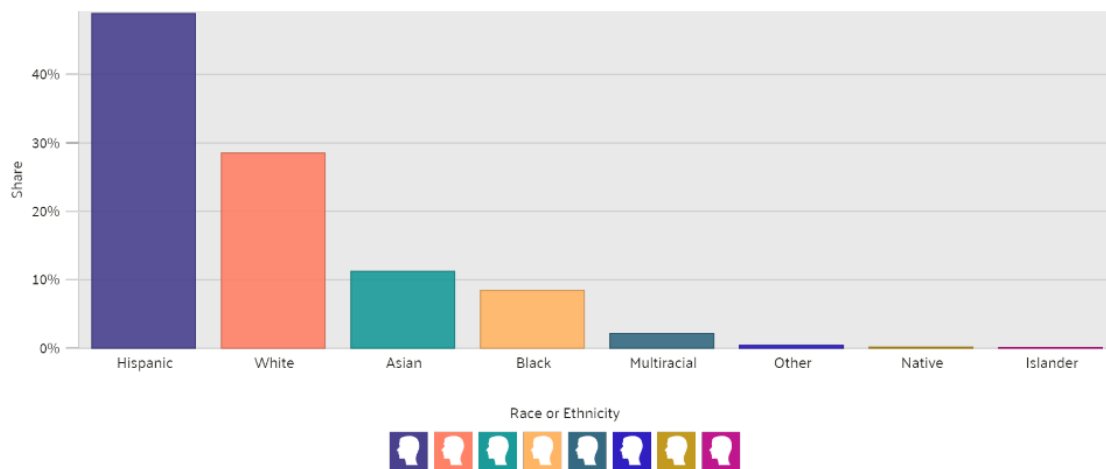
DATAUSA:

Los Angeles

Los Angeles County is located in southern California and is home to the second most densely populated city of Los Angeles (after New York). It is widely recognized as the home to a diverse ethnic, racial, and economic community. Home to over 10,000,000 people, Los Angeles has a significant amount of public schooling options including 29 independent study charters. The demographics of LA are:

Race & Ethnicity in Los Angeles, Ca

The closest comparable data for the census place of Los Angeles, CA is from the state of California.



Dataset: ACS 1-year Estimate
Source: Census Bureau

DATAUSA:

WASC Accreditation History

In the fall of 2015, CCS had its Initial Visit. The visit took place at our Central Office, and was for AAS Fresno (now known as Compass Charter Schools of Fresno) and AAS Los Angeles 9-12 (now known as Compass Charter Schools of Los Angeles). In January 2016, the WASC Board of Directors approved our applications for both schools and gave us an initial three-year accreditation. In January 2017, we had a renewal visit for Compass Charter Schools of San Diego, which where we received six-year accreditation status by WASC.

School Program Data

Compass Charter Schools is a growing and innovative network of California public charter schools, serving scholars from Transitional Kindergarten through 12th grade. CCS attracts scholars seeking an alternative educational program where parents have the responsibility of being the "Learning Coach" and play an important role of partnering with CCS teachers to educate their children at home. Enrollment in CCS is contingent on parent and scholar signing a Master Agreement in acknowledgement of the responsibilities of both the scholar and the Learning Coach.

CCS offers two educational program options for families: online and traditional home study (Options). We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with Common Core standards.

While some of the components of our program is offered offline, such as coursework in grades TK-5 and our homeschool option, most of our curriculum is delivered through an online LMS. CCS utilizes an interactive, scholar-centered, e-learning curriculum that builds on prior knowledge and cultivates higher-order thinking skills using instructional methods such as examples, practice, and feedback to promote learning. This rigorous education provides a wide variety of regardless of ability level, and strives to ready scholars for the next grade level.

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

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

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

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

Scholars in grades Kindergarten through 5th grade in our online program receive online delivery of our curriculum along with a physical box of materials which includes textbooks, hands-on materials, and assignments to complete. The combination of hands-on materials, online instruction, parent guidance and an online credentialed teacher provides a complete educational experience for elementary scholars.

For those scholars using our home study option of independent study, scholars and Learning Coaches check-in with their Educational Facilitators (EF) on a consistent basis. Each day there is the expectation that work will be completed and that meetings with EFs will be kept.

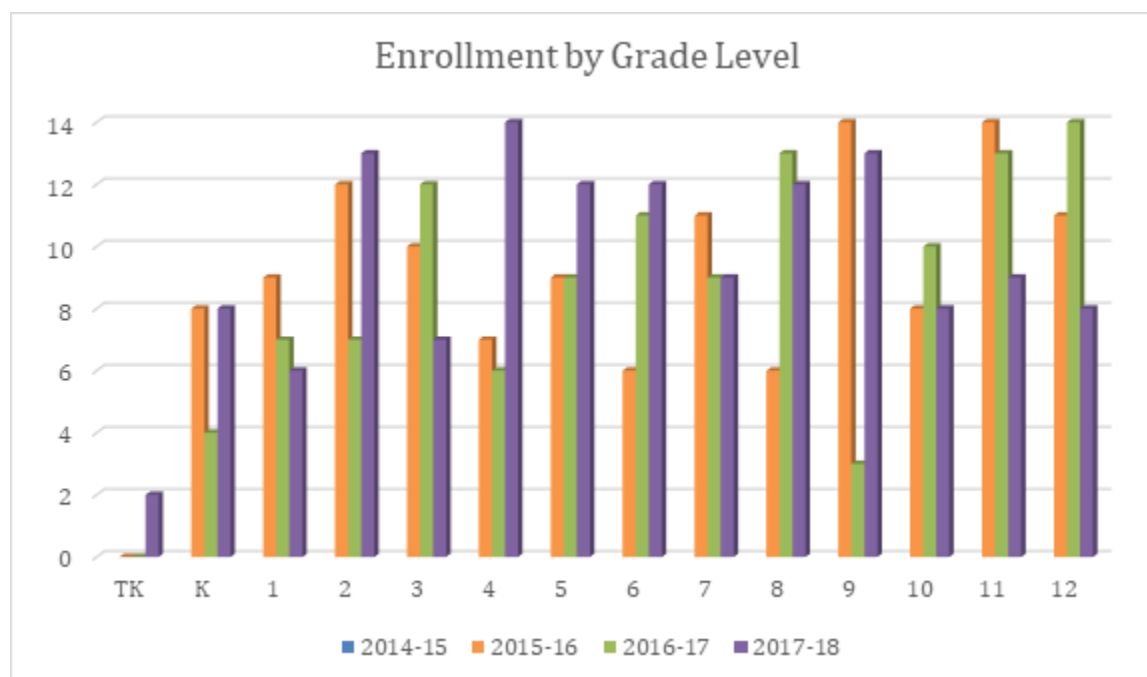
Demographic Data

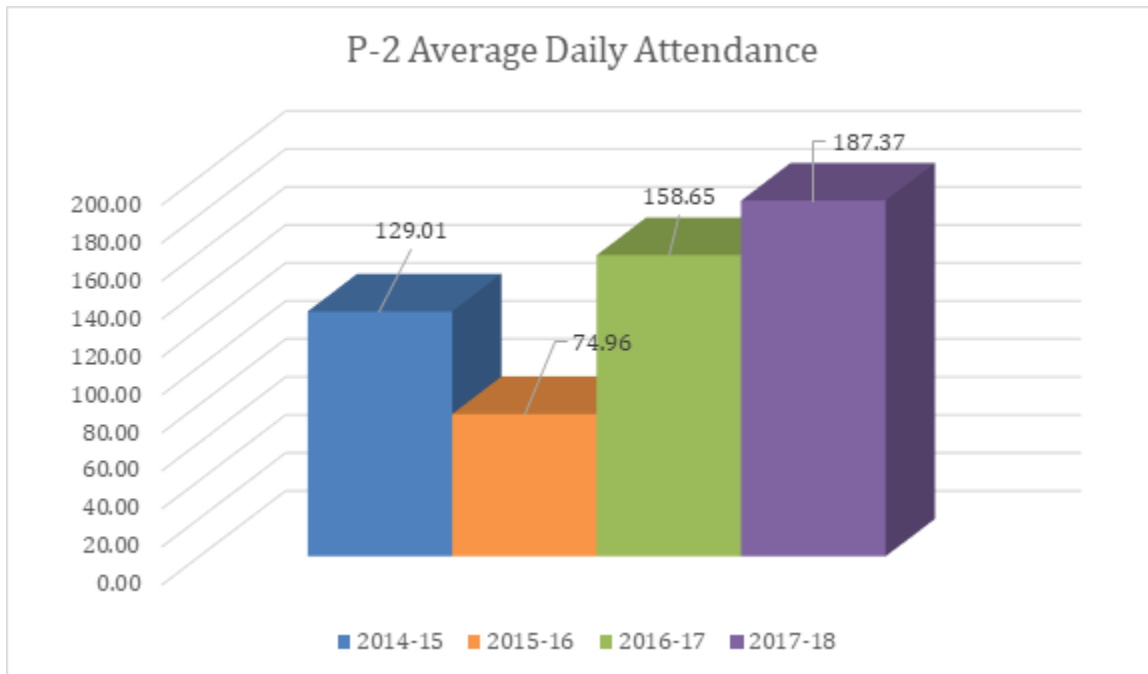
Enrollment

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

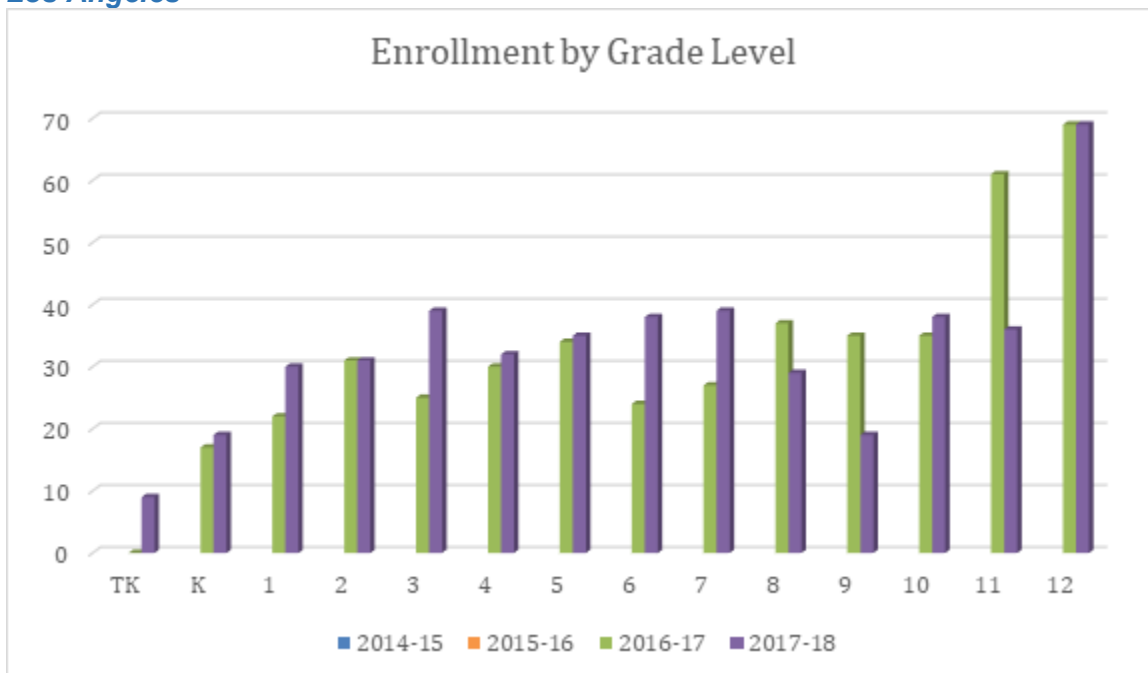
- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family Schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

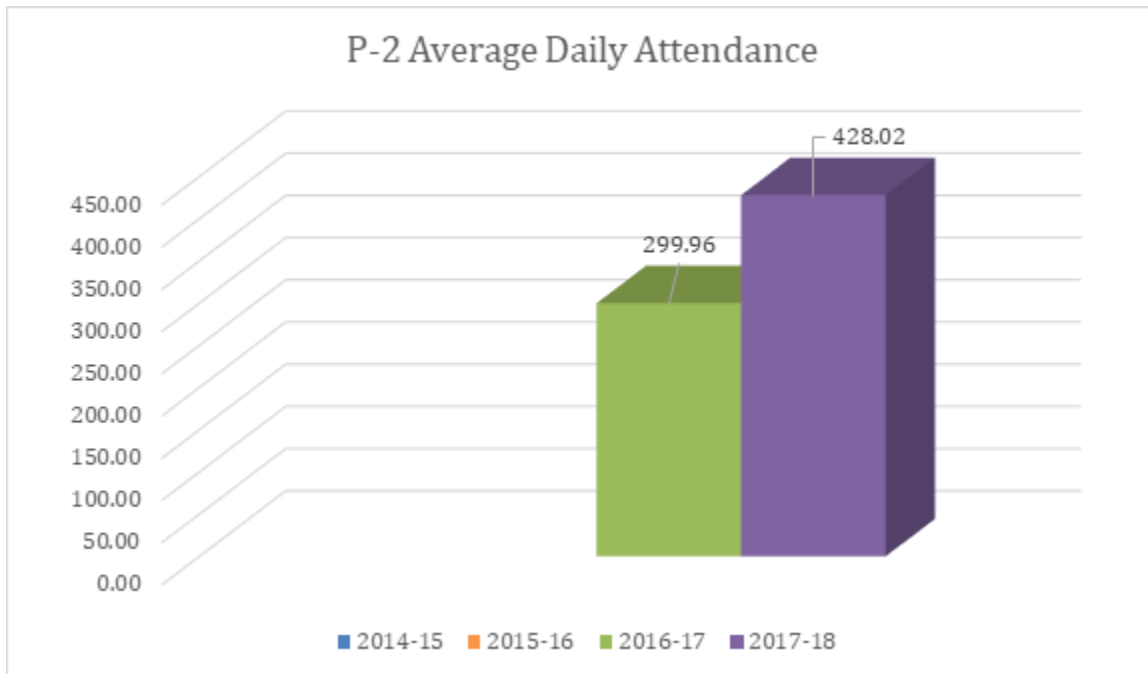
Over the years, CCS enrollment has fluctuated due to various circumstances. Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment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





Los Angeles

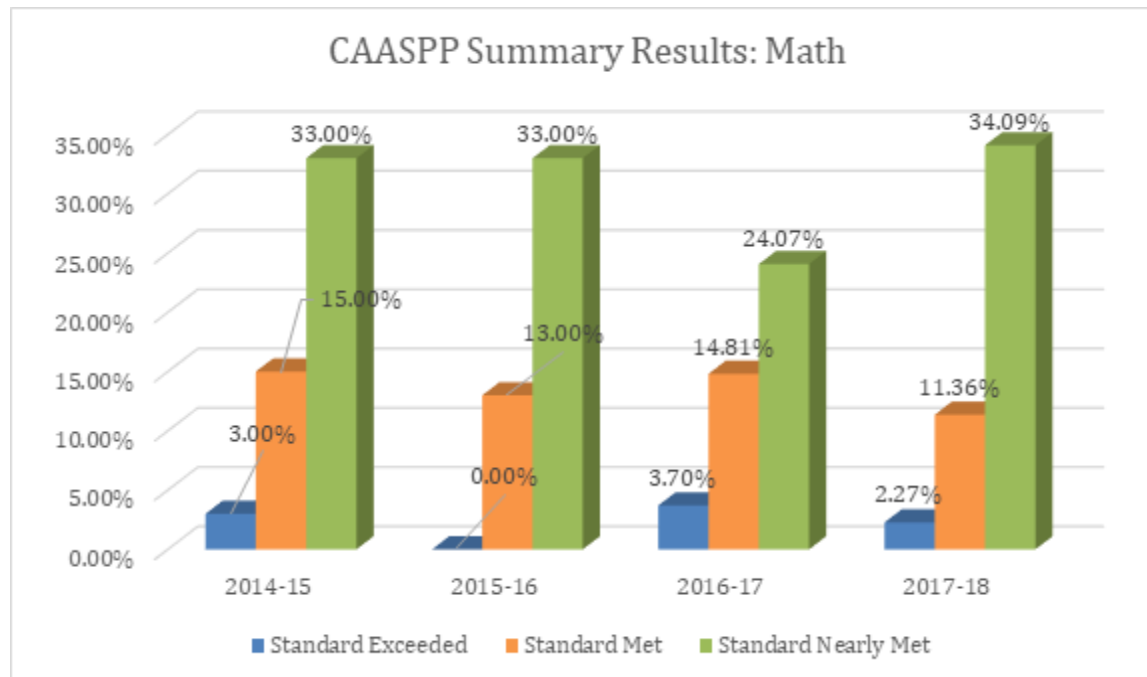
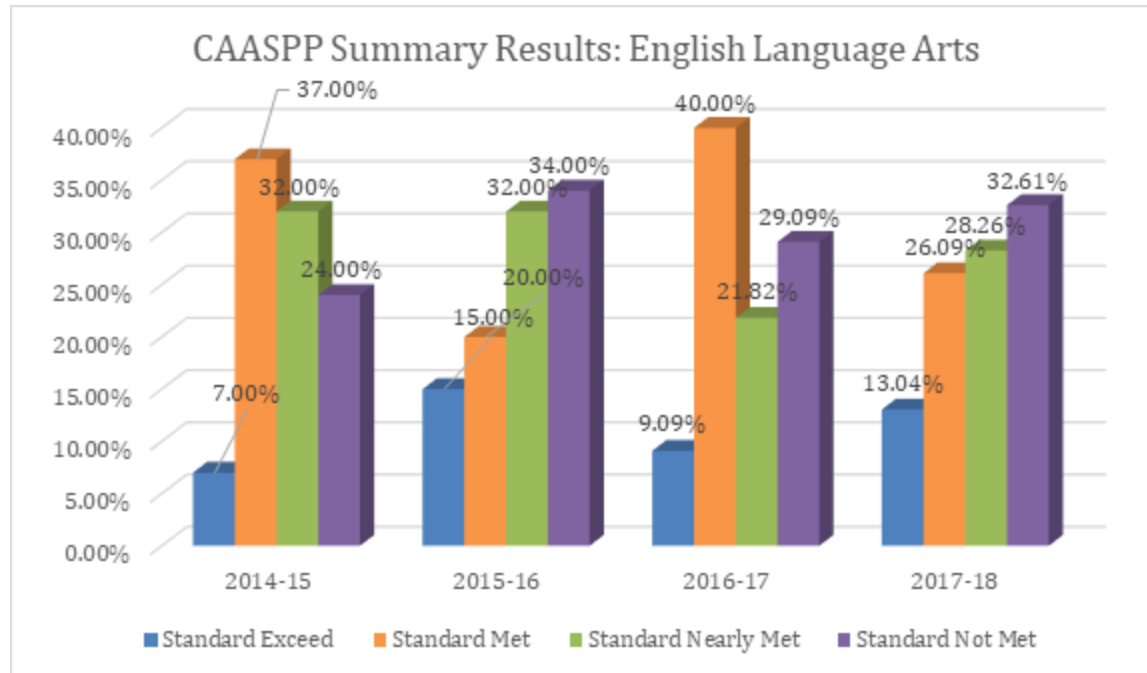




Scholar Performance

Analyzing data is important and allows us to make decisions that can benefit our scholars. Utilizing resources provided by the state and state sponsored organizations help in the collecting and reading of results. The value in this data is that it helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decision that benefit our educational program, as well as our scholars. Data, if not utilized, is useless. Below is a comparison of the CAASPP summary results for each school year in operation. We have also included data for our authorizer, Orange Center School District and a similar school to Compass.

Fresno



California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-17: Percentage of Scholars Meeting or Exceeding Standards

The charts below show the CAASPP results for Compass Charter Schools of Fresno, along with the results of our authorizer, Orange Center School District and a similar school to Compass, CAVA-Fresno. The charts also show county-wide data for Fresno County, along with the adjacent counties of Fresno. As Compass is a nonclassroom-based independent study charter school, scholars must reside in, and therefore would otherwise have been required to attend school in, one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

Compass Charter Schools of Fresno:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>Schoolwide</i>	<i>ELA</i>	44%	35%	49.09%
	<i>Math</i>	18%	13%	18.51%
<i>Economically Disadvantaged</i>	<i>ELA</i>	NA%	NA	42.85%
	<i>Math</i>	NA%	NA	8.57%

District and District schools with similar demographics:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>Orange Center School District</i>	<i>ELA</i>	13%	20%	30%
	<i>Math</i>	8%	13%	21.28%
<i>CAVA- Fresno</i>	<i>ELA</i>	34%	36%	20.8%
	<i>Math</i>	24%	21%	18.29%

Schools scholars would otherwise be required to attend:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>Fresno County</i>	<i>ELA</i>	37%	42%	44.21%
	<i>Math</i>	26%	30%	32.54%

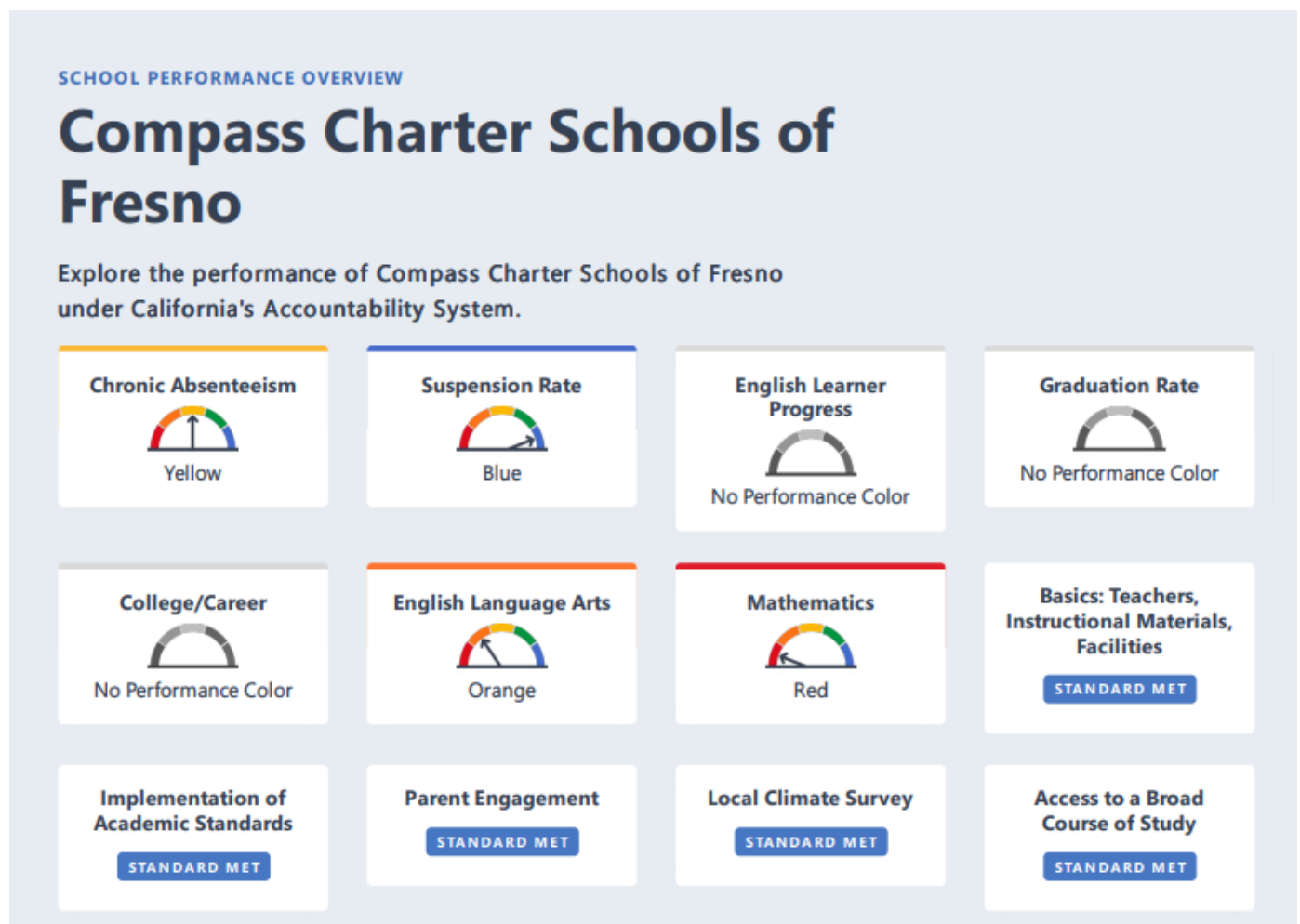
<i>Inyo County</i>	<i>ELA</i>	30%	38%	36.84%
	<i>Math</i>	24%	33%	33.83%
<i>Kings County</i>	<i>ELA</i>	37%	42%	42.38%
	<i>Math</i>	24%	28%	29.18%
<i>Madera County</i>	<i>ELA</i>	30%	33%	35.73%
	<i>Math</i>	19%	21%	33.69%
<i>Merced County</i>	<i>ELA</i>	32%	38%	37.87%
	<i>Math</i>	19%	23%	24.13%
<i>Mono County</i>	<i>ELA</i>	46%	50%	43.32%
	<i>Math</i>	38%	36%	30.59%
<i>Monterey County</i>	<i>ELA</i>	32%	36%	36.42%
	<i>Math</i>	20%	24%	24.69%
<i>San Benito County</i>	<i>ELA</i>	38%	46%	51.5%
	<i>Math</i>	25%	24%	36.48%
<i>Tulare County</i>	<i>ELA</i>	32%	38%	37.69%
	<i>Math</i>	21%	25%	25.77%

From the California Dashboard website: The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard provides information that schools can use to improve.

Local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Performance levels are calculated based on how current performance (Status) compares to past performance (Change). This provides a more complete picture of performance than a point-in-time snapshot.

More details on calculating performance for state indicators are available at the California School Dashboard Web page.



DISTRICT PERFORMANCE OVERVIEW

Orange Center

Explore the performance of Orange Center under California's Accountability System.

Chronic Absenteeism



Yellow

Suspension Rate



Red

English Learner Progress



No Performance Color

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

California Virtual Academy at Fresno

Explore the performance of California Virtual Academy at Fresno under California's Accountability System.

Chronic Absenteeism



Red

Suspension Rate



Blue

English Learner Progress



No Performance Color

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Yellow

Mathematics



Red

Basics: Teachers, Instructional Materials, Facilities

STANDARD NOT MET

Implementation of Academic Standards

STANDARD NOT MET

Parent Engagement

STANDARD NOT MET

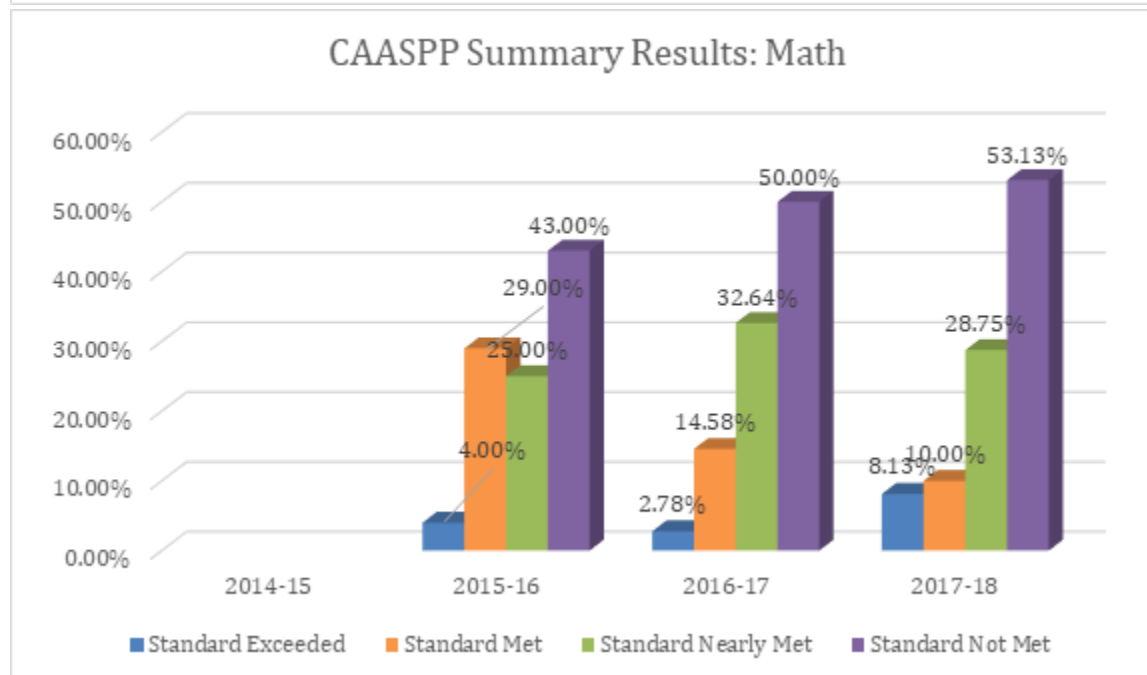
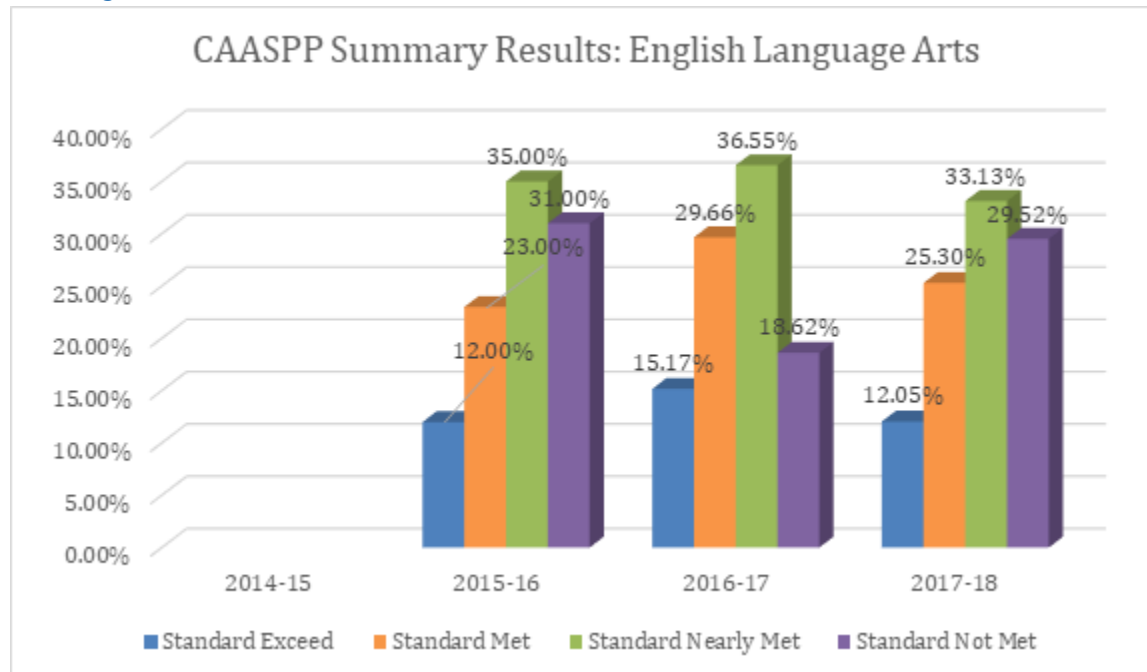
Local Climate Survey

STANDARD NOT MET

Access to a Broad Course of Study

STANDARD NOT MET

Los Angeles



California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-17: Percentage of Scholars Meeting or Exceeding Standards

Per Education Code Section 47607(b)(4), the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The charts below show the CAASPP results for Compass Charter Schools of Los Angeles, along with the results of our authorizer, Acton-Agua Dulce Unified School District and a similar school to Compass, Valiant. The charts also show county-wide data for Los Angeles County, along with the adjacent counties of Los Angeles. As Compass is a nonclassroom-based independent study charter school, scholars must reside in, and therefore would otherwise have been required to attend school in, one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

Compass Charter Schools of Los Angeles:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>School wide</i>	<i>ELA</i>	50%	35%	44.9%
	<i>Math</i>	36%	33%	17.4%
<i>Black or African American</i>	<i>ELA</i>	NA	NA	27.78%
	<i>Math</i>	NA	NA	14.29%
<i>Hispanic or Latino</i>	<i>ELA</i>	41%	NA	48.22%
	<i>Math</i>	17%	NA	13.04%
<i>White</i>	<i>ELA</i>	52%	NA	53.33%
	<i>Math</i>	40%	NA	25%
<i>Economically Disadvantaged</i>	<i>ELA</i>	37%	NA	32%
	<i>Math</i>	30	NA	28.57%

District and district schools with similar demographics:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>Acton Agua Dulce District</i>	<i>ELA</i>	43%	48%	51.2%
	<i>Math</i>	29%	33%	21.9%
<i>Valiant Academy of Los Angeles</i>	<i>ELA</i>	91%	<i>Redacted</i>	20.8%
	<i>Math</i>	47%	<i>Redacted</i>	10.7%

Schools scholars would otherwise be required to attend:

<i>Demographic</i>	<i>Assessment</i>	2015	2016	2017
<i>Los Angeles County</i>	<i>ELA</i>	42%	46%	47.20%
	<i>Math</i>	31%	35%	35.89%
<i>Kern County</i>	<i>ELA</i>	33%	38%	40.22%
	<i>Math</i>	23%	25%	26.64%
<i>San Bernardino County</i>	<i>ELA</i>	37%	41%	41.97%
	<i>Math</i>	25%	28%	28.55%
<i>Ventura County</i>	<i>ELA</i>	44%	48%	47.47%
	<i>Math</i>	34%	36%	36.29%

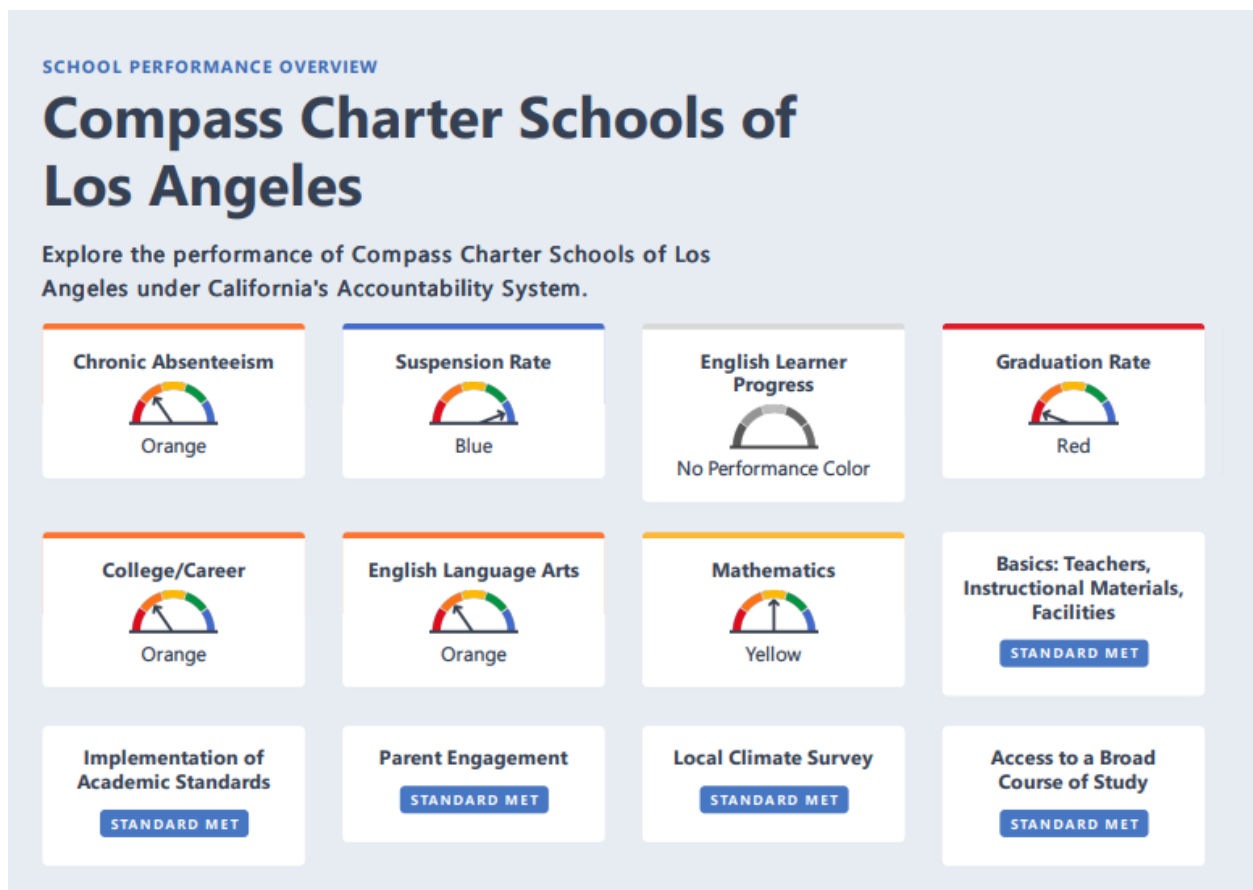
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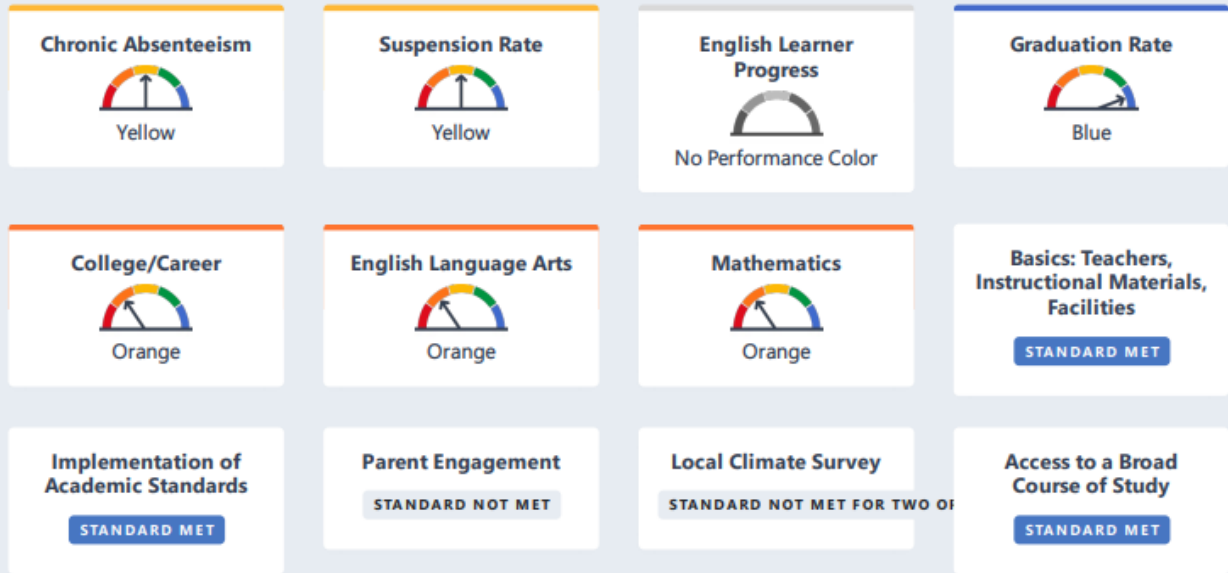
More details on calculating performance for state indicators are available at the California School Dashboard Web page.



DISTRICT PERFORMANCE OVERVIEW

Acton-Agua Dulce Unified

Explore the performance of Acton-Agua Dulce Unified under California's Accountability System.



SCHOOL PERFORMANCE OVERVIEW

California Virtual Academy @ Los Angeles

Explore the performance of California Virtual Academy @ Los Angeles under California's Accountability System.

Chronic Absenteeism



Red

Suspension Rate



Blue

English Learner Progress



No Performance Color

Graduation Rate



Red

College/Career



Yellow

English Language Arts



Orange

Mathematics



Red

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

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Access to a Broad Course of Study

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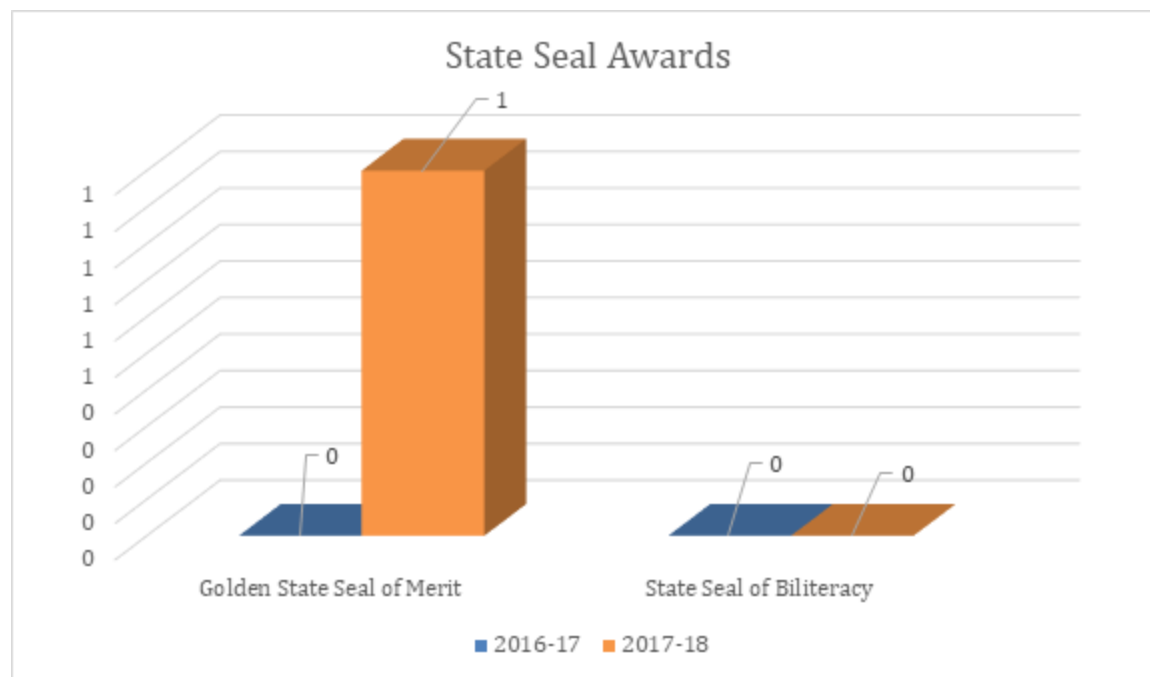
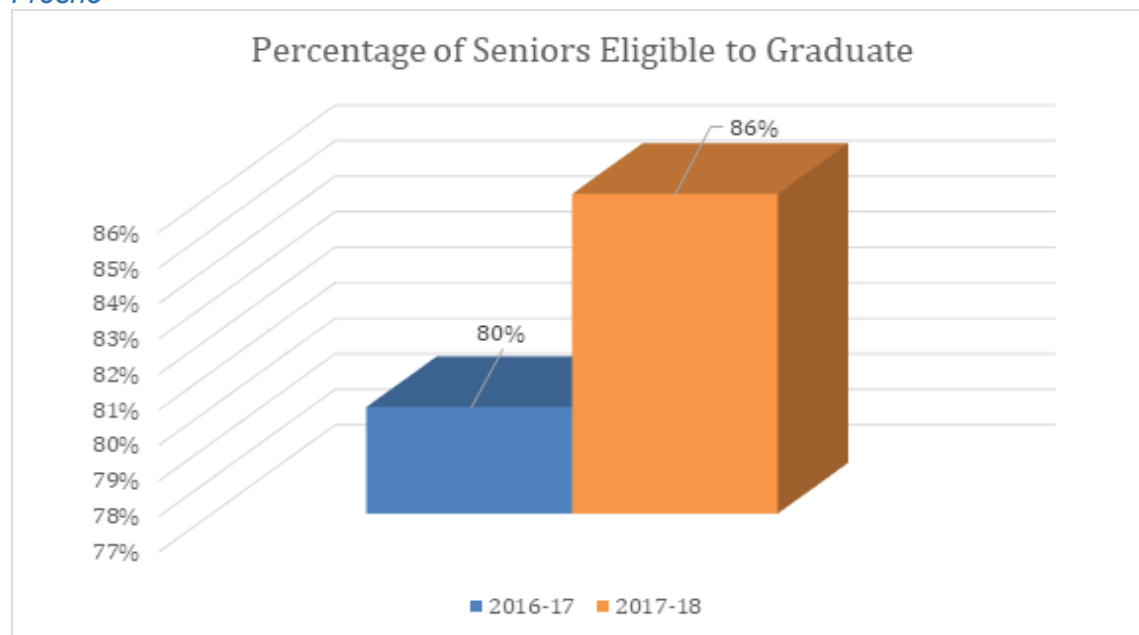
CCS has high expectations for all scholars, staff, and the entire school community, with a mission to develop and inspire innovative, creative, self-directed learners, one scholar at a time. Through these high expectations of the entire school community, CCS is preparing scholars to take responsibility for their future success. Accordingly, our counseling staff gathers and analyzes information on our scholars' progress, using internal tracking as part of our data-driven culture. Through our system of accountability and knowledge, scholars have been successful in taking and passing courses needed for UC/CSU acceptance. These charts display the percentages of scholars who have completed the courses with a "C" or better as required by UC/CSU schools for acceptance in addition to cohort data. The graduation rate for this cohort has been increasing for the state, county, and for Compass Charter Schools. Our scores are much lower than the state's and county's, however we have made great progress over the past 4 years.

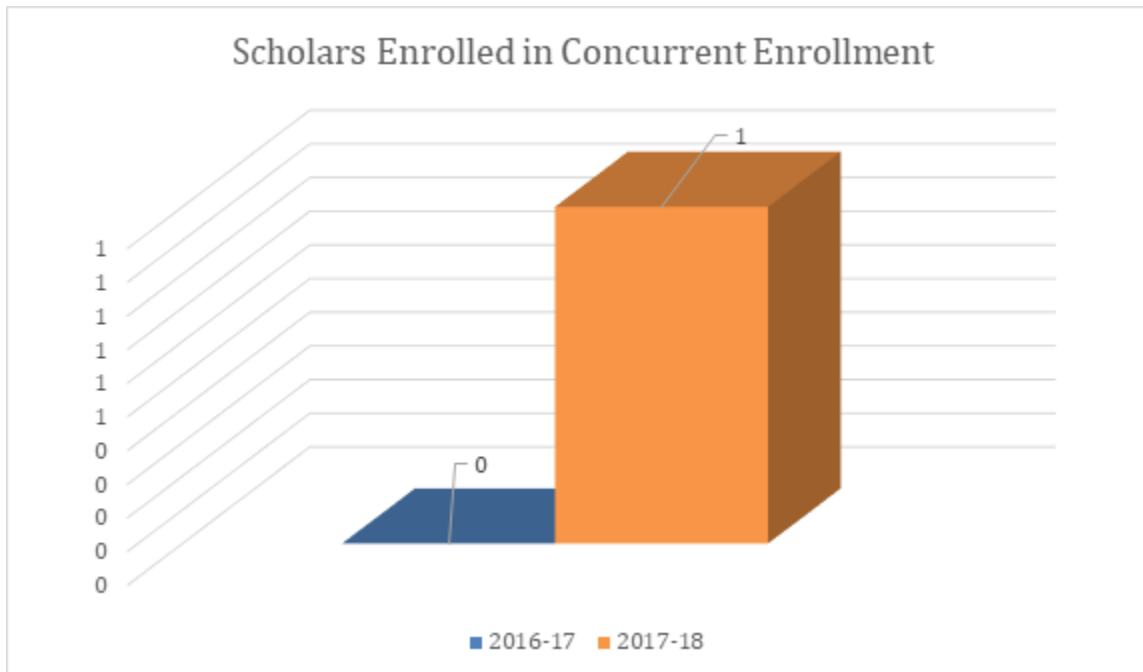
CCS has also made great progress in our graduation rates. We expect to see this growing trend increase as our counseling program continues to work with individual scholars in planning course schedules starting in 9th grade, and starting to work with scholars in 6th grade.

We attribute the growth to date to the assignment of every high school scholar to a counselor. Together the scholar and counselor collaborate with planning courses starting in 9th grade. Scholars and counselors meet to map out classes needed in each year of high school. Graduation rates increased to over two years and dropout rates fluctuated over the same period of time, first dropping, then rising again. Overall, the dropout rate still ended up over 5% less than the starting rate. Graduation rates are important and are

embedded in our LCAP plan. While graduation happens in twelfth grade, preparation must start in 6th grade.

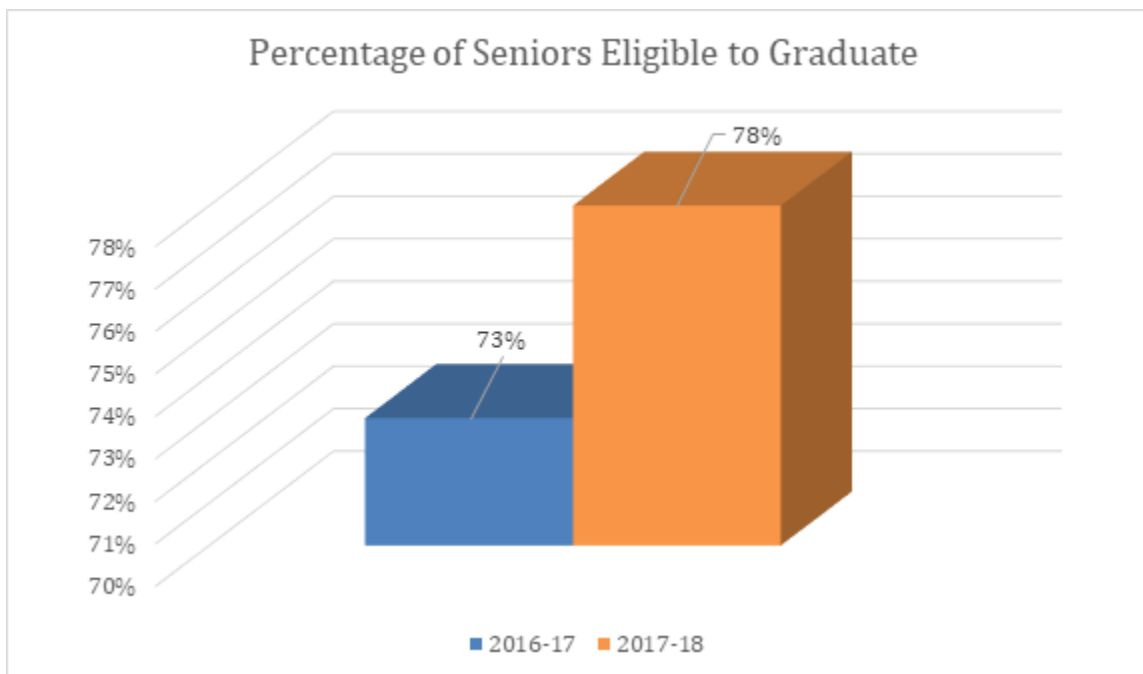
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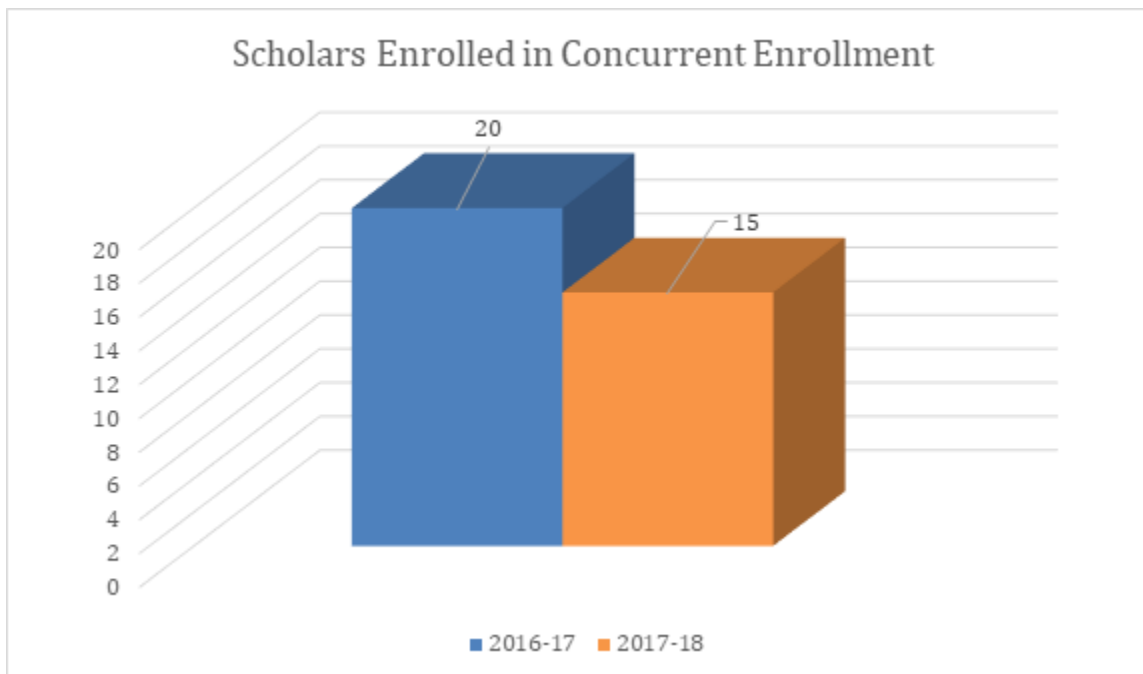
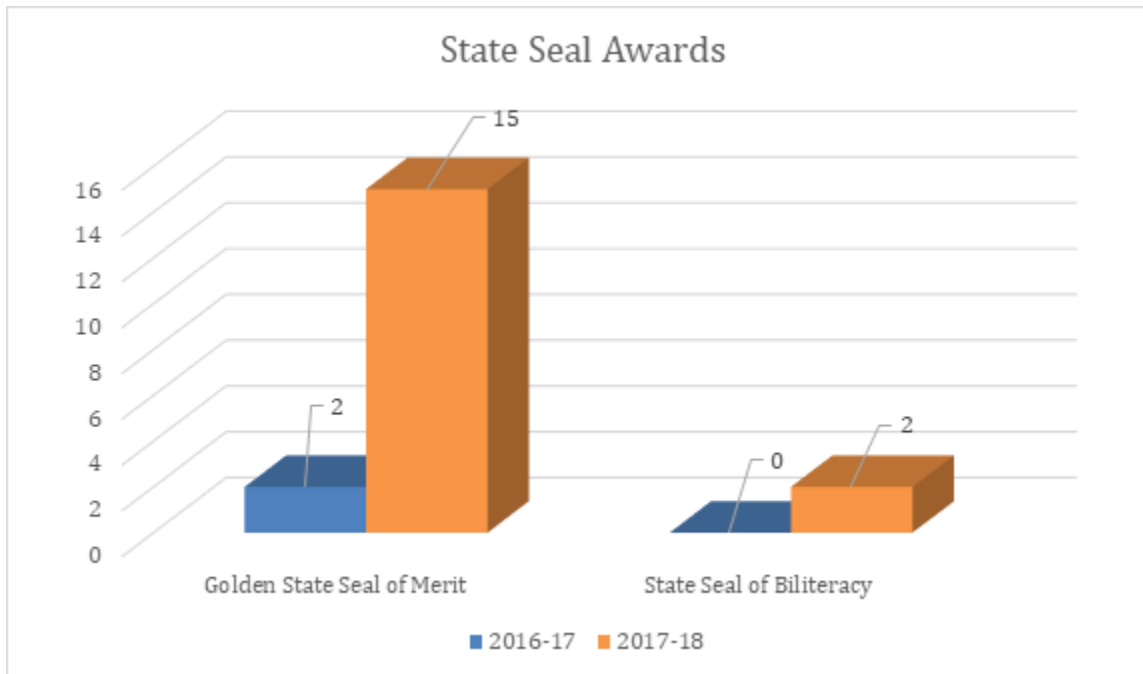




Compass Charter Schools of Fresno has demonstrated significant growth including a 6% increase in the percent of seniors eligible to graduate, an eligible recipient of the Golden State Seal of Merit, and a participant in concurrent enrollment.

Los Angeles





Compass Charter Schools of Los Angeles has demonstrated a consistent level of growth including a 5% increase in the percent of seniors eligible to graduate, 13 Golden State Seal of Merit recipients (+13 from 16/17), and 2 state seal of Biliteracy recipients. CCS declined in our number of scholars enrolled in concurrent enrollment this past school year. We contribute this fluctuation due to our lower enrollment number.

To continue fostering early academic planning we have increased the tools and resources available to our scholars.

To help our scholars graduate, we:

- Provide qualified academic content teachers.
- Assign every scholar in grades 6-12 a supervising teacher who has the important role of making sure that they are turning in work consistently, and progressing at a rate that will allow them to graduate.
- All 6-12th grade scholars are assigned a counselor who will assist in course placement, meeting graduation requirements, and exploring college options.
- Have implemented a graduation tracking program that allows scholars and learning coaches to stay knowledgeable regarding the scholar's path to graduation.
- Understand that while graduation happens in twelfth grade, preparation must start in 6th grade.

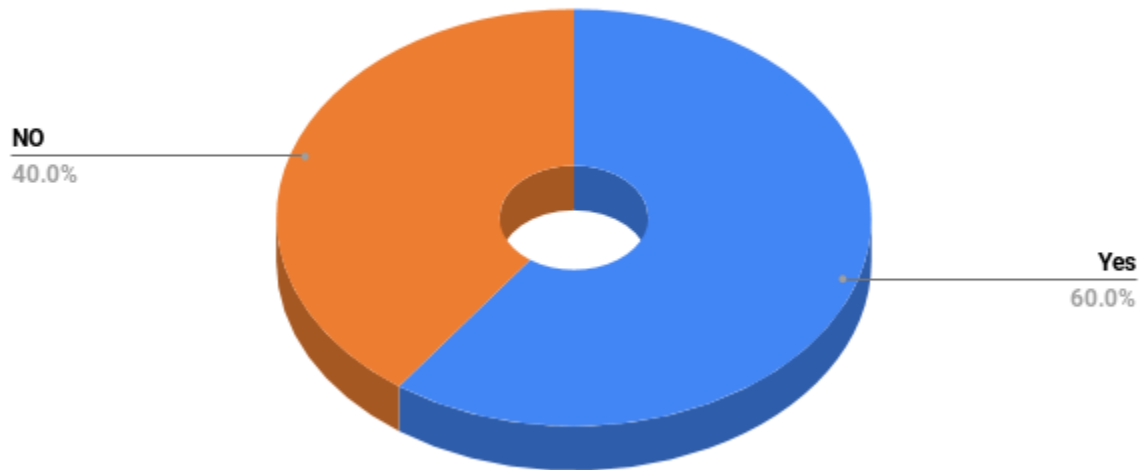
It is vital to consider that many of our scholars come to us credit deficient and discouraged with their educational experiences. CCS encourages and supports our scholars to complete their degree, even when outside pressures such as work and family obligations put their education in jeopardy. CCS has seen our dropout rate fluctuate, ending lower than when the school started. CCS has also seen the cohort graduation rate rise steadily.

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

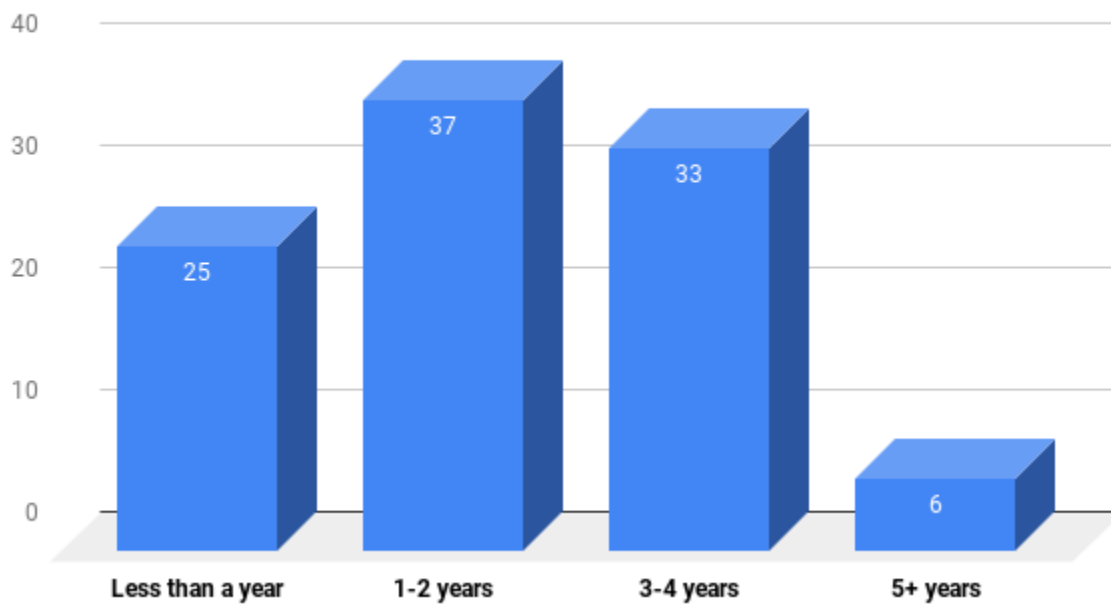
Faculty/Staff Information

Most of our staff has been with us between two to five years. The number of new employees is a reflection on our growth, rather than employee turnover. Our Central Office is home to 11 employees, while the rest work virtually. More than half of our staff holds teaching credentials as shown below:

of CCS Staff with Teaching Credentials

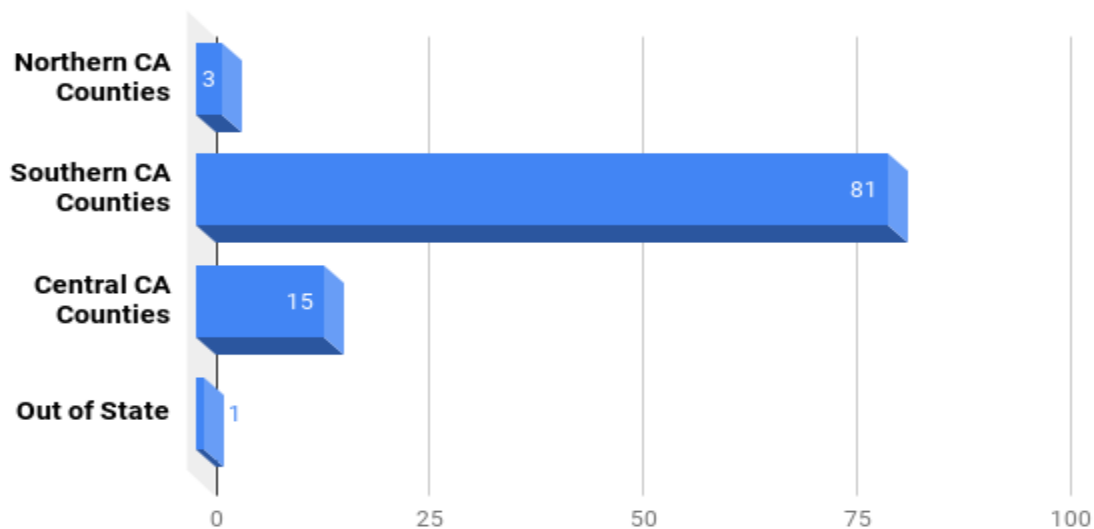


CCS Employee Tenure Summary



We have built a strong community amongst our staff, and are proud of our diversity of experiences and backgrounds. As a virtual school, we are able to utilize our staff across the state. This ability allows us meet the needs of our scholars, regardless of location.

Areas of CCS Staff



Chapter III

Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready and aligned with district goals for students.

Findings	Evidence
Our Mission and Vision statements reflect our LCAP goals for scholar engagement with our desire to “inspire and develop innovative, creative, self-directed learners.” Our goal to increase academic achievement can be seen in our Vision statement: “nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.” Increasing parent involvement is reflected in our vision “to create a collaborative virtual learning community.” Our Mission and Vision Statements do not reflect the use of an assessment system. This point is closely matched to the measurable scholar outcomes that are lacking based on the iNACOL standards, however assessment data and graduation rates are reflected in our LCAP goals. In addition to CCS establishing a clear, coherent vision and mission (purpose) of what scholars should know and demonstrate, each division and department created their own mission and vision based on the school's LCAP goals.	Retreat Notes Mission-Vision Statements LCAP Goals Division and Department Mission/Vision Planning Sessions iNACOL Standards
CCS engages parents through the use of ParentSquare and the guidance of the Director of Engagement. Surveys, field trips, Coaches Corner, Options Roundtables, Coffee with Compass, and Virtual Open Houses are implemented throughout the school year to engage parents and increase parental and scholar interaction, with the goal of an involved community of CCS parents. In addition, the Parent Advisory Council (PAC) and the Scholar Leadership Council (SLC) also serve to engage parents, gather feedback, and increase communication with parents and learning coaches.	Surveys Parent Advisory Committee Scholar Leadership Council Agendas and Meetings
CCS surveys the Board of Directors to receive information, guidance, and directions. These Board surveys, along with discussion at Board meetings, gives CCS leaders feedback about CCS. CCS has a Staff Advisory Committee to oversee the suggestions and feedback received from staff through the Virtual Suggestion Box. This committee is advisory in nature to suggest positive solutions to staff suggestions.	Surveys Virtual Suggestion Box

The measurable scholar outcomes are evident in our School wide Learning Outcomes (SLO), which discuss curriculum that meets Common Core standards and combining that curriculum with innovative practices to meet the needs of our diverse scholars.	Charter Petitions
While college and career are not specifically mentioned in either the Mission or Vision Statements, other phrasing meets that belief. "Self- directed learners," "a curiosity for life-long learning," and "responsibility for their future success" are all phrases within the Mission and Vision Statements. These statements along with the modifier, "one scholar at a time," displays the commitment CCS has to each and every scholar's future success in college or career. Our SLOs mention our college-preparatory curriculum and that CCS strives to prepare our scholars for college and career. A Graduate Survey is implemented to track scholars' future plans for 2-year college, 4-year college, military, or career. This is completed through a Google survey link sent to each graduate at the end of the school year.	Graduate Survey (in 2018-19 Planning Survey Results) High School Scholar Handbook

Development/Refinement of Vision, Mission, School wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

Findings	Evidence
Parents are surveyed at the end of every school year, and those responses are used to help outline our Core Values. In addition to this collaboration, the Board is also surveyed yearly. Their opinions and feedback from the survey were taken into consideration when the Mission and Vision Statements were reviewed.	Survey Board Minutes
CCS continues to look into ways to effectively and efficiently connect and communicate with all stakeholders to ensure they continue to be represented.	ParentSquare Website Compass Chronicle - Quarterly E-newsletter

Understanding of Vision, Mission, School wide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school wide learner outcomes, and the district LCAP.

Findings	Evidence
The Scholar/Parent Handbook includes the Mission and Vision Statements, as well as our Core Values: Achievement, Communication, Integrity, Respect, and Teamwork. Scholars and Parents must read the handbook and sign the acknowledgment page. All families are invited to attend our virtual Back To School Night where our mission, vision and School wide learner outcomes are reviewed.	Parent/Scholar Handbook Recordings of Back To School Night
CCS has a Director of Scholar Engagement and dedicated staff members, who spend time engaging with our scholars and their families to encourage success and initiative. The Parent Advisory Council (PAC) and the Scholar-Leadership Council (SLC) meet monthly to give input and perspective about our Mission, Vision, and SLOs as well as school processes, policies and initiatives, and scholar needs.	Staff List LCAP PAC & SLC Minutes
CCS also engages scholars through Enrichment opportunities with CCS Clubs, Field Trips, and Activities that include college and career preparation, exploration of the arts and sciences, community service projects, and other special events.	List of Clubs Activity Calendar

A2. Governance Criterion

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Findings	Evidence
Compass Charter Schools is governed by a California nonprofit public-benefit 501(c)(3), Compass Charter Schools Corporation, which has an independent Board of Directors. The directors meet regularly to oversee the school's management, operation, activities, and affairs. The specific purposes for which this Corporation is organized are to create manage, operate, guide, direct and promote one or more public charter schools. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. Compass Charter Schools Board of Directors are selected upon their interest to join and composed into committees where members have strong knowledge and experience of either Academic Affairs, External Relations, Finance and Personnel.	CCS Website Board Policies Board on Track

<p>The Compass Charter Schools website lists where to find all By-Laws, Board Policy Manuals, Operating Budget, and LCAP so that they are easily accessible to the public. (https://app2.boardontrack.com/public/vlrxa/home). The policies and procedures in the Board By-laws (Amended By-Laws in Board on Track) are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act (https://www.compasscharters.org/about-us/board-of-directors/). The authorized number of directors shall be not less than five (5), nor more than seven (7), as set by resolution of the Board, unless changed by amendment to the bylaws. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the charter schools operated by the corporation, and a dedication to its educational philosophy and goals. In addition, directors should demonstrate leadership, initiative and a high level of professionalism. Directors must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole, are put at the forefront.</p>	<p>Board Policies Board</p> <p>By-Laws</p> <p>Meeting Frequency</p>
<p>It is in the best interest of the school that directors include persons who can represent the interests of the following constituencies: (a) Parent representatives: Directors may be selected from parents/guardians of students currently enrolled in the charter schools operated by the corporation. There may be one (1) parent representative on the Board. When selecting parent representatives to sit on the CCS Board, the nominating committee shall take into consideration the potential candidate's skill sets/experiences with the following subject matters: school administration experience, familiarity with the Education Code, legal experience, human resources knowledge, financial or budget experience, construction or real estate experience, and/or fundraising. (b) Community representatives: Directors may be selected from the CCS community, except that parents of CCS students shall count towards the maximum number of allowable parent representatives.</p>	
<p>Stakeholders are encouraged to be active in the policies that are decided. Staff members can provide input either to their supervisors directly, periodic school evaluations or during Board meetings and Superintendent Town Halls each month. At the Board meetings the Superintendent gives updates regarding school related issues, curriculum, vendors and staff. The Staff Advisory Committee helps to support the integration of staff, management team and governing board decisions. In addition, there is a Parent Advisory Council for parents to be involved with the governing board. The Parent Advisory Council meets as needed and sends out surveys to families regarding participation opportunities and requests for improvement.</p>	<p>CCS Website</p> <p>Board on Track</p> <p>Superintendent Report Sept 2018 Board Meeting</p>

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

Findings	Evidence
Stakeholders (parents, scholars, staff and community members) are regularly informed of both meeting times and agendas for the School Board of Directors. They are informed of any board action through the newsletter and website as well as in the Superintendent Town Hall (for staff) and Superintendent Town Halls held for Parents & Scholars throughout the year by their grade and program levels. On October 15th thru 18th, a Superintendent Town Hall was held for each program/grade level - Online High, Middle and Elementary and then Options. Stakeholders are encouraged to participate through the Staff Advisory Committee, Parent Advisory Council and the Scholar Leadership Council, depending on their role. Staff are kept informed and connected to the school policies through the Superintendent Town Halls, Staff Handbook, and the Board of Directors Handbook. Parents and scholars are aware of the school policies through the Parent and Scholar Handbooks.	CCS Website WorkPlace ParentSquare Committee Notes Meeting Recordings MMU Parent and Scholar Handbook Board of Director Application
Staff create performance review goals that center around meeting the LCAP goals. LCAP goals are created using staff input by the Superintendent, Assistant Superintendents and Directors of the organization. LCAP goals specific to each school are found here: https://app2.boardontrack.com/public/vlrxga/documents .	SMART Goals

Uniform Complaint Procedures

A2.3. Indicator: *The school leadership understands and utilizes the Uniform Complaint Procedures from the district*

Findings	Evidence
For staff members, the Superintendent has Town Hall Meetings monthly. Using Adobe Connect, the meeting can be attended either visually via a computer or through audio on a phone. During the Town Hall Meeting, the Superintendent gives updates about school related issues. Additionally, staff members are able to make public comment and ask relevant questions to the Superintendent and the Directors during Board meetings. Compass Charter Schools has created a Staff Advisory Committee to support the integration of staff, management team and governing board. Also, there is a Parent Advisory Council for parents to be involved with the governing board. The Parent Advisory Council meets as needed and sends out surveys to families regarding participation opportunities and requests. https://www.compasscharters.org/about-us/parent-advisory-	Adobe Connect Recordings shared in WorkPlace CCS Website Board on Track
Invitations and an agenda to board meetings are emailed out and posted on ParentSquare, Compass Charter Schools' website, and Board on Track. Agendas are also posted at our Central Office. Compass Charter Schools follows the Brown Act, thus each board meeting includes time for public comment and notice is given 72 hours prior to a meeting. ParentSquare is a portal that is used for school wide communication and keeps all stakeholders (parents, scholars, staff) informed of school wide events. There is a calendar link in ParentSquare (https://www.parentsquare.com/schools/504/calendars) with all governing board and advisory board meeting information.	CCS Website ParentSquare Board on Track
CCS has an internal dispute resolution process that is used for all internal disputes related to CCS' operations, and adopted and maintains a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at CCS are provided with a copy of CCS' policies and internal dispute resolution process (found in Staff and Parent/Scholar Handbooks as well as in the Board's Policy Manual).	UCP & Grievances - Parent Scholar Handbook Uniform Complaint Procedure Internal Disputes Policy – Charter Renewal

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

Broad-Based and Collaborative

A3.1. Indicator: *The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.*

Findings	Evidence
iStation assessments are given to students in the first week of school. The iStation data is evaluated and analyzed by the Scholar Success Coordinator, Teachers, Educational Facilitators (EFs), and Academic Coordinators. Through this information, we can place scholars in Tier 1, Tier 2, or Tier 3 in our RTI program. The scholars in Tier 3 will get immediate support and be monitored by their EFs and Teachers. The iStation data will also help the scholars. Learning Coaches, and scholars set goals for the year that they will discuss at Parent Teacher Conferences. State testing data is also reviewed by the same team. Small group sessions, Learning Labs, Success Academies, and RTI are created with this data in mind. These supports are in place to help those scholars that are not mastering specific standards.	iStation Results Work Samples SBAC Results SST meetings IEPs

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Findings	Evidence
Our LCAP goals are directly tied to a single school plan for student achievement. Our two goals will result in higher academic achievement. Research shows that parent involvement has a direct correlation to scholar success (Family Engagement in Education Act, 2015), as does scholar engagement. As stakeholders collaborated on the creation of the LCAP goals, scholar achievement and scholar data was kept at the forefront of priorities.	LCAP
Keeping in mind the importance of scholar transitions from one grade to another, between general education and special education, and from high school to beyond, CCS has worked on making them seamless and beneficial to our scholars. To safeguard smooth transitions, guidance counselors give feedback to ensure scholar schedules are conducive with college preparations.	Counselor Feedback
Additionally, teams from general education and special education collaborate to assist transitioning scholars from one grade span to another. Ensuring LCAP goals run in tandem with scholar achievement is assured when we understand the diagnostic tools and services available to us for our scholars.	Meeting Notes

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions and services that support student learning.

Findings	Evidence
School leadership and staff share in decisions, on a personal level and at an organizational level. All staff are responsible for their individual annual performance plan. All staff members create their own SMART goals that reflect a desire for professional growth, accountability, and participation in reaching our LCAP goals.	SMART Goals
Crafting of the mission statement took place as an entire staff. All staff are brought together annually for professional development and team building. This has created a truly collaborative spirit at CCS. By reaching consensus on various scholar centered issues, we allow everyone to have a voice.	CCS Staff Retreat Agenda

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Evidence
Improving communication between staff members, staff and families, and CCS and the community has been at the forefront of areas of importance. We started utilizing ParentSquare this year, a safe and secure platform for school to home communications. Weekly information is sent via ParentSquare regarding upcoming events, important dates, and school notifications. It allows us to analyze the number of families that have read the information and determine if there are any email addresses that need to be updated. The Scholar Leadership Council and Parent Advisory Council are where parents and students are able to provide feedback and bring to light concerns and suggestions they may have so that they can be addressed.	Email Facebook Workplace Parent Square Staff Advisory Committee Scholar Leadership Council Parent Advisory Council
As for internal communication, CCS uses WorkPlace for the posting of open positions, necessary forms and documents, a company directory, and an organizational wide message board. To enhance communication, this platform resembles Facebook, but is an internal tool to facilitate communication. This is now used to post internal information, create discussion groups, and develop dialogue between employees that are not in the same geographical location.	Employee Handbook Administration Survey Virtual Suggestion box Monthly Superintendent's Town Hall

For most issues, CCS asks that employees go directly to their direct supervisor with concerns. If a concern includes the immediate supervisor or includes harassment, scholars are asked to go to Human Resources. In a safe environment, the HR department will look into a situation as prescribed by law. Every employee deserves the right to resolve differences in a caring and legal way. If staff have suggestions, they can submit them in to the Staff Virtual Suggestion Box and they are reviewed when the Staff Advisory Council meets monthly.	SafeSchools Training Employee Handbook Internal Complaint Review Policy
CCS also has various committees with staff from all departments that meet to plan and implement the vision of CCS and move our school goals forward.	Committee Signups

A4. Staff: Qualified and Professional Development Criterion *Qualifications and Preparation of Staff*

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Findings	Evidence
The school has procedures to ensure that all employees are qualified based on staff background, training, and preparation. Because CCS understands the importance of promoting from within and offering current staff opportunities for growth, positions are first posted to an internal site, allowing staff members to apply before the position is advertised to the public. All school positions are posted on EdJoin.org in order to avail ourselves of the pre-hiring tools. This ensures that all qualifications are met for the specific position. Following the review of Ed Join applicants, and all other applicants, the qualified candidates have their paperwork vetted by HR, followed by an initial phone interview. Once approved by HR, resumes are then sent to the department Directors, for a second job interview. There may be a third interview that takes place with additional management. Once a candidate is accepted, they are sent a job offer by HR, and if accepted, a Department of Justice background check runs fingerprints, and the candidate must submit references and certification of credentials.	Employee Handbook Official Job Postings/Ads Staff Resumes Job Offer Letters Live Scan Certification of Credentials
Once hired, new employees go through mandatory training consisting of Mandated State Reporting, Harassment training, and Blood Borne Pathogen training as assigned by HR. New hires also meet with HR to go through essential paperwork and benefit options.	Safe Schools Reporting

<p>Department training takes place by having new staff participate in virtual training sessions on the systems with which they will be using. Some positions do allow for the shadowing of others before they start working independently. The school has a process to assign staff members and provide appropriate orientation for all assignments, including online is maximized in relation to the impact on quality scholar learning. The hiring process at CCS includes instruction and focus programs, so that the expertise of the staff members seeking out individuals that possess relatable experience for the desired position. Additionally, CCS is supportive of staff that show interest in moving from one area to another, provided they possess the necessary qualifications.</p>	<p>Department Guidebooks</p> <p>Department Meetings</p>
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Staff Assignment and Preparation

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p>The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff. When an offer of employment is made, all potential staff receive a job offer letter which includes several school policies. On an annual and ongoing basis, CCS provides to every staff member an employee handbook, which defines all school policies. All staff receive and review the handbook and are required to indicate by signature on a receipt that they understand the contents. All staff are provided with job descriptions, which provides a clear definition of their responsibilities. The CCS organizational chart is available for all staff through the CCS website intranet (WorkPlace)</p>	<p>School Website</p> <p>Employee Handbook</p> <p>Organizational Chart</p> <p>Workplace by Facebook</p> <p>Job Description</p>

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all scholars achieving the academic, college, and career readiness standards and the school wide learner outcomes. Both virtual and in-person learning opportunities are offered throughout the year, and staff members also have the ability to request funding/expenses for specific professional development opportunities that would best support the scholars, as well as the school as a whole. In the 2017-18 school year we began using ""The Energy Bus"" as a positive, motivational tool and program to support staff and students focus on positivity. Online teachers also provide cross-training for different supplemental teaching programs to each other during PD days to help customize and increase the efficiency and enhance the learning process for our online scholars.	PD Calendar PD Agendas CCS In Service Schedule 2018 WorkPlace by Facebook Conference Schedule Energy Bus
CCS has an annual multiple day, in-person, professional development where all staff meet. During this annual meeting, training is provided to each division as applicable. Presentations are made using a variety of technology, including PowerPoint, Google Docs, intranet, websites, as well as by qualified experts in their fields. The value of in-person Professional Development cannot only be measured by the knowledge gained, but by the relationships that would not have otherwise formed. Although CCS is an online community, and staff works together virtually, the benefit of the week long, in-person training is that it provides an opportunity for team bonding and a place for co-workers to interact and share their skills with those whom they do not normally see face-to-face. This provides a platform from which we can provide better support for all scholars, by pooling all staff skill sets. Staff are given an opportunity to work and learn with staff from different disciplines and different departments in order to learn how all these resources can be used to maximize all students achieving the academic, college- and career- readiness standards. The bonds created during this in-person time is so valuable, and help foster a collaborative, supportive community atmosphere which can be utilized and accessed throughout the year to achieve our singular goal of scholar success in an online setting. Each division continues to provide opportunities for professional development throughout the year based on department needs.	Retreat Schedule Staff List

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Evidence
The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff. All CCS staff are required to complete a performance plan at the beginning of each year. Performance plans are created by staff members and then reviewed and approved by their respective supervisors quarterly. It includes three main points from their job description listed in the job responsibilities section, and requires three to five SMART goals for each of these responsibilities. At least one goal needs to directly relate to one of our LCAP goals.	Performance Plans Smart Goals
Coordinators observe Learning Labs and review strengths and challenges with teachers during a post conference.	Observation Schedule Observation Rubric
All CCS staff are provided with a laptop, additional monitor, docking station, and wireless mouse and keyboard, and a phone. The laptops come preloaded with the necessary software programs including Adobe Connect and the entire Microsoft Office Suite.	Technology Tracking Sheets
Budget allowances provide discretionary funds for teachers to request reimbursements and allowances based on individual scholar needs. Directors may request these resources as needed.	Budget Statements
Staff-led committees (Professional Development Committee, MTSS Committee, Energy Bus Committee, Engagement Committee, Staff Advisory etc.) meet our LCAP goals by providing staff input into all areas of student support.	LCAP Committee Minutes
Budgets are set at the beginning of the school year using prior years' expenses and scholar enrollment as a guide to determine the funding. Spending is tracked by the Finance Department and Department Directors receive quarterly budget statements. This allows Directors to see what funds have been spent, funding balances that are available and where the most interest was held for future planning.	Charter Vision Budget Statements

Any changes to financial policy are brought up at Board meetings for discussion. While our Business Services division completes preliminary financial operations, most are handled by CSMC, our back office provider. This system of checks and balances helps keep everyone on the same page.	Board Policy Manual
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A5. Resources Criterion

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the school wide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Evidence
There is a relationship between the decisions about resource allocations, the school's vision, mission, and scholar achievement of the school wide learner outcomes, the LCAP, and the academic standards.	2018-19 Operating Budget
Using the CCS mission, vision, and values, the school's resources are allocated using a number of factors including scholar needs, staffing needs and training, and fiscal responsibility. The budget is created with scholar achievement in mind and presented publically, giving all stakeholders the opportunity to comment.	2018-19 Operating Budget
Each division is given a budget to better target scholar needs and needs of staff to better help scholars.	2018-19 Operating Budget
The proper allocation of the school's finances has a direct impact on scholar learning in areas including curriculum, staff training and development, and the most current technology.	2018-19 Curriculum Expenses

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Evidence
CCS follows timelines and processes set up by the state and our authorizing districts for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. In developing our budget, CCS uses both analytical data and financial needs, while also taking into consideration year over year growth in enrollment and our LCAP goals.	Calendar LCAP
CCS retains the services of Christy White associates to conduct all CCS audits.	Christy White Associates' Contract
CCS partners with CSMC, a high quality back office provider with expertise in budgeting, data systems, fiscal operations, and financial management. This partnership ensures that CCS maintains fiscal responsibility and business ethics.	Finance Committee Meeting Packet CSMC Contract

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school wide learner outcomes) and are safe, functional, and well-maintained

Findings	Evidence
Since Compass Charter Schools has online and options programs, our scholars work from home and do not regularly attend a school facility. However, scholars, learning coaches, and staff are encouraged to participate in a variety of events both academically and socially based throughout the state. Our Director of Engagement and our Marketing Specialist work diligently to create, market and staff events by using Workplace by Facebook to engage CCS Staff, as well as utilizing Parent Square to engage families and scholar participation. We also have regular Science labs that are instructed at approved facilities in areas centrally located to the student population, which are streamed live for all scholars throughout the state. These facilities, typically college campuses, do meet the educational health and safety needs of our scholars. They have areas for wet labs, including eye wash stations. Scholars have participated in many activities without incident.	School Calendar Engagement Opportunities Marketing WorkPlace

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Evidence
As a virtual school, our textbooks and curriculum are delivered to scholars via the internet for online scholars. Because of this, we do not have to worry about running out of material. We pay per license requested. Within the options program scholars put in purchase orders in order to request different approved curriculum.	Strong Mind Invoices, Fuel Ed Invoices, Options Invoices
CCS has a robust computer loan program for all scholars with full "in- house" technical support. Information and forms for this are available on our web site for online scholars. Option scholars have the option to use their funds to purchase a computer.	Website, Computer Loan Forms
Science labs are instructed at approved facilities in areas centrally located to the student population, which are streamed live for all scholars throughout the state. The science department notifies the High School Coordinator if any supplies or materials are needed.	
All CCS staff are provided with a laptop, additional monitor, docking station, and wireless mouse and keyboard, as well as with a phone. The laptops come pre-loaded with the necessary software programs including Adobe Connect and the entire Microsoft Office Suite.	Copy of Property Return Agreement
If teachers wish for additional programs or resources for scholars, they may request it from the department coordinator.	Communication

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs

Findings	Evidence
CCS hires only certificated staff for all teaching positions and Educational Facilitator positions and has a complete job description for all positions. CCS seeks to hire experienced online teachers and educational facilitators (EFs). When that is not possible, we look for qualities such as flexibility and openness to innovation. Our salaries are competitive with other virtual schools.	Charter Petition Renewal Edjoin postings Wage schedule

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards.

Findings	Evidence
The LCAP is created by inviting all stakeholders to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, allowing for reflection and revision. Our 2018-2019 goals for all three schools are as follows: increase academic achievement and increase scholar and parent engagement.	LCAP
Our budget reflects these goals. For example, we have created new positions such as the Scholar Engagement Coordinator and the Scholar Intervention Coordinator to help meet our LCAP goals. The budget had to allow for this.	LCAP and Budget
Budgets are set at the beginning of the school year using prior years' expenses and scholar enrollment as a guide to determine the funding. Spending is tracked by the Assistant Superintendent of Business Services and Department Directors receive quarterly budget statements. This allows Managers to not only see what funds have been spent and what funding balance are but to also see where the most interest was.	Operating Budget

A6. Resources Criterion [Charter Schools only]**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement**

A6.1. Indicator: *The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and school wide learner outcomes.*

Findings	Evidence
CCS has several resources in place to ensure its' long-range financial needs. The contracted back office provider (CSMC) has a dedicated team to assist and collaborate with CCS to ensure both compliance and continual review of all CCS finances. Through the "real time" dashboard (Charter Vision) made available to the Board of Directors, the Superintendent & CEO and the Assistant Superintendent of Business Services CCS are readily available to view Receivables, Payables, along with a variety of other reports that allow for financial planning. By monitoring and reviewing the information in Charter Vision, CCS has the ability to also see incoming ADA revenue which provides the necessary information to ensure funding is spent to best serve the scholars. The budget of Compass Charter Schools is based on the CMO and is comprised of the needs of the three (3) charters. CCS partners with CSMC to establish the budgets and ensure all legal requirements are being met by CCS. The budget is under continual review using "real time" data from Charter Vision, this allows CCS to ensure not only legal compliance but also allowing CCS to allocate revenue to best serve the scholars.	Finance Committee Minutes External Relations Committee
CCS has a Finance Committee designed to address these topics to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are sent to authorizers by the requested dates.	Finance Committee Minutes
The school retains the services of Christy White Associates' to provide the annual audit and assurance services, and the fiscal accountability and transparency. Christy White Associates' is a member of the AICPA Center for Audit Quality. The services provided to CCS by Christy White Associates' includes: Financial statement audits Compliance Performance audits Process and submits all tax forms Internal audit services	Christy White Associates'
Any changes to financial policy are brought up at Board meetings and discussed there. While preliminary financial operations are completed by our Business department, most are handled by CSMC, our back office provider. This system of checks and balances helps keep everyone on the same page.	Board of Directors

The Superintendent & CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.	Operating Budget
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Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Findings	Evidence
The Superintendent & CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.	Board Policy Manual
Invoices are processed weekly by the Business Services Administrative Assistant according to the Chart of Accounts provided by CSMC. All invoices are then submitted for final review and approval to the Assistant Superintendent of Business Services and then to CSMC, for processing of the payments. Invoices in excess of twenty-five thousand dollars (\$25,000.00) must also have the approval by the Superintendent & CEO before being submitted to CSMC. CSMC has the authority to sign checks on behalf of CCS. Payroll is processed semi-monthly by the Assistant Superintendent of Business Services using the TRAX payroll systems. Payroll reports are submitted to CSMC for review and audit to ensure compliance and accuracy.	Approved Payables
School credit cards are used by the Superintendent & CEO and the Assistant Superintendent of Business Services, and have recently been given to Managers and Directors. Upon receiving a credit card, staff must sign a User Policy and understand repercussions for not adhering to it. All charges to the school credit card require submission of receipts at time of purchase and must be accompanied by a payment request form, which is used to ensure correct budget coding. Credit cards are reconciled monthly by the Assistant Superintendent of Business Services and the Finance Department Administrative Assistant. Reconciliations are then submitted to CSMC for review, and posting.	Board Policy Manual

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Findings	Evidence
The Superintendent & CEO is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars (\$100,000.00). Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS performs its due diligence and requires three (3) competitive bids for all services provided.	Board Policy Manual
Invoices are processed weekly by the Finance Department Administrative Assistant according to the Chart of Accounts provided by CSMC. All invoices are then submitted for final review and approval to the Assistant Superintendent of Business Services and then to CSMC, for processing of the payments. Invoices in excess of five thousand dollars (\$5,000.00) must also have the approval by the Superintendent & CEO before being submitted to CSMC. CSMC has the authority to sign checks on behalf of CCS. Payroll is processed semi-monthly by the Assistant Superintendent of Business Services and Director of HR using the TRAX payroll systems. Payroll reports/reimbursements are submitted to CSMC for review and audit to ensure compliance and accuracy.	Approved Payables Payroll Reimbursements
School credit cards are used by the Superintendent & CEO, the Assistant Superintendent of Business Services and the Assistant Superintendent of Personalized Learning, and have recently been given to Department Directors. Upon receiving a credit card, staff must sign a User Policy and understand repercussions for not adhering to it. All charges to the school credit card require submission of receipts at time of purchase and must be accompanied by a payment request form which is used to ensure correct budget coding. Credit cards are reconciled monthly by the Assistant Superintendent of Business Services and the Finance Department Administrative Assistant. Reconciliations are then submitted to CSMC for review, and posting.	Credit Card Statements

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Findings	Evidence
CCS has formed a Finance Committee made up of a variety of stakeholders including Board members, and the Assistant Superintendent of Business Services to review monthly the finances of the school as well as to report the status of the CCS finances. Meetings are public to ensure transparency and committee meets virtually once a month.	Board Policy
The budget of CCS is based on the CMO and is comprised of three (3) charters. CCS partners with CSMC to establish the budgets and ensure all legal requirements are being met by CCS. The budget is under continual review using "real time" data from Charter Vision. This allows CCS to verify not only legal compliance, but also allowing CCS to allocate revenue to best serve the scholars. Through the "real time" dashboard (Charter Vision) made available to the Board of Directors, the Superintendent & CEO and the Assistant Superintendent of Business Services of CCS are readily available to view, including Receivables, Payables and a variety of reports that allow for financial planning.	Budget Summary

Adequate Compensation, Staffing, Resources

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Findings	Evidence
CCS staff is appropriately compensated in regards to both salary and benefits. We are competitive with other virtual schools. CCS meets all requirements and/or exceeds all state mandated laws on compensation for credentialed staff. CCS staff receive health benefits paid in full including medical, dental, vision, life, accidental and long term disability insurance. CCS offers full-time (11-month and 12-month staff) employees eighty (80) hours of accrued sick time per year, and the option to use up to forty (40) hours of sick leave as personal necessity leave and year round employees accrue both sick time and vacation time. All staff receive one week off for spring break and two weeks off for winter break. CCS follows a semi-monthly pay period calendar. As of the 2018-19 school year, CCS participated in a Compensation Study, which resulted in a new teacher wage schedule for the 2018-19 school year.	Teacher Salary Schedule Staff Handbook

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Findings	Evidence
CCS apportions a yearly budget to implement marketing strategies to support charter growth in Los Angeles and Fresno charters. The budget is divided between Strongmind and CCS' in-house Marketing Specialist.	External Relations Committee
Strongmind is contracted with CCS to assist in marketing efforts including: graphic development, advertising on platforms such as Facebook, Twitter, and Instagram, strategic advertising and research. Monthly meetings are held with Strongmind staff, the Superintendent & CEO of CCS, and the Marketing Specialist of CCS to ensure the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly.	Marketing Budget Tracking
CCS employs a Marketing Specialist, responsible for all external relations including: event planning and attendance, sponsorships, social media sharing and management, graphic production, marketing campaigns, press releases and budget management. The Marketing Specialist meets with the Superintendent & CEO weekly to discuss marketing strategies and budget use. The effectiveness of marketing strategies can be measured by growth in our enrollment numbers. In October of 2017, CCS served 997 scholars total. In October of 2018, CCS is served 1,432 scholars total.	Enrollment Numbers

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Evidence
CCS effectively utilizes their Finance Committee to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are routinely sent to authorizers by the requested dates.	Finance Committee Board Minutes

CCS has a Finance Committee designed to address these topics to increase transparency to the board. Public meetings cover topics including account balances, financial statements, and funding updates. Additionally, interim reports and approved budgets are sent to authorizers by the requested dates. Significant information is shared through BoardOnTrack, including meeting agendas, packets, and minutes. Along with a Finance Committee, CCS has implemented a standing Finance Report offered to the full Board of Directors. Board meetings are posted live on social media (Twitter), including links to BoardOnTrack in our calendar, and the Board of Directors page. Social media postings occur two hours prior to meetings, and when packets are posted.	Finance Committee Board on Track Board By-Laws
Financial reports include a breakdown of revenues identified by source and details regarding the amounts spent for certain expenditure categories, such as employee salaries and benefits, books, supplies, equipment, contracted services, other operating expenses, and capital outlay. Charter schools also provide additional financial information about beginning and ending balances, amounts set aside for reserves, amounts spent for debt service, and amounts spent from certain state and federal funding sources. The following dates indicate report updates: <ul style="list-style-type: none"> On or before December 15: Interim report reflecting changes through October 31. On or before March 15: Interim report reflecting changes through January 31. On or before September 15: Final audited report for the prior year. 	Budget Summary Operating Budget
Our annual financial audit is conducted per the Independent financial audits requirement to be conducted annually and made public. Through the audit, our authorizers are made aware of any major business decisions and contracts for the school to ensure that all proper procedures are being followed. Christy White Associates' is our current auditing firm.	Christy White Associates'
Our annual update to the LCAP occurs on or before July 1 st each year. Along with goals and student outcome data, these documents include information on programs, priorities for the charter school, associated financial budgets and shows that financial resources are being used to support goals for the school and scholars.	LCAP Goals

*ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources***Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the critical learner needs)

Compass Charter Schools is operating with a budget that aligns with our LCAP goals and we are meeting all criteria in Category A. We have utilized numerous systems to increase communication between staff and scholars/learning coaches to create a collaborative learning environment as defined in our Mission, Vision and Core Values, all of which were drafted by the staff and educators of Compass Charter Schools. The management team also works to seek out continual feedback from staff, parents and scholars on ways to improve for the present and the future. We are hiring proficient staff and teachers to help meet our scholars' needs. By continuously working to develop our staff professionally, utilizing technology and increasing our communication with scholars and parents we will be able to meet our critical scholar learning needs, particularly increasing their proficiency in Math. We have developed a better diagnostic system for teachers so that they are able to pinpoint scholars that are at risk more easily and earlier so that interventions can be implemented and we have added tutor sessions for each grade level to help increase our scholars' academic achievement.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Governance
- Goal aligned budgeting
- Financial Accountability
- Brown Act Compliant
- Professional Development

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Stakeholder participation

Category B: Standards-based Student Learning: Curriculum B1. Rigorous and Relevant Standards-Based Curriculum Criterion Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Findings	Evidence
Teachers participate in professional development throughout the school year to improve their teaching and instructional skills.	Calendar
Elementary teachers meet twice per month by grade level to research supplemental resources, best instructional practices, and implement current/analyze research based strategies in their classrooms.	K-5 Calendar
Elementary teachers use Istation and live fluency assessments to assess scholars and provide intervention or challenge work where needed through supplemental programs. (IStation and k-12 Stride, project based learning) K-5 teachers also provide weekly learning labs that incorporate current teaching strategies for content and SEL.	Work Samples Lab Recording
Options program currently does not use educational research to maintain the instructional program delivered. As a home study program the focus is on personalized learning and Educational Facilitators (EFs) working with scholars and learning coaches (LCs) to match a curriculum that matches a scholars learning style.	EF Account Information
Options LCs and EFs collaborate together on report cards, using CCSS standards and work samples to determine grades. Options home study develops scholars' skills of independent, self-taught lifelong learners. These skills prepare scholars for life after graduation. Scholars are also exposed to real world learning through field trips, experiences, vendors, and hands on curriculum opportunities tailored to individual scholar needs & passions. Additionally, through personalized learning, individual strengths are maximized and areas needing support are addressed with a focus on progression & mastery.	Curriculum Vendor List Parent Square Events Calendar
During Options connection meetings, often times EFs speak with the scholars and discuss learning progress. Scholars develop communication skills as a result of these connections, which support scholars in the area of college and career readiness. Scholars are better able to pursue their passions through their studies, giving them a better idea of a future career paths.	Twice a month meetings with scholars, learning coaches, and educational facilitators

<p>To support scholars in reaching grade level standards, EFs and LCs in the Options program use a variety of tools to guide instructional strategies. Results from iStation, CAASPP results, San Diego Quick Learning Assessment, Curriculum Placement Tests, IEP Assessment Results and SAI are used for placement, accommodations, and to discuss with families during connection meetings. Instructional strategies used are collaboration between LCs and EFs to identify areas of concern. On an individual basis, EFs will share instructional strategies and resources to help the LCs with their home school instruction.</p>	
<p>In the beginning of the school year, EFs share links to quizzes that LCs and scholars can take to help them identify their teaching and learning styles.</p>	
<p>The Options program team looks at surveys, iStation results, CAASPP results, scholar samples, information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. Collaboration to analyze data, share trends and discuss best-practices to support instruction occurs during biweekly Options team meetings. Additionally, Orange County Learning Center (OCLC) staff meet regularly at school and informally collaborate on ways to best serve scholars in the classroom setting (OCLC scholars can attend class on-site twice a week). A classical learning model allows teachers to collaborate for instruction across all grade levels.</p>	<p>Biweekly team meeting notes.</p> <p>OCLC regular meeting notes.</p> <p>Sample iStation - https://drive.google.com/open?id=1iGKNPyFbbLvz75yvo48tyWYBKLBt-t6R</p> <p>Istation correlation to standards (Math)</p> <p>Istation correlation to standards (ELA)</p>
<p>Lastly, Options team members use WorkPlace to collaborate and chat throughout the day to collaborate, support each other, and share educational resources on WorkPlace and through email as well.</p>	<p>Workplace group communication posts and chat.</p>

<p>Some instructional techniques and curricular tools that are implemented at the HS level in AVID are shared during PLC time with grade levels 6-8 and K-5.</p>	<p>Presentation slides: https://drive.google.com/open?id=1gjXkysBNul5LVfet3nEoobmGUq75PW6q</p> <p>Recording: https://compasscharter.adobeconnect.com/pd1nukk9p6d4/</p> <p>California Charter School Association Conference</p>
<p>We use the data from iReady and now Istation to look at present levels of performance for our scholars which then are a piece that drives the goals we create for their IEP plan. We also have outside assessments. Our providers use the Woodcock Johnson test of academic achievement. This measures reading, arithmetic, both oral and written language skills and/or other general knowledge. Our providers also assess for Dyslexia and other reading issues, auditory and visual processing deficits, working memory, motor development (how well the body coordinates movements in small and large muscle activities and perceptual skills), executive functioning (does a scholar have the skills to get the resources needed to start and finish a specific assignment), social and emotional behavior as self-care and personal needs in the home, community, and with completing school activities, adaptive behaviors (how a scholar takes care of personal needs at home, outside classes at the learning center for example, and in the community, and in the area of post-secondary transition related to training, further education, employment, and independent living skills when appropriate. All these assessment pieces then are discussed and shared to create an IEP Individualized Education Plan for each scholar. Additionally, our sped teacher's/case managers do ongoing informal assessments as they work with scholars to determine if they are meeting their goals or if their goals are too easy or too challenging and amend accordingly. We also use this information and the formal assessment data from the first part of my response that we get from outside providers to make suggestions to parents and teachers about curriculum. Often, the assessment reports will include suggestions for parents as well as to the best way the child learns and ideas to incorporate at home and even apps. and programs that can be used to supplement their current program.</p>	<p>California Charter School Association Conference</p> <p>Gender and Education in Today's World Webinar (CSUSB)</p>

Scholars in grades 6-12 benefit from StrongMind's rigorous standards based curriculum that addresses the needs of all students, including those with disabilities. There are multiple opportunities for expression and action, multiple presentations of content, and multiple opportunities to engage. StrongMind incorporates a "design for purpose" information box system that connects specific purpose with color based on the psychology of color with the purpose of building scholar associations, become engaged and inspired, and absorb more information as they move through their courses.	San Diego Office Education LEC Blended Learning Certificate course https://www.strongmind.com/advancing-accessibility/?utm_medium=social&utm_source=facebook.page&utm_campaign=postfity&utm_content=postfityb933c
In the Options program, education facilitators use the results of benchmark/assessment testing like iStation. They also review the results with them during their connection calls and discuss any necessary supports they may need. Sometimes the assessment results help with curriculum choices, too. For example, if supplementary materials are needed to fill gaps, or if reading is an issue, they might find a math curriculum that is less language-dependent.	: https://drive.google.com/open?id=11N7vi30KEiHewS81rOx27BqJHfiHkNbR CUE Technology conference
In the Online program, iReady was used by K-12 teachers to supplement class instruction and provide 1:1 supports. Various reports and lesson plans available in iReady were used for each scholar. Currently with iStation and previously with iReady, benchmark results are used to group scholars for intervention and additional supports. In 18/19 school year, research based AVID strategies and common assessments, along with diagnostic data, is being used to collaborate on these AVID strategies and their effectiveness in scholar engagement and achievement.	https://docs.google.com/document/d/1WOAe6ijwGHuIHrbpvyvMU0dpfp5Co7ANvhpRE085ZbM/edit?ts=5bc11e1f Avid Summer Institute

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Evidence
Online K-8 and Options use Istation for diagnostic testing and scholar support. Istation testing and lessons are aligned with the Common Core Standards for Math and ELA.	Istation correlation to standards (Math) Istation correlation to standards (ELA)

Online Elementary uses a rigorous curriculum, designed by K-12, that is aligned to the State Common Core Standards.	https://drive.google.com/open?id=1Cc2SAfGxii8Nn7KzgwShCrhdSoaMoUnq https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CDCR_FAQs_v2.pdf
In Online K-5 teachers recognize the importance of college-career readiness and meet this area by implementing a rigorous curriculum with opportunities for project based learning. Teachers also provide SBAC preparation learning labs to prepare scholars for state testing.	https://drive.google.com/open?id=1_cs63yIZqmLZ9aXJJ0rT42KvTij7H6Zt
Compass Charter School (CCS) is held to the same standards and accountability as all California public schools. The school instructional team uses CCSS, NGSS, and other state core content area approved standards to direct, guide, and measure scholar achievement in all its programs: online and home study.	https://www.strongmind.com/wp-content/uploads/2018/01/StrongMind_CD CR_FAQs_v2.pdf
For transitional kindergarten through twelfth grade home study program (Options), CCS uses a variety of curriculum vendors available to scholars. Curriculum used for core content areas include Pearson, Houghton Mifflin, and McGraw-Hill, which provide instructional materials aligned with CA state standards. EFs work with each of the families to ensure they are addressing the academic standards as the curricula, materials, and classes they use vary widely.	Extensive curriculum vendor list. (https://sites.google.com/CCScalifornia.org/compasscs)
CCS online program have the opportunity to complete a-g UC freshman entrance requirements by offering all a-g approved courses in the history/social science subject area, English, Mathematics, Science, and Foreign Language (Spanish). In the area of Visual and Performing Arts, with Art History A and B, scholars have the opportunity to complete 1 year of an a-g approved course. Additionally, 11 out of the 17 elective courses offered are a-g approved.	Online course catalog: https://drive.google.com/drive/folders/1q7jCUfEldeVhrnVrptjX2n2aVCq8WJJc
High School Options and Online scholars in 10th through 12th grade have the opportunity to take dual credit/concurrent enrollment courses at local community colleges to advanced their studies and prepare for college & career. College classes can be taken for college credit only or dual credit (high school and college).	Policy: https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn
CCS graduation requirements exceed the California state minimum graduation requirements of 130 credits. Graduates are required to complete 220 credits from the different subject areas in order to earn a high school diploma. Part of the 220 credits includes 30 credits from the math subject area and at a minimum scholars must complete geometry.	Graduation requirements: https://drive.google.com/drive/folders/1hLjZKyhUV9psFrlicl-6vUk3CTrHoUCn

Scholars in the online program are able to participate in live learning labs at least once per week and can also get additional support from their teacher during Q&A sessions at least once a week. Learning labs content delivered is intended to facilitate real-world applications of concepts.	Learning lab recordings
In order to identify scholars requiring additional support in reaching grade level standards, iStation (K-8th) and Galileo (9th-12th) are used to assess current scholar abilities strengths and challenges in reading, writing, and math. In 2018/19, CCS staff implemented an MTSS program that encompasses the previous RTI program and a PBIS.	MTSS Model - https://docs.google.com/document/d/1GD_ZMk-S32xdu9wQ-eYOc3gHmYiflbdTwBaYdWi_Ac4/edit?usp=sharing
For Fresno, the College and Career Indicator (CCI) Reports for Fall 2017 cohort show that out of the 27 scholars included in the cohort, 1 was considered prepared and 2 approaching prepared. Information for CCS LA is not available. During the 2018/19 SY, increasing the number of scholars who are prepared and approaching prepared on the CCI has been identified as a priority for CCS school counselors. The team is currently gaging interest in CTE pathways at local community colleges with the intent on offering CTE pathway completion to support college and career readiness.	CCS Fresno CCI Reports & Data: https://www6.cde.ca.gov/californiamodel/ccirreport?indicator=&year=2017f&cdcode=&scode=0130880&reporttype=sgroups CCS LA CCI Reports & Data: https://www6.cde.ca.gov/californiamodel/ccirreport?indicator=&year=2017f&cdcode=&scode=0135145&reporttype=sgroups
For sixth through twelfth grade online program curriculum, CCS uses StrongMind as the digital curriculum provider, whose curriculum is rigorous, engaging and aligned to Common Core Standards for Math and ELA, CASS for Social Sciences, NGSS for Science instruction. CCS Online Leadership and instructional staff also work with StrongMind curriculum specialists sparsely to review curriculum to ensure compliance with meeting California Common Core State Standards.	https://www.strongmind.com/solutions/courseware/
A-g courses for the online high school program are approved on a 3-year term. Submissions of syllabi for for new courses and/or renewals are done following the UCOP's a-g course approval guidelines set forth by the organization and available on their website. The director of counseling services is the course manager for our a-g course lists and responsible for timely review and updates of course information submitted in a timely manner.	https://www.ucop.edu/agguide/online-learning/online-courses/index.html

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Evidence
<p>Compass currently holds A-G approved, live, wet labs for Biology, Chemistry, Physics and Physical Science. Although the curriculum is online, CCS provides hands-on, in-person labs over the course of the semester. These hands-on, in-person labs reinforce the online curriculum. Each lab was designed with the intention of developing the scientific “habits of mind” that are reflected in recent national initiatives and in keeping with the ideals of National Science Teachers Association and Next Generation Science Standards (NGSS) presentations of effective science pedagogy. The labs are ethically based and respect for life forms is observed.</p>	<p>Physical Science Wet Lab Document</p> <p>Wet Lab Physics Document</p> <p>Chemistry Wet Lab Document</p>
<p>Each of our online teachers at CCS holds live sessions at least one time per week, in addition to question and answer sessions where scholars can bring any questions they have and receive individualized support. Within these live "Learning Lab" sessions, teachers at CCS facilitate real-world applications of lesson content, require scholar interaction with the lesson individually and in groups, require scholar presentations to their peers and conduct multiple formative assessments tied to standards. Educational Facilitators supporting our Options scholars, meet individually with each scholar at least twice per month to review grade level skills, support individualized learning needs, view scholar presentations showing congruence between skills taught and learned within grade level standards. In addition, scholars upload videos and material showing learning into Seesaw.</p>	<p>Elementary Learning Lab Schedule</p> <p>Options Program</p> <p>6th Grade Learning Lab Schedule</p> <p>7th Grade Learning Lab Schedule</p> <p>8th Grade Learning Lab Schedule</p>
<p>History has mock elections. Wet Labs that apply real world science processes and skills as scholars engage in hands-on, content based investigations. Scholars develop 21st century skills such as critical thinking, problem solving, analysis, and communication. Scholars demonstrate mastery in their lab write ups and videos. PE and Health where real-world concerns, safety measures and applications of the standards are regularly addressed. Avid introduced in 2017-18 High School. AVID has been expanded to k-12 in the 18-19 school year and we will have WICOR trainings throughout the year to implement throughout instruction in Learning Labs.</p>	<p>AVID Expands to k12</p> <p>Wet Lab Physics Document</p> <p>Physical Science Wet Lab Document</p>

<p>To enable our school to assess scholars (in order to provide additional support) we: utilize i-Ready (16-17, 17-18) and iStation (18-19) to assess current scholar abilities with grade- level standards in reading, writing and math. In the 16-17, 17-18 school years we developed and implemented an RTI program where we: Provided ELA/Math Enrichment using Learnbop/Study Island for Middle School Provide additional support via a program called "Success Academy" (Life Skills) for behavioral needs. Provide our teachers with additional source of coaching on Intervention Instructional Strategies. We additionally added support staff, our Scholar Success Coordinators in 17-18 SY and refined the RTI program to support Truancy. In this current school year, we have expanded to incorporate an MTSS framework where we can assess and address Academic, Behavioral, and Social- Emotional needs of our scholars. We will support Tier 2 and Tier 3 by providing small group instruction twice a week with specialized teachers.</p>	<p>17-18 iReady Data</p> <p>MTSS at CCS</p> <p>MTSS Manual</p> <p>17-18 Semester 1 Data</p> <p>17-18 K-12 Data Collection</p>
<p>CCS has several opportunities available to scholars to enjoy building additional skillsets and social experiences through our clubs: National Honors Society, Performing Arts, GSA, NHS, Chess, Outdoor Activities, Dance, Photography, Fitness, Learning Coach Book Club, Cultural Exchange, Future Scientists, Creative Writing, and Running.</p>	<p>List of Organizations Shannon - contact Rebecca MacAlpine or visit Parent Square</p> <p>Scholar Clubs</p> <p>Engagement Activities 1819</p>
<p>The director of engagement activities provides numerous opportunities for in person and online field trips and extracurricular activities. These activities are aligned with content area standards and driven by scholar interest.</p>	<p>Engagement Opportunities - Field Trips</p> <p>Engagement Activities 1819</p> <p>Scholar Clubs</p>

Compass Charter Schools in partnership with Strong Mind, an established and reputable online curriculum, offers a variety of skills that prepare scholars for career or college. Strong Mind aligns with common core standards and provides tools to customize learning for individuals of different learning styles. Along with the challenging curriculum, CCS offers the Accelerated Course Option Program (ACOP), Science Wet labs, A-G Requirements, benchmark assessments, and virtual support to scholars in preparation for their path after high school.

[Physical Science Wet](#)[Lab Document](#)[2018-2019 Course](#)[Catalog](#)[Wet Lab Physics](#)[Document](#)[Chemistry Wet Lab](#)[Document](#)

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Evidence
Elementary teachers often integrate Science and Social Studies with reading lessons by using non-fiction passages to teach, model, and practice reading strategies. Science and History units include research projects and presentations aligned to CCSS ELA standards. Language Arts teachers incorporate non-fiction texts from a variety of subject areas. AVID will be implemented as well in the 18-19 school year.	Avid Strategies and Best Practices Training AVID Expands to k12
In our online Middle School, our 6th - 8th grade teams have been working across the curriculum. They regularly meet in PLC's to discuss and plan for cross curriculum lessons. Our Math and Science teachers frequently meet to examine common spheres where cross curricular projects can be planned throughout the year. Our Middle School Science teachers assist scholars to construct essays that are properly aligned to the English Language Arts writing standards for each grade level. Our Middle School Social Studies teacher is integrating the English Language Arts common core standards in visual information in print and digital texts. AVID will be implemented as well in the 18-19 school year	Middle School Course Catalog AVID Expands to k12 Avid Strategies Training
Our high school teachers regularly meet in PLCs to discuss focus on standards as well as cross-curricular applications on specific projects such as Mock Elections this year. All classes require regular presentations which bridge the English writing or speaking standards. Language classes (such as Spanish) support first language reading and writing development. High School Science teachers bridge gaps between chemistry and physics by using mathematical connections. High School Science courses require research and writing for science lab projects. History teachers regularly utilize cross-curricular applications in English and Science through diverse non-fiction readings as well as extension assignments to our Government and Economics curriculum. Math teachers regularly utilize cross-curricular applications through the use of written discussions and word problems.	2018-2019 Course Catalog Avid Strategies Training AVID Expands to k12
Our Options scholars are able to integrate cross curriculum learning by selecting resources from our wide variety of vendors. Science and Social Studies are often integrated with Language Arts lessons by reading, writing and presenting material from these content areas. Scholars also create presentations and written essays that are aligned to CCSS ELA standards. AVID will be implemented as well in the 18-19 school year.	Approved Vendor List

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Evidence
We are virtual and service scholars throughout our authorizing district's county and contiguous counties, we do not have a feeder school.	Map https://www.compasscharters.org/about-us-old/locations/
Compass also handles our own external communications and marketing. The Director of Engagement and Marketing Specialist organize events that allow us to market to specific groups. Some examples of locations for our marketing events are: local fairs, beach clean-ups, marathons, and festivals. The Marketing Specialist also establishes connections with local/community coordinators and event organizers for future event collaboration. Furthermore, Compass has been advertised in local publications, radio apps such as Pandora, and is in progress of being advertised on other local radio stations.	Calendar Event Flyer
Scholars in grades 10th through 12th can participate in concurrent enrollment at local Community Colleges. Our scholars are able to concurrently enroll if they meet the eligibility requirements of the community college they wish to enroll in, as well as CCS Concurrent enrollment policy.	Parent/Scholar Handbook (High school)
Compass Academic team works the with THE UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT (UCOP) to submit course details for a-g course approval of online classes for Freshman College admissions requirements to CSU and UC. Submissions are done for new courses offered in the Online program and/or the school year prior to when the course approval by UCOP is set to expire.	A-G Course List

<p>Compass uses LifeTrack Senior Exit Survey, which was completed by the 2017-18 senior class. CCS uses a LifeTrack graduate follow up schedule that shows the surveys extended to our graduates after certain lengths of time. This was implemented for the 2018 senior class. In the future CCS will continue to gain feedback from our graduates so we can best serve our current and future scholars.</p>	<p>LifeTrack 2018 Survey</p> <p>Results</p> <p>Graduate Follow Up</p> <p>Schedule</p>
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B2. Access to Curriculum Criterion**Variety of Programs — Full Range of Choices**

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Evidence
<p>Grade levels 6-12: When creating course schedules, scholars choose courses through a coordinated effort between scholar, learning coach and counselor. The scholar's counselor provides a course selection link to the scholar. The course selection form is tailored to each grade level.</p> <p>AVID is a required course for our 9th grade scholars transitioning from middle to high school. It is the first course in a four-year grade-level sequence that prepares scholars for college career readiness. Scholars receive instruction using a rigorous college-preparatory curriculum provided by AVID Scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.</p> <p>Our StrongMind courses under the online program are a-g approved and we have approval in each of the content areas. The a-g courses are considered academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.</p>	<p>A-G Course List</p> <p>Course Catalog</p>

Scholars and their families have access to our College Career Readiness Counselor to assist with long-term planning needs. Scholars also have the option to participate in the CCS AVID elective which provides support for College/Career exploration and preparation.

[Counselor Roster](#)
[AVID curriculum evidence which supports College/Career Exploration and Preparation. 10th Grade at a Glance](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. AVID College Tour](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. 10th grade Syllabus](#)

[AVID curriculum evidence which supports College/Career Exploration and Preparation. AVID Electives](#)

[AVID curriculum evidence which supports](#)

<p>Compass allows ample time for scholars to explore options. Transition meetings are held in late spring by the counseling department. Returning scholars who will be grade 6-12 are invited by their counselor to attend where academic and high school plans options are shared. Scholars are introduced to Graduation Requirements, Course Descriptions, Level Sequencing, and A-G Requirements. They have one week to choose their courses from the course list at the beginning of the following school year. If they need assistance they have the option to make an appointment with a counselor. They have ample time to explore options due to CCS providing them resources before the following school year. Graduation status and academic review meetings are scheduled throughout school year.</p>	
<p>New High School scholars are provided the same information on the first week of school. They are provided the Course Catalog, Parent/Scholar Handbook and Course List to help them decide on their education plan. Graduation status and academic review meetings are scheduled throughout the school year but are typically reviewed when the scholars starts at CCS.</p>	<p>Parent/Scholar Handbook (Middle School)</p> <p>Parent/Scholar Handbook (High School)</p> <p>Parent/Scholar Handbook (Options K-12)</p> <p>Middle School Course Catalog</p> <p>Middle School Options Course Catalog</p> <p>High School Course Catalog</p>

<p>New scholars have 2 days to select & view their options, and reach out to a counselor if necessary. The resources are provided in My Compass course so they have resources available to them throughout the school year.</p>	<p>Screenshot of My Compass Class -</p>
<p>6th-8th Grade scholars are able to choose their elective for the semester based on California standards.</p>	<p>Electives/(S) = two semester courses per school year MS Character Education (S) MS Computer Basics (S) MS Gaming Unlocked (S) MS Photography (S) MS Study Skills (S) *Spanish 7 A/B *Spanish 8 A/B (prerequisite Spanish 7A/B)</p> <p>Course Catalog (https://drive.google.com/file/d/137JaiwQGpNS9hblu1XR_TfglpW11Klp/view . https://drive.google.com/file/d/1ym5Wv5Jolo7W4MccWgA7AKdmer1fpGmS/view . https://drive.google.com/file/d/1mOV-plef_2LJAz-kzml8D9TJMrvgty5K/view . https://drive.google.com/file/d/1nLcXZr1X0QjIG7acYf0oG4fLftGMcVt_/view)</p>

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered

Findings	Evidence
Online students have access to rigorous, relevant, and coherent curriculum through an engaging common core, standards-based curriculum with real world connections that is flexible to fit a variety of schedules. There are 23 online middle school courses and 42 online high school courses. Online high school courses are a-g approved.	2018-2019 Course Catalog
<p>The online assessments are integrated with the planning and progress tools, making it easy to find the right pace by subject and to stay on track. Teachers provide additional assistance through customization of individual courses that include video tutorials and additional support materials. These videos and support materials foster context and real world application of course content. Further, teachers provide individualized pacing plans to all students that consider start and end dates for each cohort. This provides scholars with a plan for success.</p> <p>Students grades 6-12 benefit from being assigned a school counselor who will assist each one in creating an individualized four year high school plan specific to their goals, to ensure they graduate in four years and are ready for college or career.</p>	Work Samples Pacing Plans
<p>Options students have access to rigorous, relevant, and coherent curriculum through hands on curriculum opportunities tailored to individual scholar needs and interests. The individualized curriculum allows student to meet or exceed the standards.</p> <p>Students have access to over 600 vendors, offering materials, classes, and programs to meet the needs of every type of learner. The wide range of materials and services allows each student to choose subjects they are interested in and this fosters a love of learning. Service vendors are offered throughout our students' geographical area so that they are easily accessible. Students have access to curriculum that can be used in real world applications. For example, our list of vendors includes classes in cooking, coding, aviation, music, robotics, technology, and many more. This helps prepare our students for their academic and career goals. Students have access to field trips that give real world experiences and bring content to life.</p> <p>Academic goals are set for students and progress is evaluated during bi-monthly meetings between the educational facilitator and learning coach. Students grades 6-12 benefit from being assigned a school counselor who will help them set goals and choose courses, to ensure they graduate in four years and are ready for college or career.</p>	Field Trips Connection Meetings http://www.mynextmove.org/ http://www.personal.psu.edu/bxb11/LSI/LSI.htm

We use the data from iReady and now Istation to look at present levels of performance for our scholars which then are a piece that drives the goals we create for their IEP plan. We also have outside assessments. Our providers use the Woodcock Johnson test of academic achievement. This measures reading, arithmetic, both oral and written language skills and/or other general knowledge. Our providers also assess for Dyslexia and other reading issues, auditory and visual processing deficits, working memory, motor development (how well the body coordinates movements in small and large muscle activities and perceptual skills), executive functioning (does a scholar have the skills to get the resources needed to start and finish a specific assignment), social and emotional behavior as self-care and personal needs in the home, community, and with completing school activities, adaptive behaviors (how a scholar takes care of personal needs at home, outside classes at the learning center for example, and in the community, and in the area of post-secondary transition related to training, further education, employment, and independent living skills when appropriate. All these assessment pieces then are discussed and shared to create an IEP Individualized Education Plan for each scholar. Additionally, our sped teacher's/case managers do ongoing informal assessments as they work with scholars to determine if they are meeting their goals or if their goals are too easy or too challenging and amend accordingly. We also use this information and the formal assessment data from the first part of my response that we get from outside providers to make suggestions to parents and teachers about curriculum. Often, the assessment reports will include suggestions for parents as well as to the best way the child learns and ideas to incorporate at home and even apps. and programs that can be used to supplement their current program.

[2018-2019 Course Catalog](#)

[Student Inven1](#)

[Student Inven 2](#)

[Accommodations in SIS](#)

[Assignment for rounding decimals](#)

[Sample: IEP](#)

[calTash transition presentation](#)

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Findings	Evidence
<p>New scholars: As scholars begin the program, initial contact by the counseling team is initiated to scholars and learning coaches. Course Selection Form, course catalog, course sequence charts, graduation requirements and a-g college entrance requirements and school calendar are provided for the scholars and learning coaches. Scholars and learning coaches have the opportunity to submit their course selection and are encouraged to communicate their needs and make decisions that will prepare them to be productive and successful in their high school career. Counselors review transcripts and diagnostic assessment to properly provide the scholars with a learning plan. Scholars can personalize their educational plan based on their goals, whether their goals follow the career path or college path after high school.</p>	<p>CCS Graduation Requirements and a-g College Entrance Requirements</p> <p>Course Planner</p> <p>ePEP</p> <p>11th Grade Online Course Selection Form</p> <p>2018-2019 Course Catalog</p> <p>2018-2019 Course sequence chart</p> <p>2018-2019 School Calendar</p>
<p>Returning scholars: In early May, returning scholars are provided with the course selection form, course catalog, course sequence chart, graduation requirements and a-g college entrance requirements and a school calendar to help them select their courses. Scholars and learning coaches have the opportunity to submit their course selection and are encouraged to communicate their needs and make decisions that will prepare them to be productive and successful in their high school career. In addition, counselors reach out to these scholars to set up a scholar/learning coach conference to have an academic review completed as well as update their personal learning plan.</p>	
<p>The college career readiness counselor works with scholars for 4-year planning meetings for SAT/ACT prep (tools used are ePEP and/or 4-year course planner). Meetings to help with application to 4-years, community college, and FAFSA/CADAA. LCs and scholars are invited to attend Career Cafe Webinars as well as other presentations/webinars for post-high plan preparation and exploration.</p>	
<p>My Compass teachers, EFs, and Counselors monitor student academic progress and communicate via email, phone, and text.</p>	

Truancy meetings are held with scholar/LC to evaluate whether online/independent study placement is best for scholar.	Truancy meetings are held with scholar/LC to evaluate whether online/independent
Graduation ineligibility letters sent to 12th grade scholars informing them of eligibility to grad by end of school year. (A copy is sent electronically and one is mailed home)	Grad Ineligibility Letters
Prompt Learning Coaches and scholars are provided with the opportunity to be involved from the time their enrollment has been completed. They are encouraged to communicate their needs and the counseling team reaches out to our families to answer questions regarding their course of study and their learning plan.	
Grad status/AR's are updated & sent at the end of every semester to provide scholar update on meeting grad requirements and a-g course completion. We encourage scholars to make an appointment so we can go over credits and review and/or realign their personal learning plan so that they may still meet their high school and post high school goals.	Graduation Status/Academic Review
Credit Deficiency letters are emailed out three months prior to the semester ending. Again, in our letter we encourage scholars and learning coaches to meet with their counselor if they are credit deficient and need to make changes to their personal learning plan and their college/career plans. These letters are color coded by green (a scholar is on track), yellow (a scholar is deficient in credits, but could still meet the requirements if they participate in ACOP or SS, and red (a scholar is not on track to graduate with their class)	Credit Deficient Letter
Connections meetings with EF and families to discuss progress and curriculum/challenges/recommendations	Connection Meetings

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Evidence
Grade level presentations include info on graduation requirements and college planning.	https://drive.google.com/open?id=1HGIKIFk9KPQj
Presentation is an overview of our concurrent enrollment program (ie. policy, eligibility and forms) designed to provide current high school scholars in grades 10 - 12 the opportunity to get an early start on their college education and/or receive high school credit.	https://drive.google.com/open?id=1CsaX-lxhD8iAon23IWu99fsIOj3

College Briefing Presentation in the fall that helps scholars understand the application process for the UC, CSU and common application requirements of a 4-year college application.	https://drive.google.com/open?id=1TjSPiyHbpSONthgQ_D0PSVel0Xc3TIY
FAFSA Basics Presentation helps scholars understand the Free Application for Federal Student Aid.	https://drive.google.com/open?id=1dfvCETUkMTA8hQVID2FgoWE73gmBr
Scholarships - Where do I begin?' presentation in the fall. This presentation offers suggestions on where you can find scholarships and how to be a competitive applicant.	https://drive.google.com/open?id=1XDIKnJJRBVyPG21IJ3hinfOART5rILDb
Monthly workshop series: CCS Cafe, which stands for College Career Success Cafe. This virtual workshop is available to scholars during their lunch time. Some topics covered include "How to hit a homerun on your interview" and "How to Search for Community Service"	https://drive.google.com/open?id=1C3Jho8c3_82qvlAc09w1KehdYYFuL8h
Holland Party to scholars in the spring. This presentation/workshop focuses on career exploration, interests, and strengths. Scholars learn about six different types of groups that people can be categorized into, based on personality and interests. These personalities and interests are linked to career categories.	https://drive.google.com/open?id=183XT8dxJfJR3RXa9bG611qc7yNwr7tL
High School March Madness Series "Jump Shot to your future: PSAT" Presentation in the spring. Scholars learn more about the PSAT/NMSQT and how you can qualify for scholarship money as well as prepare for the SAT.	https://drive.google.com/open?id=1Pei5VIHk6cGDf2zC1Hz1c5d0qONcYTo
HS March Madness Series "Slam Dunking Enrollment in Community College" presentation which is a step by step walk through of the community college enrollment process.	https://prezi.com/oyoxubr-nvh7f/slam-dunking-enrollment-at-community-
EF College Visit Tours Information Session in the spring. With EF Explore America, every trip is an opportunity for us to bring teachers and scholars on an educational journey filled with unforgettable experiences. Boston to New York college tour will give scholars an opportunity to visit two amazing cities and see 10 campuses along as well as explore the culture of the East Coast.	https://drive.google.com/open?id=1h5a3UfKkPeshstz_EGbtNjEaTJ_ig2KN
College-Level Examination Program® (CLEP®) Presentation where scholars learn about the opportunity to receive college credit for what you already know by earning a qualifying score on The College-Level Examination Program® (CLEP®).	https://drive.google.com/open?id=15fCotRPRUa2WNoGiftKRauRRoJldVP

Middle & High School Career Exploration & Evaluating Websites Presentation which informs scholars how to evaluate the information you find online.	https://drive.google.com/open?id=1h44rc07MjzPvwFcBl4hTzuHYfg5bYkJQ
Weekly Monday morning updates include college and career readiness information in the counseling services section.	https://www.smores.com/w8ndz
A monthly Smore is sent out that gives information about upcoming workshops and presentations offered by the counseling services team.	https://www.smores.com/bvmq-counseling-
There are a variety of different college and career resources available on our website.	https://www.compasscharters.org/resources/counseling
Compass has a college and career planning Smore available to our scholars and learning coaches that is updated weekly in the MMU. This includes relevant information such as scholarships available, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs that scholars can attend, and more.	https://www.smores.com/6dueg
Compass Charters offers a College Application Week during November. Students are encouraged to schedule a time with the college career readiness counselor to review college applications before completing. This event is promoted across our various communication platforms and through the senior year presentation.	
The Counseling Services team hosts a virtual/adobe connect Decision Day celebration for our graduating seniors for scholars who have made the commitment to continue their education after high school to attend a university, community college, other educational institution, training program or join the military.	https://compasscharters.adobeconnect.com/pbfdltfsw7s/
Compass Charters uses an a-g review format for our scholar reviews. This information is updated as scholars complete new courses so that it is easily accessible when determining a-g eligibility.	https://drive.google.com/open?id=119BJOkYWzOrZqGROs6_ZJCAUS58m
Each semester scholars complete a course selection form to choose their courses. There is also a section for scholars to list their Post-secondary goal. Counselors can then use this in course planning (Personalized Educational Plan) and for providing college and career resources.	https://docs.google.com/forms/d/1Q4aXg2SddqNOty9-
CCS is an AVID school. We offer AVID 9 and AVID 10 classes, with plans to expand grade levels each year. AVID 9 is required for all freshman scholars. AVID promotes a college-going culture and provides curriculum that links to college and career readiness.	

Compass Charters participates in the Race to Submit Challenge which encourages scholars to complete their financial aid applications as soon as they are able.	https://www.csac.ca.gov/race-submit
We are participating in the California College Application and Success Campaign. The CCASC is part of a nationwide movement led by the American Council on Education to increase the number of first-generation students from low-income families who pursue post secondary education.	https://www.acenet.edu/news-
Compass uses LifeTrack to track scholars after high school in regards to what they pursued after high school whether it be college, career, or other postsecondary high school options. Compass issues a senior exit survey to gather data on the effectiveness of the schools strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.	https://docs.google.com/document/d/1R9GWiCW-s5BcLHz8GQkffLFnL7Jk2ez_pF_E1FqnFWI/edit?
Compass has effective programs to help transition to college or career. These programs include a monthly workshop series called "The College Career Success Cafe, EF Explore America which allows scholars to visit 10 college campuses on the East Coast, CLEP, College Application Week during November, AVID which promotes a college-going culture, Race to Submit Challenge which encourages scholars to complete their financial aid applications, and the California College Application and Success Campaign which is a a nationwide movement to increase the number of first-generation students from low-income families who pursue post-secondary education.	
Compass has effective strategies to help transition to college or career. These strategies include providing presentations on graduation requirements, our concurrent enrollment program, the application process to go to college, how to fill out FAFSA for aid, obtaining scholarships, career exploration based on personality and interests, preparing for the SAT, the community college enrollment process, and teaching scholars how to evaluate online information specific to career exploration,	
Compass has effective resources to help transition to college or career. These resources include a weekly Monday morning updates including information on scholarships available, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs that scholars can attend. A monthly Smore is sent out that gives information about upcoming workshops and presentations offered by the counseling services team, and Compass provides a variety of different college and career resources available on our website,	
Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]	

<p>As part of the actual IEP, once a scholar turns 14, we must have a transition plan as part of the document. In this, we include goals for career and college awareness. We share life skills, career, and personal surveys with the scholars in SAI specialized academic instruction sessions and then teach them how to create a resume, complete job applications, research what courses are needed for their area of interest both before they go to college and then after; we connect them with job training programs; we connect them with the California Transition Alliance which is a program that assists youth and families as they transition from secondary education to adult life; we help them build portfolios; we support their interests and passions.</p>	
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ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the critical learner needs)

CCS scholars have access to rigorous curriculum that is delivered through an online venue. We offer a wide range of courses. Teachers and counselors work with families to offer support needed to help scholars achieve. Real world experiences and application are integrated in class assignments and projects.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Real world applications
- Learning Labs
- Multimedia technology
- Challenging curriculum
- Choice of electives

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- ELL curriculum
- Math content mastery
- Course progression
- Cross curricular collaboration

Category C: Standards-based Student Learning: Instruction C1. Challenging and Relevant Learning Experiences Criterion Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Evidence
<p>Students are observed working in Learning Labs, Q and A sessions and in 1:1 meetings throughout the school year.</p> <p>Schoolwide learner outcomes and academic standards are used to drive instruction through lesson planning as well as the provided StrongMind curriculum.</p>	<p>American History break out rooms</p> <p>Objectives posted in Learning Labs</p> <p>Objectives listed in curriculum</p>
<p>Work samples demonstrate scholars' understanding of the material as well as the differentiation provided in our assignments.</p>	<p>American History Outline</p> <p>AVID Goal Plan Action Template</p> <p>Algebra 2 Examples</p> <p>English example</p> <p>Health Example</p> <p>Middle School Science Example 1</p> <p>Middle School Science Example 2</p> <p>1st grade example</p>

<p>Compass meets scholars' varied needs by providing choice of books, optional lessons for extended learning, real life application is addressed, opportunities for collaborating with peers are provides synchronously and asynchronously.</p> <ul style="list-style-type: none"> • Intervention is provided through our MTSS and scholar success coordinator as well as scholar support team meetings. • Compass utilizes diagnostic benchmarks of i-Station and Galileo to identify educational gaps and then targets lessons to address these gaps. • Scholars are also provided a choice of roles and method of presentation within Learning Labs. • Scholars volunteered to update and present live or with a recording the information about voter registration to other scholars. • Scholars vote on topics to be covered in Geometry Learning Labs by need for the information to be covered in direct instruction. • Peer Support is utilized within Learning Labs, discussion posts and the AVID Tutorial program. -Teachers model successful strategies and necessary educational skills and scaffold further development of these skills throughout the semester. • Additional tutoring is being required for scholars who are at tier 2 or 3 in MTSS. 	<p>Real Life Application</p> <p>Voting on Lessons in Geometry</p> <p>AVID peer support tutorial screenshots</p>
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Scholars and their authorized contact are provided with weekly progress reports indicating their progress within their courses, their attempted grade and indicates course progress as well as an alert of how many school days are left in the semester	Weekly Progress Report
Science Wet Labs- Compass Charter Schools is a-g approved for biology, chemistry and physics courses for content and the lab component. -The overarching goal in laboratory science is to ensure that entering college freshmen are adequately prepared to undertake university-level study in any scientific or science-related discipline. -CCS provides hands-on, in-person labs. We provide multiple locations within our charter boundaries to best serve our scholars and their families.	Science Wet Labs
- Compass Charter Schools is proud to be an AVID school with implementation school-wide. CCS has an AVID electives class which all freshmen take. It prepares them for success in high school and allows them to explore options for careers and college. - AVID strategies are utilized in all classes and further support our dedication to supporting scholars. -AVID instills organization, furthers reading and writing skills and focuses on collaboration and inquiry. These skills help our scholars reach their full potential in high school and after graduation. -Tutorials are scholar initiated and led, and allow for scholars to realize how much they know and work together in reaching understanding	AVID Binder demonstrating organization AVID Learning Log example
Families work to create a lesson plan for progress through the curriculum they have chosen, along with guidance from the Educational Facilitator (EF). -Families provide the EF with a Table of Contents for each scholar and each subject so that they may work together to be sure the scholar is reaching academic goals and progressing through the curriculum at an appropriate pace.	Course of Study, Learning Coach Planner Table of Contents
-Families and the Educational Facilitator have bi weekly meeting (at least) to go over any questions or concerns, share successes, and review current progress and pacing through the curriculum.	Family Tracking document

<p>Middle school and High school scholars also work in conjunction with the counseling department to be sure they are meeting graduation requirements, receiving information on testing and ways to meet A-G requirements if wanted, concurrent enrollment opportunities and post-graduation options.</p>	<ul style="list-style-type: none"> - College/Career Planning Resources - AVID 9 College/Career Presentation - Concurrent Enrollment Presentation - College Briefing Presentation - Freshman Presentation - Sophomore Presentation - Junior Presentation - Senior Presentation
<p>Progress Report Connections to discuss grades</p>	<p>Progress Report</p>

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

Findings	Evidence
<ul style="list-style-type: none"> -Scholars are aware of expectations because they are in our Parent/Scholar Handbook. -Scholars and Learning coaches are required to sign and return the scholar handbook demonstrating their reading and understanding of the requirements of the school. 	<p>Parent/Scholar Handbook</p>

<ul style="list-style-type: none"> -Teachers discuss expectations in Learning Lab and through written communication. -Options Educational Facilitators send detailed welcome letters with expectations, tutorials, guidelines and helps for families. -During Learning Labs, the objectives, agenda and AVID strategies are in a note pod for the entirety of the class. -Teachers address them at the beginning and end of the course. 	<p>Welcome Letters Welcome Letters <i>Screenshots to show objectives</i> Options Welcome/Start Up Emails American History Welcome Letter</p>
<ul style="list-style-type: none"> -Rubrics are provided for assignments. Teachers utilize the provided rubrics to evaluate scholar work. -Scholars are asked to evaluate their work based on the rubric before teachers provide their scored rubric. 	<p>AVID Rubrics American History Rubric K-2 Book Report Rubric 3-5 Book Report Rubric Options Benchmarks</p>
<ul style="list-style-type: none"> -Lesson objectives are presented at the beginning of each unit and lesson. -Educational Facilitators work in conjunction with Learning coaches to assist them in purchasing appropriate curriculum, and then continually monitor progress through work samples and bi weekly connections with the families -Sequence control is on in courses, so scholars are required to review the objectives before moving past them and into the lesson. -Exit Tickets evaluate learning and highlight areas necessary for re-teaching/clarification 	<p>Curriculum Exit Tickets</p>
<ul style="list-style-type: none"> -Feedback on assignments helps review standard mastery and lesson expectations. When necessary, suggestions are made for how to achieve mastery of standards and what the next steps should be to extend learning. 	<p>Graded Work Samples Options Work Samples</p>

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Findings	Evidence
There is constant communication between scholars, counselors and teachers.	Emails ParentSquare (all) and using apps such as remind (HS) Adobe Connect for meetings https://www.parentsquare.com/schools/504/feeds Cope of Istation Email Templates
Using small groups within the Learning Labs and Q & A sessions, teachers are able to differentiate for scholars.	Learning Lab Lessons (and recordings) and for Options scholars we have over 500 vendors to accommodate all learning style
Teachers, coordinators, and the Scholar Intervention Specialist use i-Ready test results to create instructional groups for reading/ELA and math.	i-Ready Test Results
Use of the instructional lessons provided within the i-Ready system that are recommended based on scholar test results helps differentiate. The assessment will adapt to the scholar's skill level based on the previous answers.	i-Ready Worksheets
Teachers create screencasts and videos to support learning for scholars in a different way to re-teach the content to create a foundation for the lessons being taught. Teachers are building video libraries of content for lessons and instruction.	Video Libraries Middle School Organization Video Library
Teachers work on specific skills such as 5 paragraph essay and breaking the assignment down into smaller tasks to completing (chunking)	Teaching Strategies Lesson PPTs and Recordings PPT slides & Scholar example for strategy on how to add textual evidence into a body paragraph in 3 steps.

High School teachers are using AVID teaching strategies in Live Learning Lessons, focusing on scholar driven lessons	Teaching Strategies in High School Labs Sample of WICOR strategies in Live Classroom - White board practice
	Sample of WICOR in Live Classroom - breaking apart standard Deviation Sample of AVID strategies in Live Classroom - Socratic Debate Sample of AVID strategies in Live Classroom - Think-pair-share Instructional Folder of shared resources Classroom Discussion regarding Growth Mindset Article & Video Sample of AVID strategies - Philosophical Chairs Sample of AVID strategies in Live History Class Sample of AVID strategies - Round Robin in English Sample Lesson of AVID Strategies - Virtual Carousel
All 9th & 10th graders are offered AVID elective, focusing on organization, note taking and binder checks.	Sample of AVID Binder Sample of AVID Elective Live Class focusing on Note Taking and Learning Logs

Students have access to a variety of online resources and applications at varying levels.	<p>Online Subscription Package (Options)</p> <p>CCS Options Vendors</p> <p>CCS Options Vendor List</p> <p>Online Subscription Packages offered - Options Program</p>
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C2. Student Engagement Criterion

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Findings	Evidence
Many teachers choose to use platforms such as Nearpod to create integrated multimedia lessons.	<p>Multimedia Lessons screenshots</p> <p>Nearpod Lesson on Ratios in 6th grade math</p> <p>Nearpod Lesson on DNA in 6th grade Science</p> <p>Lesson Plan layout for Nearpod Lesson</p>
Teachers utilize web 2.0 tools to make live learning lessons interactive as well as making offline lessons interactive and connected to other classmates.	<p>Multimedia Lesson screenshots and Learning Labs</p> <p>Web 2.0 Sample using Real Time Board</p> <p>Web 2.0 Sample using Nearpod Lesson on Ratios in 6th grade math</p> <p>Interactive tool embedded in Math courses</p> <p>Graphing Tool using GeoGebra</p> <p>Interactive tool embedded in Math</p>

<p>Discussions of strategies for success in career and college, as well as evaluating learning styles to help support scholars in high school</p>	<p>AVID Elective Sample of AVID Elective Live Class focusing on Note Taking and Learning Logs Sample of AVID Cornell Notes modeled in HS English Class Screenshot of AVID elective Modules including evaluating learning styles and binder checks College Planning Timeline - Gives scholars and their LC a guide to follow to ensure they are completing all of the necessary steps through each year of high school to be college ready. CA Career Zone Assessment Walk-through - Step by step guide to taking a career assessment through California Career Zone. This helps scholars</p>
<p>We live stream many events and lessons.</p>	<p>Video Library HS Award Ceremony MS Pie in your face Ceremony CCS Talent Show</p>

Teachers utilize a variety of strategies including videos peer collaboration, gradual release, guided instruction, flipped classroom, and break out rooms (small group instructions	<p>Teacher Observations & Recorded Lessons</p> <p>Flipped Classroom</p> <p>Sample Recording (Lit Circles)</p> <p>Group Activities from NASA - Mars Math. The idea is that my scholars will be "going" to Mars this year and they will be completing a series of challenges to get there. Eventually, they will be creating a habitat (hab) to use when they get to Mar to successfully live.</p> <p>Book of Math</p> <p>Challenges using Mars Math.</p> <p>Live Lesson Sample using Mars Math</p> <p>Lesson plan with Nearpod & Live Video Lab on WebCam</p> <p>Sample Lesson using Round Robin in English</p> <p>Sample Lesson using Virtual Carousel</p> <p>Class discussion using Padlet</p>
Many staff members have included integrated use of multimedia in teaching in their annual SMART goals.	Many staff members have included
Free courses or lessons are provided through Alison.com	alison.com
Staff use Twitter, Instagram, and Facebook to enrich lessons, create innovative activities, and post scholar work	Social Media
Teachers are offering live teaching sessions, Learning Labs. They are also meeting with other teachers to collaborate about new technological ideas.	<p>Learning Lab Sessions</p> <p>High school Collaboration Padlet</p> <p>Padlet for Sharing AVID</p>

Teachers and staff can request Professional Development focusing on instructional methodology or educational technology. Some staff have been certified in SDCOE Leading Edge Certification for the Online & Blended Teacher. Teachers and staff can request Professional Development focusing on instructional methodology or educational technology. Some staff have been certified in SDCOE Leading Edge Certification for the Online & Blended Teacher.

[Travel Request details & form](#)

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

Findings	Evidence
Learning Labs: Teachers plan learning labs to engage and differentiate for all scholars. During these labs scholars are able to interact with the teacher and peers, and use many different tools for learning	2nd/3rd Grade Reading-Checking for Understanding 2nd/3rd Grade Lab-Note-taking While Reading Middle School Math Middle School Online Assessment and Evaluation Portfolio (add link: Middle School Social Studies Lab)
Projects/Unit Assessments: Teachers create learning projects for scholars as an alternate way to show learning at the end of a unit. Scholars are allowed to be creative and think deeply about content and present their findings to teachers and peers	K-2 Book Project Guidelines and Rubric 3-5 Book Project Guidelines and Rubric Middle School: Blueprint for a habitat that will sustain 5 people on mars, using information from the Nasa Hab Challenge:
iStation Reports Teachers use these reports to lesson plan for learning labs, create scholar goals for learning, and assist learning coaches in meeting the individual strengths and needs of each scholar	K5 Reading Diagnostic K5 Math Diagnostic (add link for Middle School iStation Reports)
Assessment and Goals: Teachers use data to track scholar growth and work with learning coaches to create individual goals based on scholar need and strengths. These goals help scholars to be engaged in the curriculum and support learning.	Elementary Growth Charts/Goal Setting Evidence 1 Elementary Growth Chart/Goal Setting Evidence 2 Elementary Oral Reading Fluency Assessment Elementary Growth Chart/Goal Setting Evidence 3 Learning Lab Schedule and Links by Grade MTSS Learning Lab

<p>Other:</p> <ol style="list-style-type: none"> 1. Teachers use other programs to supplement and support scholar understanding of content. Some of the programs include BrainPOP, Reading A-Z, and Readworks.org. 2. Parent Teacher Conferences 3. Fluency Conferences 	<p>Fluency Passages Parent Teacher and fluency conference sign up Elementary School-wide Semester 1 Conference information, forms, and resources Elementary Scholar Goals Semester 1</p>
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Findings	Evidence
Learning Labs: Learning Labs are designed to take learning beyond the virtual classroom. During these live sessions, scholars have the opportunity to learn and practice strategies to use when working with their curriculum and beyond. Learning Labs: Learning Labs are designed to take learning beyond the virtual classroom. During these live sessions, scholars have the opportunity to learn and practice strategies to use when working with their curriculum and beyond.	Scholar Work Samples 2/3 Grade Learning Lab: 5 Finger Retell with Favorite Story
Work Samples/Projects: Scholars are able to apply knowledge and skills at higher cognitive levels by completing research projects.	Elementary Scholar Book Report Project Elementary Social Studies Unit Elementary Cultural Heritage Project: Study of Past and Present through Family History Math Project Options Elementary Projects

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Findings	Evidence
Options scholars demonstrate higher-level thinking and problem-solving skills in a wide variety of ways and in a variety of settings.	Options Work Samples
Online elementary scholars use the scientific process in science learning labs.	4th/5th Grade Learning Lab PowerPoint-Density
Online Elementary scholars used higher level thinking skills to apply concepts about area and perimeter to design and build Tiny Homes in an engineering challenge.	Tiny Homes 1 , Tiny Homes 2 , Tiny Homes 3 , Tiny Homes 4

Online MS scholars take notes in math to explain concepts.	MS Math Work Sample , MS Math Work Sample #2 , MS Math Work Sample #3
Online HS Scholars use AVID inquiry & collaboration strategies in Breakout rooms during Learning Labs to analyze & solve tasks in collaborative groups.	Learning Lab screenshots
During Learning Labs, Online HS scholars debate topics related to class content using the AVID discussion and debate strategies.	Learning Lab screenshot
Online HS science scholars participate in in-person wet lab activities that require individual and group problem solving and inquiry.	Wet Lab Evidence

C2.5. Indicator: Students use technology to support their learning.

Findings	Evidence
Online scholars use educational game websites during Learning Lab to enhance their learning	Learning Lab screenshot
Online scholars use Web 2.0 tools during Learning Lab to enhance their understanding of the course material and collaborate with each other on assignments.	Learning Lab screenshot
Online scholars use their online Calendars within the course to stay on schedule with assignments	Screenshot

4th and 5th grade Online teachers share information about upcoming lessons on Adobe Spark	4th and 5th Grade Adobe Spark Website
Online Middle School scholars use a variety of online resources to support their learning.	6th grade resources , 7th grade resources , 8th grade resources
Online HS and MS scholars view video content presented in StrongMind, videos hosted off-site, and teacher created videos to help them understand the material.	Screenshots
Options scholars turn in work samples using Seesaw to demonstrate their learning. They are encouraged to explain their thinking/reasoning.	Khan Math Explanation Work Sample
Options scholars have access to the following online subscriptions to enhance their learning: CTC Math, Enchanted Learning, ABC Mouse, BrainPop, Spelling City, iStation	Subscriptions Available 2018-19
Options scholars provide share their learning in a variety of ways using technology, including video presentations, PowerPoint/Google Slides presentations, and voice recordings.	Multimedia Work Sample Examples

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

Findings	Evidence
<p>Teachers imbed a variety of instructional technology into the curriculum. Below are some examples:</p> <p>Online Elementary School -</p> <ul style="list-style-type: none"> • Elementary School Literature circle roles • Recording of Lit Circle Roles • PowerPoint of Lit Circle Roles • Nearpod (virtual field trips) <p>Online Middle School -</p> <ul style="list-style-type: none"> • Opened videos • Khan Academy • Flipgrid for class discussions • MS teachers have used these • Cooking club using math for measurements • Field trips and enrichments connecting to standards and themes • Science experiments • Art lessons • Projects, videos, presentations created by students, • Scholar Presentation on the structure of an atom • Scholar Presentation on his 3D atom model • Collaboration in book clubs <p>Online High School -</p> <p>Scholars use outside resources to Teachers a myriad of instructional technology to support and guide scholars as they work through the course curriculum. Below are some examples:</p> <p>High School - in person Bio and Chemistry wet labs, which are also streamed for those that can't attend in person. *Please see evidence Learning Labs with use of electronic resources such as YouTube, Padlet, and PowerPoint. **Please see evidence</p> <ul style="list-style-type: none"> • Math strategies (multiple ways to solve problem) 	<p>Work Samples Lesson</p> <p>Plans Learning Lab</p> <p>Videos</p> <p>https://drive.google.com/file/d/19ZpNbLJxqGmBk0Jm7hhDJTLsaoiZuX-a/view?usp=sharing</p> <p>https://drive.google.com/file/d/1U7u1Mg8lOC75ns8z70iHH1twqC36-Do1/view?usp=sharing</p> <p>https://drive.google.com/file/d/1eU_lwa7LFaqoRaAM7YyR3XxngsITJq0C/view?usp=sharing</p> <p>https://drive.google.com/file/d/1106k7_j4KARg2ew0H2r5x50ilgQo2</p>

Scholars are able to use instructional funds to purchase curricula, materials, manipulatives, online interactive classes, exploratory kits, supplemental projects, CD/DVD additions, etc. from our extensive vendor list.	https://sites.google.com/CCScalifornia.org/compasscs
Scholar can purchase monthly subscription kits that provide hands on projects, literary extensions, STEAM activities, thematic units, etc. Kiwi Crate (Science, Math), Ivy Kids (Science, Social Studies, Language Arts), History Unboxed (History, Geography), Little Passports (History, Geography), Raddish Kids (Science, Math, Social Studies).	Building a catapult with KiwiCrate (Science Exploration Kit) – 5 th Grade Options Scholar Learning about US States via Little Passports – 2 nd Grade Options Scholar Studying France via Cultured Owl - Kinder Options Scholar
Scholars supplement life science by ordering seeds and designing/planting a garden.	Second Grade Garden
Scholars create lapbooks to delve deeper into a unit of study and synthesize information learned.	Lap Book Samples
Scholars can use instructional funds to supplement curriculum with educational experiences and field trips. Here is a scholar that attended a concert on Braham's Requiem.	Brahms Requiem 9th Grade
Scholars can use their educational funds to participate in classes at a variety of learning centers. This scholar participates in a young learners class that focuses on pre-reading, math readiness and social skills for TK students.	Young Learners TK

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

Findings	Evidence
<ul style="list-style-type: none"> CCS Cafe (College and Career Success Cafe/ Monthly, 0.5-hour career/college focused workshops) Resume help Interview tips Community service search FAFSA support Work permits/ entertainment work permits College application week College/career spotlights College and career menu of services Counseling with Compass Live Compass Samaritan Award Community Service (job exploration) Workshops Holland Party (middle school) 	https://docs.google.com/document/d/1p_F03MTYgZVHp6oQutDep3skGWXbgmtqbVXDgsRN72s/edit?usp=sharing
<p>AVID</p> <ul style="list-style-type: none"> 9th and 10th grade (available 18/19 school year) <p>A-G Approval</p> <ul style="list-style-type: none"> Course list/ handbook as evidence. A-G classes in each subject area. 	UC A-G Course Listing for CCS
<p>Counseling Services</p> <ul style="list-style-type: none"> Resume help, career interest inventories, career information resources Application assistance 	Counseling Resources
<p>Concurrent Enrollment Information</p> <ul style="list-style-type: none"> There were 24 concurrent enrollment completions from Summer 2017- Summer 2018. Currently there are 8 scholars enrolled in college courses. 	CCS Policy
<p>Field Trips</p> <p>Virtual Field Trips</p>	see "Field Trip Evidence" folder for 18-19 monthly calendars

Scholar Clubs	List of all 18/19 Scholar Clubs
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ACS WASC Category C. Standards-based Student Learning: Instruction

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the critical learner needs)

Scholar instruction is delivered through synchronous and asynchronous methods. Teachers use virtual classrooms for Learning Labs and Q & A sessions and are able to create break out classrooms for small group discussions and instruction. Teachers and Counselors work together and monitor course progression to ensure course completion. The implementation of our MTSS program provides additional support to scholars that are below grade level.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Teacher/Counselor collaboration
- MTSS/RTI
- AVID
- Q & A sessions
- Learning Labs
- Use of technology
- Multimedia approach

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Math strategies
- ELL strategies
- Sub-group instruction
- Synchronous instruction
- Assignment feedback
- Data collection

Category D: Standards-based Student Learning: Assessment and Accountability D1. Using Assessment to Analyze and Report Student Progress Criterion Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Findings	Evidence
<p>Compass Charter School began hosting Parent Teacher Conferences (PTCs) in 2017-18. PTCs are held two times per year to share, discuss, and analyze assessment and course results with parents; and to draft a plan of action based on results of IReady/Istation assessments and content courses.</p> <p>Additionally, in middle and high school, weekly progress reports are emailed out with progress percentages and grades from content courses.</p> <p>In Middle school, 1-on-1 meetings are held on as-needed basis with scholar, parent, teachers, and support staff.</p> <p>In the Options Program, Educational Facilitators (EFs) meet with parents on a bi-weekly basis to discuss progress and assessment data.</p>	<p><u>Sample of weekly progress reports</u></p> <p><u>PTC sample email</u></p> <p><u>PTC form</u></p> <p><u>The 5 Ws</u></p>
<p>The CDE provides CAASPP summary reports by grade each fall following testing, which show standard level percentages to compare CCS with other charters and district schools with similar number of students enrolled.</p> <p>These reports are provided to the Board of Directors.</p>	<p><u>Link report here-</u></p> <p>Search for specific reports: https://cCCSpp.cde.ca.gov/sb2018/Search</p>
<p>The LMS provides statistics related to scholar performance, including exam performance, question breakdown, time spent on questions, averages, and standard deviations so that teachers can assess scholars' knowledge of the standards in their classes.</p>	<p><u>Quiz statistics in the LMS</u></p>
<p>Learning Coaches are provided with an account taking them to the Parent-Scholar portal where they can view work submission, grades, teacher feedback, and pacing.</p>	<p><u>PSP Orientation Video</u></p>

Istation- Scholars are assessed each month, as needed, and based on results, are placed into Tier 1, 2, or 3. Scholars in Tiers 2 and 3 are closely monitored by Homeroom teacher/EF to recommend that the scholar continues working on Instruction within Istation to expand skills. Teachers can assign Instruction within Istation, or use Istation's Resources to find a worksheet or lesson to use as a formative assessment. New assessments are automatically loaded and available the first time each month a scholar logs in. A parent portal to access scores is available, and scores can be viewed immediately after the assessment is complete. Resources are also available to parents, with worksheets, lessons, and a book search feature targeted at the scholar's achievement level.	Istation Campus Completion reports by content area, showing Tier % <u>Math</u> and <u>Reading</u>
CAASPP- CPP score reports emailed to LC (by end of Sept following testing) [new process rolling out 2019 that may allow our parent portal to access score report].	Emailed SSRs to all LCs- <u>email template</u> Score report example
iReady Diagnostic was used by CCS in 2017-18. Results and individualized instruction was available for scholars. Teachers could provide specific instructions in iReady based on the necessity of a scholar's foundational skill level.	Scores in <u>PSP</u> and <u>dashboard</u> Parent report- <u>math</u> & <u>reading</u>
ELPAC Initial score reports- final scores are available immediately after entering assessment scores into the Local Scoring Tool in ELPAC TOMS. A score report is generated, and emailed to LCs, with results. If scholar is EL, the Reclassification criteria is also emailed to LCs.	<u>sample email</u> Sample Score Report
Assessment Scores are loaded into SMSIS for teacher/EF access. This allows our staff to have scholar information available in one place: the scholar dashboard. We work with our SIS to ensure we can create templates for score uploads for Istation, ELPAC, CAASPP, and PFT.	<u>Screenshots of SIS</u>

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Evidence
Collaborative Teams: Teachers meet once per week within their schools and/or grade-level and/or content-level teams in order to discuss their shared scholars. Teachers discuss special needs, strategies, and specific family issues so as to create consistent, effective approaches in teaching content standards and meeting individual scholar needs. PLC	<u>Team-level meeting agenda Sept 26</u> <u>Team-level meeting agenda Sept 12</u>

Homeroom teachers monitor scholar work submission on a weekly basis to ensure that scholars are submitting work in their courses. Scholars not meeting the minimum work-submission requirements will be identified as truant following the school truancy policy.	<u>School truancy policy</u>
Options EFs use Seesaw to collect Work Samples and conduct reviews based on the Guidelines.	<u>Guidelines for samples</u> <u>Page 3</u>

Educational Facilitators use CCSS as a guideline along with input from the learning coach, using the progress report notes, to determine grades in each subject at the end of each semester.	CCSS TK Progress Report Notes 6-12 Progress Report Notes 6-12 Completed Progress
Elementary grade-level (K-8) team meets bi-weekly to collaborate and discuss effective teaching strategies & ideas for our scholars and how to meet their diverse learning styles.	Agendas 9.12 Agenda 9.26 Agenda 8.15 Presentation
Leadership meetings: school-wide data is shared with the Leadership team (directors and coordinators) to discuss plans, projects, and ideas to ensure performance levels are consistent across content areas and grade levels.	Agendas April Agenda October Agenda
<p>The Board-approved Scholar Handbooks [p. 15 Elem, p. 14 MS, p. 16 HS, p. 18 Options]: “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.”</p> <p>Handbook acknowledgement forms are collected each year to ensure scholars have seen/read the handbook.</p>	<p>Scholar Handbooks:</p> <p>Elem</p> <p>MS</p> <p>HS</p> <p>Options</p> <p>linked from website</p>
<p>Scholar of the Month (TK-12)-</p> <p>Scholars of the month are awarded based on our core values of Achievement, Respect, Teamwork, Integrity and Communication. One scholar per month is awarded Scholar of the Month for Elementary, Middle School, High School and Options. Our core values will be guiding staff nominations of our Scholars of the Month:</p> <ul style="list-style-type: none"> • Achievement Awards (September & February) • Respect Awards (October & March) • Teamwork Awards (November & April) • Integrity Awards (December & May) • Communication Awards (January & June) 	<p>Website Link (password protected)</p>

<p>Firebird of the Year (TK-12) In order to be eligible for Firebird of the Year, scholars must receive Scholar of the Month during the school year. At the end of the school year, one Firebird of the year is selected from Elementary, Junior High, High School and Options Scholars of the Month. Firebirds of the year are shining examples of our core values – achievement, communication, integrity, respect and teamwork.</p>	Website Link (password protected)
<p>Honor Roll- Consistent level of achievement must be met to qualify for Honor Roll.</p>	3.5 GPA as outlined in Scholar Handbook

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the school wide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored

Findings	Evidence
Each scholar is placed in a small homeroom and is monitored on their weekly progress by their teacher. Homeroom teachers monitor the attendance and work submission of their small group of scholars by utilizing reports generated in the SIS. Teachers reach out to families via email, phone, chat, and other methods to encourage growth and progress.	Reports in the SIS Supervising Teacher List Contact Logs in SIS
Homeroom teachers act as an “initial point-of-contact” for a small group of scholars. Relevant information that is shared with homeroom teachers is communicated to the grade-level teams and coordinators in order to ensure that appropriate accommodations are met, and ensure that each scholar has the opportunity to show mastery in a fair and consistent manner, and that teachers are able to assess progress more accurately.	Supervising Teacher List Contact Logs in SIS
Multi-Tiered Systems of Support (MTSS) aka (RTI)- Teachers complete an analysis survey every learning period (LP) for each of their homeroom scholars to provide feedback to our Scholar Success Coordinator. In this analysis, teachers monitor grades, progress, and reading/math levels. Scholars are assessed on behavioral and academic indicators in order to provide support and intervention prior to a problem. Scholars that are found to be at-risk are given additional support through the MTSS program- scholars are invited to a tutoring session hosted by teachers, who provide a lesson to support academic progress.	Link to LP survey MTSS Manual Rubric for MTSS MTSS Manual MTSS form link Academic Calendar

Educational Facilitators meet with Learning Coaches on a bi-weekly basis to discuss the scholars course of study (optional), work samples, and progress on benchmarks	Scholar Benchmarks per Grade Level Grade 1 Benchmarks Grade 1 Work Sample Grade 1 Course of Study
Counselors are assigned to all 6-12 scholars, rosters determined by last name. Counselors ensure scholars understand the expectations at CCS in regards to course progress, course selection and sequence, and graduation requirements.	Counseling Roster: Assignments on Website by last name Course Catalog- Online Graduation Requirements Course Sequence
For each learning period, Options learning coaches or scholars upload graded work samples into Seesaw. These samples are evaluated by the Educational Facilitator to ensure that learning has occurred and ongoing progress is evident by each subsequent set of samples.	Seesaw Samples Grade 1 sample
Elementary teachers monitor scholars progress in K12. Progress percentage and unit completion goal schedules are provided for families to monitor their scholar's progress and stay on track of completing and mastering the curriculum.	Screenshot from K-12 by Elem teacher: Progress Goal Schedule for Grades K-5 Screenshot of scholars' progress & daily plan.
<p>In grades K-8 academic progress in math and reading is measured by Istation results. Galileo is used to assess math and reading standards mastery for high school scholars.</p> <p>CCS Teachers/EFs use benchmark results to measure growth and to academically support scholars to achieve academic goals.</p>	Istation report 1 Istation report 2 Istation report 3 Galileo 1 G2 G3 G4

<p>Collaborative Teams: Teachers meet once per week within their schools and/or grade-level and/or content-level teams in order to discuss their shared scholars. Teachers discuss special needs, strategies, and specific family issues so as to create consistent, effective approaches in teaching content standards and meeting individual scholar needs. PLC</p>	<p>Team-level meeting agenda Sept 26 Team-level meeting agenda Sept 12</p>
<p>Grading Rubrics are being developed by our Options Team to better guide our EFs in the grading process.</p>	<p>Options grading rubric (TK-5)- development in progress</p>
<p>Teachers and staff have access to various reports in the SIS that allow them to monitor progress for the scholars. Examples of reports used in monitoring progress are the Student Grade Report and the Activity Log Detail.</p>	<p>Reports in the SIS Student Grade Report Activity Log Detail</p>
<p>Teachers complete an analysis survey every learning period (LP) for each of their homeroom scholars. In this analysis, teachers monitor grades, progress, and reading/math levels. Scholars are assessed on behavioral and academic indicators in order to provide support and intervention prior to a problem. Scholars that are found to be at-risk are given additional support through the MTSS program.</p>	<p>Link to LP survey MTSS Manual Rubric for MTSS MTSS Manua</p>
<p>Parent teacher conferences are held 2 times per year to share, discuss, and analyze results with parents; and draft a plan of action based on results of Iready/Istation and content courses. Additionally, in middle and high school, weekly progress reports are emailed out with progress percentages and grades from content courses. In Middle school, 1-on-1 meetings are held on as-needed basis with scholar, parent, teachers, and support staff.</p>	<p>Sample of weekly progress reports Evidence of one on one meetings PTC sample email PTC form The 5 Ws</p>

Elementary - Scholars take unit assessments for every unit after completing the assignments & checking for mastery. Each course, <u>units are mastered</u> prior to moving to the next unit.	<u>Screenshot of mastery of unit assessment.</u> Screenshot of exam and score.
Elementary - live reading assessments are administered to scholars at the beginning of the school year to assess their reading fluency and comprehension. Comparing homework, quizzes, and tests can help teachers determine if the scholar is doing their own work, when viewed in conjunction with benchmark results and state testing scores. Scores from state tests are not used for advancement, but for improving and targeting instruction to support scholars in learning and achieving standards mastery.	Sample of live assessment recording Sample of core phonics assessment & rubric Sample of scholar's benchmark reading assessment Core phonics live
Middle and High School teachers use Plagiarism checkers like Turn it In to ensure it is the scholars own work. Turnitin is Integrated into Strongmind courses (projects).	Sample of Turn it In tracker
Avid is being used at the High School level and disseminating down to Middle School and Elementary grades to improve study skills, note-taking practices	Avid Material Study Skills
Counselors are assigned to all 6-12 scholars, and rosters are determined by last name. Counselors ensure scholars understand the expectations at CCS in regards to course progress, course selection and sequence, and graduation requirements.	Counselor emails and expectations
Teachers create pacing plans for scholars that need organized support (this is provided by vendor K-12 for Elementary). Teachers/EFs track progress through work samples and/or connection meetings.	<u>Pacing plans, schedule- 1)</u> <u>Screenshot in K-12 from Elem teacher, 2)</u> Connection Meeting Agenda Pages 25-26, 3) pacing plan from MS or HS teacher
Board-approved Scholar Handbooks have a section on Academic Honesty and Plagiarism [p. 18 Elem, p. 18 MS, p. 28 HS, p. 36 Options], which defines and describes consequences.	Scholar Handbooks: <u>Elem</u> <u>MS</u> <u>HS</u> <u>Options</u>

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Evidence
<p>The school leadership and instructional staff use a myriad of ways to review and assess the effectiveness of each program area. First, for graduation requirements, the counselors evaluate and re-evaluate scholars at a minimum one time per semester via academic review of credit meetings and forms. Counselors track each scholar's progress systematically by creating digital files for each scholar. Their graduation requirements are tracked on the following form. The high school online course catalog can be found here. The middle school course catalog can be found here. Our Options program graduation requirements are explained in this document and the high school course list is found on this document. The options program course list can be found here. Additionally, counseling submits for A-G approval to make sure courses offered are college aligned. Those details can be found in the Counseling Manual, the scholar handbook, and the course catalog. Courses that are not A-G approved still meet California state standards in order for scholars to earn a California diploma that meets state standards. More information on general high school graduation requirements and A-G admission requirements can be found here. Moreover, counseling provides a course sequencing chart (found here) to make sure scholars take courses in appropriate, coherent order. We also have a mandatory AVID 9 course for all Freshman. We have an optional AVID 10 course that scholars interview into should they choose to continue. Information on AVID can be found here. Counseling Services hosts a number of workshops and presentations. For example, here is a recording of a Freshman workshop on graduation requirements, as well as a workshop for Senior scholars.</p>	
<p>In order to ensure scholars complete coursework, CCS has a Scholar Support Services department (which includes MTSS, counseling, and transcript evaluations). The Scholar Support Services team communicates (via emails and meetings) and collaborates with all teachers, parents, and scholars to make sure everyone is informed of a scholar's progress. This includes but is not limited to dashboard notes on the SIS, parent-teacher conferences, Learning Coach conferences, and Options bi-monthly connections (meetings). Here is a link to the MTSS manual.</p>	

<p>Homework and grading policies have clear guidelines as well. Grading Policies for the Online K-5 are based on course completion as parents grade work. The standard involves 80% and above to be considered mastered, 70% and above completed and checked weekly by credentialed teachers. Pacing guides are created by teachers in order to obtain a clear success path and sent with welcome letter to Learning Coaches. Most of the work is graded by the general education teachers for Online 6-12. Some of the work is computer graded. The indicators are as follows: 80% and above mastered, 70% and above completed and checked weekly by credentialed teachers. For online 9-12: 60% or higher at the high school level to earn the 5 credits per semester or need to remediate and retake course-handbook and academic review sheet. For middle school online must pass math and english with 60% or higher- retention policy-scholar handbook. The Options Program Grading Policies are as follows: Parents do the grading and the EF's review and evaluate samples for tk-12 -scholar handbook; work samples in SIS for grading evidence. If a scholar has an IEP, we review assessments and help with curriculum choices as requested by parents and/or teachers. Our Orange County Learning Center (OCLC), located in Santa Ana, California .The OCLC houses two communities for academic learning and support, and is available for enrichment opportunities for our scholars in the area. (pamphlet).</p>	
<p>In the StrongMind curriculum, for both the Online and Options program, there is a Pre-Test Aggregate Student Attempt 'Report for teachers to use to update and track number of attempts taken. With this, teachers now see the aggregate assessment score for the scholars who took the Galileo Pre-Test in their classroom. Our Assessment Coordinator created a quick screen cast (8 min) with an overview of reports from iStation and how to access them through the teacher's iStation classroom as well as a user's guide. iStation has an Insider Newsletter to support teachers using the program with tips and tricks supporting scholars. The newsletter is sent monthly. CCS has ELPAC examiners trained to implement assessments to scholars. Teacher's also have access to Digital Library Resources. September's featured Digital Library resource, "Formative Assessment Quotes" draws educators into critical conversations about their professional practice. Parents have also been shared a guide to navigate in iStation and use the program. The Istation Application Navigation sheet was created for parents to use. Scholars also have access to practice and training tests for CAASPP testing which they can then use to help guide daily instruction.</p>	

<p>Our College and Career Readiness counselor partners with the Academic Counselors to provide workshops such as financial aid (recording here), college searching (recording here), and community service opportunities (recording here). Counselors provide scholars opportunities to participate in concurrent enrollment at various colleges, their programs, enrollment policy, as well as the opportunity to obtain work permits for career exploration and exposure. The ESS department at CCS uses both Oxford Consulting and Presence Learning for academic assessments which include the Woodcock Johnson Test of Academic Achievement which is then used as one tool to gain perspective on present levels of performance in all academic areas as well as a foundation for academic IEP goals.</p>	
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School Wide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Findings	Evidence
<ul style="list-style-type: none"> Continued Collaboration between General Education Teachers and Special Education Teachers to monitor and support scholars academic program. If a scholar has an IEP, with teacher and parent approval, an accommodation can be written to substitute an assignment in a program like iStation similar to that in the general education program as an alternative to scholar needs to supplement and support academic needs. CCS takes great effort to provide parent polls to help drive schoolwide modifications on Parent Square. CCS implemented a program The Energy Bus to elicit a positive school climate based on staff survey results as well as a compensation study. CCS incorporated the program Parent Square for centralized information for parents and staff as an outcome of surveys. Coffee with Compass was implemented to for in person engagement opportunities between staff and parents around the state based on survey results MMU: The Monday Morning Update was initiated to update parents and staff on the week's activities based on survey results. The Compass Chronicle is a 1/4ly newsletter to share with families on the achievements of scholars and share the current happenings in every department Compass offers a CEO Parent Townhall meeting in which parents have an open forum in Adobe classroom ask questions of the staff several times a year which is supported by staff members composed of teachers and administrators who join after school hours to answer parent questions and concerns. Encouraged attendance at Board Meetings and encouraged agenda items to share out with the board from administrative staff. 	

- Compass incorporated our LCAP goals with our school Core Values with its implementation of the acronym [Arctic](#) and the Professional Development activities offered that accompany each them.
- Compass [recognizes](#) a scholar of the month
- Compass pays for our teachers to participate in the San Diego County Office of Education Leading Edge Virtual Teaching [Certificate](#) program for [teachers interested](#) in the opportunity.
- Compass invested in a CMO [compensation study](#) to examine the overall school climate and review current pay scales and make changes pending results.
- Compass offers teachers Professional Development trainings through AVID on various subjects such as [Focused Note-Taking Schoolwide](#)” is designed for teachers (grades K–12) to experience AVID concepts and methodologies, specifically the focused note-taking (FNT) process.
- [Free PD offerings](#) are shared weekly on Workplace
- CEO [Example](#) of asking Administrative Team to report out data prior to a Leadership Team Meeting to be shared by the Board
- The administrative team was provided a novel to better support school teachers with their January-March pick of [Turn The Ship Around!: A True Story of Turning Followers into Leaders](#) by L. David Marquet! The team had opportunities to answer questions via Workplace.
- The administrative team was provided a [book](#) to better support school teachers with “StrengthFinder 2.0” We then had opportunities to share your initial thoughts on the online assessment and the book on Workplace.
- On October 19th, CCS held an all staff In Service Day preceded by an In Service Day Session Survey for staff input on topics of need/interest. [Agenda](#).
- The Counseling Department offers various professional development opportunities for staff such as:
- May 22, 2018, LGBTQI Awareness Professional Development [Workshop](#)
- Suicide Prevention Professional Development [Workshop](#)
- August 8-11th, CCS had their All Staff Back to School Retreat in which we shared presentations and offered question and answer sessions by department.
- Every department has an allocation of funding for Professional Development opportunities to spend and report out.
- [Example](#).
- Access to El Dorado Selpa Steering Community [Advisory Committee](#)

School Wide Modifications Based on Assessment Results

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

Findings	Evidence
<p>Graduation requirements are clearly communicated to scholars and families through meetings with counselors, teachers, and Educational Facilitators (EF's). Graduation requirements are communicated to scholars with transition meetings in Spring which discuss the requirements and course selections for 8th graders that will be 9th graders the following year. This is evidenced by the counselor confidential notes area in the SIS. Grade level presentations are done every year during the first quarter of the school year (9th, 10th, 11th, and 12th). This can be evidenced by the September presentation link here. At the end of each semester, counselors send scholars an update on their graduation status and academic review which shows them how many credits they've earned and how many are still needed in the different subject areas. This is evidenced by Communication Logs from Counselors such as this sample. Counselors discuss graduation requirements at the beginning of the school year and during the second semester. Their graduation requirements are tracked on the following form, and scholars are required to earn 165 credits to graduate, as noted in this document. In addition to clearly communicating graduation and credit requirements, course lists are also readily available for scholar and teacher reference.</p>	
<p>One way to ensure that the curriculum is challenging, coherent, and relevant is with A-G approval. Counseling submits for A-G approval to make sure courses offered are college aligned. These details can be found in the Counseling Manual, the scholar handbook, and the course catalog. Courses that are not A-G approved still meet California state standards in order for scholars to earn a California diploma that meets state standards. Moreover, counseling provides a course sequencing chart (found here) to make sure scholars take courses in appropriate, coherent order.</p>	
<p>Since Counselors discuss graduation requirements for both Online & Options frequently (at least twice a year), they also track credit completion. Their graduation requirements are tracked on the following form. Counselors keep a digital folder to track each scholar's credit completion as evidenced by this document sample.</p>	

<p>Course completion is monitored by teachers and Educational Facilitators. During regular bi-monthly connection meetings, Educational Facilitators discuss with parents the scholar's progress in benchmark standards and course completion. Here are examples of Options Benchmarks, found here for both elementary & high school: Elementary Benchmark Sample & High School Benchmark Sample. Course outlines are also shared with Options high school scholars and discussed in bi-monthly meetings. A document such as this is used to track course completion for high school scholars in the Options program. Pacing guides are created and utilized by online teachers in order to communicate clear expectations of achievement to scholars and families. Online teachers determine course completion by reviewing scholar work and monitoring the percentage of pacing guide completion. The Course Summary is an example of this, found here.</p> <p>As a support for scholars in aiding them in completing coursework, CCS has a Scholar Support Services department, which includes a Multi-Tiered System of Support, counseling, and conferencing with families. The Scholar Support Services team communicates and collaborates with all teachers, parents, and scholars to make sure everyone is informed of a scholar's progress, to set goals, and to evaluate the scholar's progress in course completion. This includes but is not limited to dashboard notes on the SIS, parent-teacher conferences, Learning Coach conferences, and Options bi-monthly connections (meetings). The Options scholar report card notes sheet is one way that EF's and parents connect and conference each semester. An example of an Options scholar report card notes sheet can be found here.</p>	
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Homework Policies & Grading Policies: In our unique environment, all of the work is done at home at the scholar's own pace. *Homework Policies:* As stated in the scholar handbook, scholars are not to miss five assignments in ten days. If this happens, a review is conducted with administration, the scholar, the homeroom teacher or EF, and the Learning Coach to discuss expectations of the Online or Options program, as well as to determine if our program is the best fit for the scholar. Additionally, Learning Coaches are expected to ensure that scholars are logging in to the online program by checking the SIS daily. In the Options program, EF's receive at least two work samples a month from scholars. EF's then review work completion with the scholar during bi-monthly connections.

Grading Policies for the Online K-5 program and the Options K-12 program are based on course completion as parent's grade work. The [elementary school scholar handbook](#) outlines this for elementary online scholars, and the [options scholar handbook](#) demonstrates policies for the Options program. The standard involves 80% and above to be considered mastered, 70% and above completed. Work samples are reviewed and checked by teachers and EF's. Most of the work is graded by the general education teachers for Online 6-12 while some of the work is computer graded. The indicators are as follows: 80% and above mastered, 70% and above completed and checked weekly by credentialed teachers. For online 9-12: 60% or higher at the high school level to earn the 5 credits per semester or need to remediate and retake course, as stated in the [high school scholar handbook](#). For middle school online must pass math and english with 60% or higher- retention policy, as noted in the [middle school scholar handbook](#). These grading policies help ensure the curriculum is coherent, and challenging.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**Appropriate Assessment Strategies**

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

Findings	Evidence
<p>The Compass Charter Schools staff members regularly assess scholars through summative and formative assessments. Summative assessments include the diagnostic benchmark tests through the use of Istation and Galileo. These are computer adaptive tests that are aligned to common core standards. Scholars are required to test three (3) times per year—they take an initial, a mid, and final diagnostic. We recommend scholars who have been identified as needing additional supports under Tier 2 and 3 to be tested monthly. Scholars can monitor and assess their own progress by taking Istation lessons. Several elementary scholars participate and middle school scholars have the option to take these lessons to improve their reading and math skills; supervising teachers assess their level and use results to enhance scholar learning.</p>	<p>Formative Assessment: Scholar Work Samples Summative Assessments</p>
<p>These two systems have replaced our previous diagnostic of iReady. Istation is used for grades TK-8 and Galileo is used for grades 9-12. These diagnostics have been implemented this year to further analyze gaps and apply interventions as needed. The Special Education department also uses the data from these tests to determine IEP goals and other areas of academic need for our scholars with special needs. Other summative assessments are used to evaluate scholars and scholar learning at the end of units and semesters. These assessments are in the forms of a final exam, final paper, unit exams, or final project submissions. In addition, all scholars in identified grades are required to participate in the yearly California Assessment of Student Performance and Progress (CAASPP). We follow California testing guidelines and test scholars according to their grade level</p>	
<p>Online teachers and Educational Facilitators use assignments as formative assessments and provide scholars with valuable feedback to assist with content mastery. These formative assessments include weekly quizzes within the course content, checking for understanding during live Learning Lab sessions and scholar work samples.</p>	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Findings	Evidence
Teachers meet weekly during team meetings in the Academic Coordinators' Adobe Connect room. Time also is allocated at the end of the meeting for departmental meetings. Biweekly PLC meetings occur to further collaborate, discuss scholar needs and to look at data. Departments also use Google Chat daily to share ideas that inform instruction across grade levels. These tools are helpful in establishing routines and collaboration among virtual teachers and Educational Facilitators. CCS models the use of tools that we want our scholars to use in their education. In addition, two in-service days are allocated for professional development sessions to further collaborate by grade level, subject level, and departments.	Online Weekly HS Meeting Schedule Online ELEM and MS PLC/Team Meeting Schedule Options Report Card
Smarter Balanced lesson plans are used for scholar support sessions for those who need Tier 2 and Tier 3 services. Data is assessed to determine the scholars who will be needing extra support. The counseling department evaluates data, such as pre and post surveys to check for understanding in core curriculum presentations. The counseling department also uses a needs assessment to gauge interest levels on what should be incorporated in the counseling core curriculum.	Smarter Balance Lesson Plan
Our curriculum and Learning Management System provider, Strongmind, sends out weekly progress reports to learning coaches and scholars. Supervising Teachers/Homeroom Teachers send out notices if scholars are not progressing according to the pacing plans. In addition, the online curriculum allows for our Learning Coaches and scholars to access progress rates twenty-four hours a day, seven days a week. In the Online setting, end of semester report cards are distributed by Supervising Teachers at the completion of each semester. The Educational Facilitator in the Options program discusses the report card with the family at the end of semester	Data to Assess Scholar Support--MTSS Counseling Interest Survey (Needs Assessment) CTE Program Counseling Interest Survey Results Weekly Progress Report

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Findings	Evidence
<p>The counseling services team holds individual meetings with scholars to discuss graduation and college/career readiness requirements. These personalized education planning sessions are designed to align the scholars' post-secondary goals. Scholars are shown their graduation progress, completed a-g courses for UC and CSU college systems, and/or any other extra steps that a specific post-secondary goal may require. Counselors define the expectations and scholars verbally confirm their understanding of these expectations. The counselors also send a digital copy of the scholar's personalized education plan after the meetings so that they can reference it on their own time. Counselors send a follow-up email to recap discussion points, scholar plans and goals.</p>	<p>Counseling Calendar with scholar planning meetings</p> <p>Senior Year Presentation Pre-Survey</p> <p>Senior Year Presentation Post-Survey</p> <p>Senior Year Presentation Survey Results</p> <p>Senior Year Presentation Recording</p> <p>Special Education Evidence:</p> <p>Metrics</p> <p>Progress Reports</p> <p>Data from IStation and Galileo to determine gaps</p>
<p>Scholars and Learning Coaches are invited to participate in grade level presentations each fall. These presentations are offered by the counseling services team and are designed to inform scholars on the graduation requirements and a variety of aspects within college and career planning. The counseling team conducts a pre-survey and post-survey to gain data on the scholars' understanding of topics covered and their feedback.</p>	<p>Freshman Year Presentation Pre-Survey</p> <p>Freshman Year Presentation Post-Survey</p> <p>Freshman Year Presentation Survey Results</p>
<p>Educational Facilitators (EF) have bimonthly connection meetings which consist of one in-person review and one virtual interaction. Positive academic feedback is provided by the scholar and encouraged by the EF. Work samples are shown to the EF during these meetings and academic strengths, weaknesses and progress towards learning goals are discussed. This is an opportunity for Educational Facilitators to provide resources and recommendations based on the scholars' current level.</p>	<p>Options Parent Feedback Survey</p> <p>Counseling Academic Review (a-g)</p> <p>Counseling Educational Plan/Credit Check</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the critical learner needs)

After reviewing data and evidence, it is apparent that CCS has made immense progress in the area of assessment and scholar accountability. Teachers and Counselors work with families to hold scholars accountable for course work and progression. Our Truancy Policy holds scholars accountable for expected work outcomes. The use of internal assessments helps identify scholars' levels in math and English. The information obtained through these assessments is used to determine a scholar's place on our MTSS/RTI model.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Internal assessments
- Truancy Policy
- School to home communication
- Virtual Learning
- Counseling Services
- Parent/Scholar Handbook

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- SBAC participation rates
- Performance based tasks
- Data collection
- Tracking of curriculum exams

Category E: School Culture and Support for Student Personal and Academic Growth

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non- English speaking, special needs and online students.

Findings	Evidence
Compass Charter Schools implements a variety of strategies to engage our parents, stakeholders, and non-English speaking parents. These strategies include involving parents and stakeholders in the scholar's daily lessons, classrooms (both virtual and physical), Strong Mind for 6th-12th grade, the OLS for the K5 scholars as an interactive teaching process	StrongMind OLS K-5 Learning Lab Schedule OCLC Parent Committee Agenda Notes - September
Compass' online teachers hold Parent Teacher Conferences twice a year to touch base with our online parents. Our options (homeschool) Educational Facilitators (EFs) hold bi-weekly Connection Meetings with each of their families to discuss scholar progress and support the instruction happening at home. ensure they stay tethered and keep the lines of communication open.	ParentSquare posts EF Google Calendars Calendar Parent/Teacher Conferences
Compass Charter Schools hosts specific Back to School Nights for each of their educational programs prior to school starting to ensure all enrolled and prospective families are abreast of the upcoming school year's news and exciting advancements.	Back to School Night Adobe Connect recordings and presentation slides
Monday Morning Updates (MMU) and upcoming events are sent from administration to families on a weekly basis in Parent Square, the quarterly Compass Chronicle newsletter, Course Announcements from StrongMind (6-12). Strongmind sends our 6th-12th grader learning coaches a weekly progress report every Friday with a progress grade and course activity update.	ParentSquare (MMU post) Compass Chronicle Smore Firebird Friday StrongMind Weekly Progress Report
Coaches' Corners are recorded and offered as a resource for our parents on our YouTube channel with helpful topics such as: "Help! My scholar doesn't want to write" to "Help! My scholar can't find his desk	CCS YouTube Channel

The school offers many field trips, clubs, and Learning Center events in person or streamed for enrichment. Specifically for our OCLC, many field trips that align with curriculum content are researched and planned collaboratively by parents and teachers, allowing scholars to glean from the expertise in the wider community.	School Calendar ParentSquare calendar
In-person promotion ceremonies are held for our 8th graders and graduation ceremonies for our 12th graders at several locations across the state.	Blog post/News announcement List of Graduation Ceremonies Lists of Graduating Scholars
Monthly scholar awards, monthly “Caught in the Act” awards (OCLC), and Scholar and Learning Coach of the year are all awarded each school year. Recipients are acknowledged on our social media channels, website blog and at our Annual In Person Board Meeting.	Award List
The Parent Advisory Committee represents the learning coaches by providing valuable insight and feedback to the leadership of our school. At our OCLC, the Parent Board also represents smaller communities, addressing the learning communities’ specific needs and interests.	PAC Agenda Notes - September
Parents and stakeholders are encouraged to attend or watch the livestream of our Compass Charter School board meetings.	Board Meeting Agenda & Minutes
Compass Charter Schools uses the translate feature within ParentSquare along with bilingual staff members to assist non-English speaking families.	ParentSquare
Compass Charter Schools holds ELL content subscriptions through the vendors BrainPOP, Enchanted Learning, and ABC Mouse.	BrainPOP Enchanted Learning ABC Mouse
Specific sites host enrichment courses led by community members, based on the interest and needs of the learning community.	OCLC Enrichment Course/Vendor Schedule

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

Findings	Evidence
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Compass Charter Schools involves the local community in supplemental instruction with informative learning center demonstrations, lectures, simulations, and performances	School Calendar ParentSquare Calendar
We participate in field trips and enrichments with our museums, aquariums, science centers, performing arts halls, businesses, and institutions of higher learning	School Calendar ParentSquare Calendar
Compass Charter Schools' high school scholars attend college and career fairs in our communities, and many are attending college simultaneously while attending high school here at CCS	Concurrent Enrollment for 2018-2019 school year list
. Teachers attend classes at county offices of education, colleges, and universities for professional development and earning additional certificates and diplomas.	Leading Edge Certification Course staff reflections
Real world experiences are given to scholars in simulations, demonstrations, lectures, and service opportunities in community and business outreaches.	Field Trips List
Coaches' Corner topics/guest speakers share their expertise.	CCS YouTube Channel
Live learning labs allow teachers to promote their passion/gifts for teaching.	Learning Lab recording
Teachers and other employees host clubs to help teach scholars more about their passion. And staff are participating in a Compass Book Club.	Club List Compass Book Club Flipgrid

E2. School Environment Criterion

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Evidence
<p>The TO office meets lab safety requirements, which include access to first aid kits, fire escape routes, and appropriate safety equipment.</p> <p>The SBAC test sites are safe buildings (school or office), and we adhere to the room capacity when we reserve them. We are required to present Insurance certificates to the property with our rental agreement in accordance with their requirements.</p> <p>Procedures are followed during testing to ensure there are enough proctors to cover the testing rooms so scholars are adequately supervised.</p>	<p>Physical Observation <u>Proof of Insurance</u></p>

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Evidence
CCS teachers reach out to scholars and learning coaches as they are enrolled within the school with welcome letters.	<u>Teacher/family Communication Welcome Email Template</u>

Communication is made through phone calls, emails, and weekly live learning labs for scholars.	Emails ParentSquare Lab Schedule
CCS also communicates quarterly with all scholars and learning coaches by sending out a quarterly and weekly newsletter with Monday Morning Updates to all scholars in the school	Newsletters/updates Monday Morning Updates
All events connected with CCS staff, learning coaches, and scholars are posted on Parent Square along with an email sent as a reminder, which includes Monday Morning Updates.	ParentSquare
CCS staff is full of highly qualified professionals that all share the same goal of creating a positive educational environment for all scholars.	Mission Statement
Coaches Corner is a quarterly online meeting presented by our school administrators that teaches parents the skills and knowledge they need to help their scholar(s) succeed at Compass Charter Schools. We also host Coffee with Compass at various locations around California that focuses on building relationships between staff and families. There are virtual information sessions for families on the calendar on our website to inform new families on how to get started, as well. We also host Coffee with Compass at various locations around California that focuses on building relationships between staff and families. There are virtual information sessions for families on the calendar on our website to inform new families on how to get started, as well.	YouTube Channel Calendar Compass website
Our success comes in the ability to "inspire and develop innovative, creative, self-directed learners," an idea that is central to our mission.	Mission Statement
CCS scholars with unique educational needs, such as a 504 Plan or IEP, work closely with our SPED department so that we can tailor and honor the scholar's individual educational needs as outlined in the specified documents. We also have the iStation curriculum to support those scholars that need additional reading/math intervention through RTI support from the Scholar Success Coordinator.	Parent/Scholar Handbook Station curriculum/staff support RTI support-Progress Goals
Each department within CCS is responsible for tracking scholar numbers and then communicating that information on a weekly basis.	Tracking Sheets
Each department closely monitors their scholar enrollment throughout the week and then sends weekly scholar numbers to their department head so that class sizes can be closely monitored.	Class Rosters Weekly Reports

We look at demographics to make sure that we are attracting scholars from all backgrounds.	Scholar Summary Report
We have marketing events at various community and cultural events such as Farmers' Markets, Salsa Festival, Military Base meetings, Kids' Expos, and others to ensure a diverse student body. Specifically, we held an event specific to CCS called Family Fun Day, which is open to our scholars, their families, and the public to both learn about CCS and other vendors that attend. We have also participated in Back to School Bash in Thousand Oaks, an Open House at Huckleberry Simi Valley, a ValleyPBS phone bank, presenting sponsors for Dog Days of Summer and Kids Night at Fresno Zoo (both ValleyPBS events). In the second half of the year, we will participate in the Great Homeschool Convention as well as Expo Day (a science and engineering festival in San Diego). We participate in events in San Diego, Los Angeles, and Fresno to ensure we cover each of our charters. We also hold in-person information sessions at peak enrollment times as well as virtual information sessions throughout the year for prospective families. There are many sponsorships in place for the second half of the year as well	Parent Square <u>Calendar</u>

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

Findings	Evidence
CCS has a Staff Advisory Sub-Committee that consists of staff members from a variety of departments. The Staff Advisory Committee serves to “provide staff feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values”. (mission statement)	Mission statement Monthly meetings
CCS has a scholar Leadership Council and all scholars can apply. They work with the CEO on the betterment of the school. CCS also has a Parent Advisory Council that meets every 2 months on the third Friday.	Meeting Agendas
There are Board of Directors Meetings live streamed. The Board of Directors meetings are posted on the main website for public knowledge.	<u>Superintendent Report</u> <u>Live Board Meetings</u>
The CEO has monthly Town Hall meetings with staff, and Quarterly Town Halls with parents, to provide stakeholders with a chance to ask questions and provide feedback.	<u>Schedule of Town Halls</u>
A Virtual Suggestion Box is offered for parent feedback.	<u>Virtual Suggestion Box</u>
A Planning Survey was given in Spring of 2018. The survey indicated that 89% are satisfied with the communication between staff and family. Additionally, 90% were satisfied with the overall program offered. It also showed that 91% agree that CCS staff is committed to the success of each scholar. It also showed that 86% agree that scholars are being prepared for future success. It also showed that 83% agree that the teachers are highly qualified in their field. Also, 93% agree that staff is helpful and respectful. Lastly, 87% believe that staff is responsive to scholar needs	Survey
Staff meetings are held frequently in respective departments virtually and onsite to have communication and encourage input.	<u>Weekly Meeting Schedules</u>
CCS Staff Handbook provides each employee with company policies and procedures. All CCS employees have clear understanding of expectations. CCS also has a master calendar so staff is aware of important dates throughout the school year that is embedded into all staffs google calendar.	<u>Employee Handbook-</u> posted on workplace

CCS holds an annual in-person retreat at the start of every school year. The most recent retreat was August 8-11, 2018. The staff participated in collaborative activities within and across departments. These help the growing staff to interact with their peers (both new and continuing) and foster relationships with those who work in different departments.	Retreat Schedule & Padlet
We use Workplace by Facebook to enhance communication and feedback amongst the staff. This includes a weekly CEO update where announcements are shared and staff comments are encouraged. Once a month a CEO Town Hall is held where staff can ask questions and get direct answers.	Workplace

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

Findings	Evidence
List of 17/18 Counseling Dep't Presentations & Workshops that are available to all Online and Options scholars in grades 6-12 throughout the school-year, that address academic, social, emotional, and college & career needs.	https://tinyurl.com/CounsWkShps
Physical and Mental Health Counseling referrals / College & Career Preparation Support that is available through our Counseling Services Department tab on the Compass Webpage, as well as individually by contacting a counselor.	https://www.compasscharters.org/resources/counseling-resources/
Throughout the school year, all members of the Counseling team complete and submit a time task analysis on a weekly basis to the Director of Counseling Services. This data is compiled each week, and reported at the end of each quarter to demonstrate that we are reaching our target of allocating 80% of our time each week to direct and indirect scholar services, and 20% toward program management	https://drive.google.com/open?id=1zrS45k8FeVK_N_JzfIDcYQ9Devf69I74j https://drive.google.com/open?id=1e2TRzBCgGF_W-iQaw2ytwW238liA5v_hP https://drive.google.com/open?id=1M_4ucVGIVxvM80rd91tkaAzYt812qc1

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

Findings	Evidence
Compass Charter Schools hosts specific orientation presentations for online scholars to get them familiar with the course navigation. This informs families of the upcoming learning labs and allows the teacher to effectively orient them to their courses. Welcome email and orientation PowerPoint attached here.	PowerPoint Welcome email
<p>Last year, 17/18, Compass Charters followed a workflow to chart and show support provided from supervising teachers, and counselors. Once a scholar was identified of being at risk contact was made on a regular basis. On the second tab there is a copy of the email template sent including tips to succeed</p> <p>This year we are starting the process of charting who is at risk by using a point system. Scholars are given a certain number of points based on a set of criteria. Teacher fill out a form at the end of every learning period. The video guide is attached</p>	At Risk spreadsheet 17/18 MTSS Tiers Form Video
Compass charter school provided intervention based on iReady scores, lack of progress, or truancy for the 2017-2018 school year. We then charted our communication on a shared google sheet.	Middle school RTI 17/18
For the 2018-19 school year Compass Charter Schools now uses a Multi-tiered System of Supports to provide intervention to scholars which targets behavioral, social, emotional, and academic support for scholars.	MTSS Manual

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the school wide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

Findings	Evidence
For Options: The credentialed teacher (Educational Facilitator) has a connection with the scholar every two weeks to monitor progress. While families are only required to submit two samples of work demonstrating academic growth each LP, most families choose to share a great deal more than that because of the ease of using SeeSaw to take video and upload pictures of student work. Because of the personalization of curriculum and connection in Options, students are encouraged readily to explore areas of interest and strength, while being supported in areas of weakness	
Virtual Scholar Workshops are available to all students	
Benchmarks are used regularly, results are shared	
State testing	
Counselor Workshops provide support in interviewing skills, and college options	

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum

Findings	Evidence
All Online Program scholars have access to rigorous A-G Core Academic Courses, which scholars are strategically placed in through frequent collaboration with their counselors based on their expressed post-high school college and career goals, and their preceding academic performance. All online scholars have access to credentialed teachers and counselors at CCS. Currently, CCS does not offer any Honors or AP courses.	<p>CCS FRESNO: ucop.edu/agcourselist#/list/details/4857/</p> <p>CCS LA: https://hs-articulation.ucop.edu/agcourselist#/list/details/4855/21</p>
All Options Program scholars and their parents have access to a credentialed teacher who provides support in choosing the most accessible and most rigorous curriculum individually selected by and for the scholar.	<p>OPTIONS VENDORS: https://sites.google.com/CScalifornia.org/compasscs</p>
Scholars are encouraged and supported in their priorities, while being held to account for academic progress in all required areas. Compass Charter Schools has a vast list of vendor choices for student enrichment and support. Three vendors provide individual in-home tutoring for scholars who need these services; A+, Thrive, and Tree of Knowledge, as well as vast offerings in classes both in person and online.	
Compass Charter Schools collects demographic data for each scholar, as well their course placements.	<p>CCS LA: https://docs.google.com/spreadsheets/d/1nyvElFWEgePunFWkGUoN93bylrrroCBUq71q0h0KNx4/edit#gid=0</p> <p>CCS FRESNO: https://docs.google.com/spreadsheets/d/1Fi7jxHKuVeD1cLfBYDZlir7XEwpM834kJwkYGNZgwpQ/edit#gid=0</p>

CCS Online HS Master Schedule	https://docs.google.com/spreadsheets/d/14kKvG4_ZLxxUZJh1BPNRVwDqLvLPp7QwsyFbk8JzS9l/edit#gid=647753949
CCS Online MS Master Schedule	https://docs.google.com/spreadsheets/d/1RmQnMVjZnW8eUuYB82LWVgqMtfuilzSqErJYIS2FUsU/edit#gid=1419758298

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to school wide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Evidence
In a typical week, scholars are afforded many synchronous classroom opportunities with classmates and teachers. There they are provided with many opportunities to exchange ideas and interact with other peers via various AVID teaching/learning strategies.	Learning Lab HS Learning Lab MS
School and community activities such as newsletters, field trips, and clubs ensure all scholars have equitable access to socialization opportunities.	https://www.parentsquare.com/schools/504/calendars
Adobe Connect breakout rooms allow for scholars to collaborate and discuss course topics in smaller, differentiated groups.	Adobe Connect
Curriculum provides opportunities for at-home experiments and projects.	https://www.compasscharters.org/academics/online-program/ https://www.compasscharters.org/academics/homeschool-program/
The Learning Center is home to various events that offer many different experiences such as meeting live exotic animals, playing the harp, live science labs, and performing live in front of others.	https://www.compasscharters.org/academics/scholar-engagement/
CCS has 20 scholar clubs.	https://docs.google.com/spreadsheets/d/1aQBkr2fQZOI3yCo2wm_hr7GUSuUW1gzuj7FGR6He3TY/edit#gid=0 https://www.compasscharters.org/academics/scholar-engagement/
Center based activities are streamed live on our website.	https://www.compasscharters.org/live/

The Counseling Department has Virtual College Tours.	https://www.compasscharters.org/academics/counseling-services/ https://www.compasscharters.org/resources/counseling-resources/
Wet Labs are conducted in person on a regular basis throughout the school year.	Wet Lab Calendar (TBD)
The role of the Scholar Engagement Coordinator is to oversee scholar socialization opportunities such as co-curricular activities and scholar-led clubs.	Rebecca MacAlpine Director of Engagement 805-807-9066 rmacalpine@compasscharters.org
An average of 2 field trips per month, based on location, are planned.	https://www.compasscharters.org/academics/scholar-engagement/
The CCS National Honor Society participates annually in various philanthropic volunteer events.	
CCS has an independent IT department to troubleshoot scholar needs immediately.	https://www.compasscharters.org/resources/it-information/
CCS sends out a survey annually to scholars, staff, and learning coaches to determine scholar engagement and program satisfaction.	Survey

*ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth***Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the critical learner needs)

CCS understands the challenge of creating a positive school culture in a virtual environment. By offering various types of support such as assigning every scholar in grades 6-12 an advisor and a counselor, our staff is trying to create a culture that allows all scholars equal access to rigorous curriculum and opportunities to succeed.

As we continue with the implement of our RTI program, it is important that we evaluate the data regarding scholar scores, course participation and completion rates, and overall grade performance. These additional resources will help with both critical needs: reclassifying our EL scholars and increasing math achievement.

The scholar engagement component assists in the increase of scholar achievement. Active families contribute to the success of their scholars and as one of our LCAP goals, increasing both scholar and family participation is a cornerstone of our program.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Strong school to home communications
- Synchronous and asynchronous lessons
- Annual All Staff Retreats
- Positive survey results
- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events
- Graduation rates

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events

Chapter IV

Summary from Analysis of Identified Critical Student Learner Needs

CCS is using data to identify and support scholars on their academic journey. The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the Scholar Success Coordinator will be building a Multi-Tiered Systems of Support (“MTSS”) program to support our scholars. RTI incorporated a multi-tier system of supports to create an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, scholar-centered learning, individualized scholar needs, and the alignment of systems necessary for academic, behavior, and social success. CCS is committed to the success of ALL scholars and to training and maintaining staff that is knowledgeable and effective at achieving this goal.

Subsequently, CCS has identified two critical areas of need, based on our performance. The needs remain the same for all three schools. One of these needs is that of developing a stronger ELL program. We have little data regarding this issue due to the absence of testing in prior years and the low participation rate in state testing of our ELL scholars. Grades and assessment scores are looked at as well as SBAC data. With the suspension of the CAHSEE, there are few places that we find relevant data. We are looking into additional curriculum dedicated to the English Language Learner.

The other critical learner need is that of math proficiency. Our SBAC data for all three schools showed that the math scores were close to or below that of the state’s. The percentage of those scholars that nearly Met or Did Not Meet was much higher than those that scored Met or Exceeded.

These areas of need speak to our Scholar Learning Outcomes and our need to increase academic achievement. After revising our mission and vision, we refined our Scholar Learning Outcomes (“SLOs”), which are closely aligned with our Mission, Vision, Core Values, and LCAP goals. The SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars.

Effective Communicators

Academically Proficient

Collaboratively Minded.

College and Career Ready

Questions raised by this inquiry and reflection are:

- How can we raise math comprehension skills?
- What resources can be used online to reinforce math strategies and concepts?
- Are scholars attending Learning Labs consistently?
- What is preventing our scholars from participating in SBAC testing
- How can we motivate scholars to attend Learning Labs?
- Which ELL strategies work best for virtual learners?
- Do learning coaches understand the importance of scholars progressing in courses?
- What supports are needed to assist our EL scholars?

Chapter V

School Wide Action Plan

Action Plan #1 - Increase reclassification of English Language Learners by 10%

Rationale of Critical Need: When English Language Learners are reclassified it means they have demonstrated that they are able to compete effectively with their English-speaking peers. Increasing the number of scholars eligible for reclassification will have a positive impact on scholar achievement because more scholars will have mastered English Language Arts standards.

School Wide Learner Outcome Addressed:

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

Growth/ Targets Measurable Outcomes				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars that qualify for reclassification	1 Fresno; 1 LA	2 Fresno; 0 LA	0 Fresno; 2 LA	1 Fresno 3 LA
Percentage of EL scholars who completed Language Arts	33 % Fresno; 100 % LA This is from those that tested CELDT	66% Fresno (33% w/d in Nov); -- LA	100% Fresno; 81% LA	100% Fresno 89% LA
Percentage of EL scholars who passed Language Arts courses	100% Fresno; 100% LA Of those that completed the course	100% Fresno; - - LA Of those that completed the course	100% Fresno; 100% LA Of those that completed the course	100% Fresno 100% LA
Number of EL scholar participating in SBAC testing	100% Fresno; 0% LA Of those eligible to test	100% Fresno; 50% LA Of those eligible to test	50% Fresno; 70% LA Of those eligible to test	60% Fresno 80% LA

Action Steps	Evidence	Responsible Party	Timeline
EL scholars receive targeted support in all areas, if needed.	<ul style="list-style-type: none"> • Early identification • Timely IEPs if necessary • Communication with families • Live streaming • Small group instruction • Scholar engagement • Small Group Instruction as part of MTSS framework 	<ul style="list-style-type: none"> • Scholar Success Coordinator • Counselors • Teachers 	Ongoing
See growth in scholar subgroups	<ul style="list-style-type: none"> • Scholars that qualify for RFEP • SBAC scores • Internal Assessment scores • Course progression charts • Small group instruction • Study Island usage • worksheets/lessons 	<ul style="list-style-type: none"> • Assessment Coordinator • Academic Coordinators • Academic Directors • Teachers 	Annually
Move scholars from Nearly Meeting Standards to Meeting Standards	<ul style="list-style-type: none"> • Internal assessment reports • Report cards • Course progression charts 	<ul style="list-style-type: none"> • Academic Coordinators • Academic Directors • Teachers 	Ongoing
Analyze EL scholar test results from CAASPP, reading assessments, and	<ul style="list-style-type: none"> • CAASPP test scores • Reading assessment scores • Internal diagnostics ELA 	<ul style="list-style-type: none"> • Teachers • Coordinators • ELAC (EL Advisory Committee) 	August and ongoing
Increase Professional Development opportunities for staff on English Language Acquisition	<ul style="list-style-type: none"> • Internal in-services • PD opportunities shared out to staff • Anecdotal data 	<ul style="list-style-type: none"> • Teachers • Counselors • Third Party Tutoring 	Ongoing

Action Plan #2 - Increase math proficiency by 5% as measured by various assessments and standardized test

Rationale of Critical Need: CAASPP and internal diagnostics data indicate gaps in math skills. Scholars are underperforming in the area of math. Determining how to help virtual scholars be successful at math is a challenging task that Compass has been working on for several years. Graduates heading to college or beginning their careers need to know how to apply mathematical concepts and how to solve real world problems, so we need to develop and continuously improve plans to ensure our scholars are successful in math.

School Wide Learner Outcome Addressed:

Effective Communicators

Academically Proficient

Collaboratively Minded

College and Career Ready

Growth/ Targets Measurable Outcomes				
	2015-2016	2016-2017	2017-18	2018-2019 Target
Number of scholars who have scored Met or Exceeded standards on the SBAC math test.	13% Fresno 33% LA	18.5%Fresno 17.3% LA	13.6% Fresno 18.3% LA	(5% +)
Number of scholars who have scored Not Met on the SBAC math test.	54%Fresno 43% LA	57.4%Fresno 50%LA	52.2% Fresno 53.1% LA	(% -)
Number of scholars that perform at or above grade level on internal diagnostic assessment	--	43.5% Fresno 44.8% LA	41.9% Fresno 32.2 % LA	(5% +)

Action Steps	Evidence	Responsible Party	Timeline
Increase Math Proficiency	<ul style="list-style-type: none"> • Internal Assessment score reports • Number of live math sessions • Small group instruction • Professional development • SBAC scores • Math scholars on track • Selection of math courses taken • Learn Pop participation 	<ul style="list-style-type: none"> • Teachers • Academic Coordinators • Academic Directors 	Ongoing
Move scholars from Nearly Meeting Standards to Meeting Standards	<ul style="list-style-type: none"> • I-Ready assessment reports • Report cards • Course progression charts • SBAC scores • Success Academy • Small instructional groups • Flexible instructional groups • Learning Lab sessions 	<ul style="list-style-type: none"> • Teachers • Academic Coordinators • Academic Directors 	

Action Plan #3 - Compass Charter Schools will increase the academic knowledge skill set of LC/parent so that the LC/parent is able to help their scholars be academically successful in the home setting by improving their teaching/coaching skills and increasing parent and scholar engagement.

Rationale of Critical Need: Parents of scholars in virtual schools require a higher level of involvement in their scholar's daily educational activities. Compass Charter Schools will provide them with trainings that will help to increase their knowledge of study skills, virtual learning, teaching methods, educational technology, assessment, curriculum, and college and career planning. By providing parent trainings, parent - scholar engagement and academic growth will improve. Our LCAP goal is to increase engagement as well.

School Wide Learner Outcome Addressed:

Effective Communicators

Collaboratively Minded

Action Steps	Evidence	Responsible Party	Timeline
Provide parents training on how to help their child be successful learners.	<ul style="list-style-type: none"> •Coach's Corner webinar •Targeted blogs •Goal setting with scholars at PTC and check-ins 	<ul style="list-style-type: none"> •Engagement Team •Teachers •PL Admin Assistant 	monthly
Plan round-table discussions	<ul style="list-style-type: none"> •Attendance of participants at round-table. •Increasing attendance 	Teachers	monthly
Translate all pertinent communication documents into Spanish or other necessary languages.	<ul style="list-style-type: none"> •Parent letters •report cards •school information •website information 	Team Office Staff	Ongoing
Providing parents communication and insight on educational activities and resources that they can use at home.	<ul style="list-style-type: none"> Weekly bulletin updates Parent Square messaging system School website Quarterly newsletters 	Admin team Add academic departments	Ongoing
Parents and students will be provided with college & career readiness presentations throughout the school year	Schedule of workshops by counseling team	Counseling Team	Counselor led parent meetings



Compass Charter Schools

Appendix A

Local Control Accountability Plans

Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name

Contact Name and Title

Email and Phone

Compass Charter Schools
of Fresno

J.J. Lewis
President & CEO

jlewis@compasscharters.org
818-824-6233

2018-19 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 independent study charter school, serving scholars who reside in Fresno County and its adjacent counties. The mission of CCS is to 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 core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

CCS serves over 100 scholars. Based on Census Day, our scholar population consists of 59% socioeconomically disadvantaged, 5% homeless, 2% English language learners, and 10% special education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Compass Charter Schools continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our 2018-19 LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement.

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 Compass Charter Schools this year. We brought on additional staff in key areas to support our scholars: two Scholar Success Coordinators to provide an academic intervention program to ensure supports were available for all scholars (one for scholars in grades K-5, the other for grades 6-12); and a Family Engagement Coordinator to manage and promote parent engagement opportunities with the school.

We also continue to enhance and expand our communication and outreach efforts, in and out of the classroom, as well as opportunities for scholar support, such as a partnership with a national online tutoring company. We are extremely proud of the virtual program we offer scholars and the various supports they receive along their educational journey with us.

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

Based on the California School Dashboard, Compass Charter Schools does not have any state indicator or local performance indicator where our overall performance is in the 'Red' or 'Orange,' nor a 'Not Met' or 'Not Met for Two or More Years' rating. We do not believe there are any areas that are in need of significant improvement based on our local performance indicators.

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, Compass Charter Schools does not have any performance gaps reported for any scholar group.

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.

Compass Charter Schools will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking within our integrated SIS. Every staff member has access to the SIS and the various flags and alerts on each scholar record, and we will continue to build out workflows and reports to help track scholars as they progress on their educational journey at CCS. We are also creating several staff committees, including MTSS, Engagement, and a few others, to involve a greater number of staff in sharing ideas and opportunities to increase our supports and services for our scholars.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$1,634,685.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year

\$619,806.00

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 roughly 17-percent of our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year

\$1,423,118.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Increase academic achievement at Compass Charter Schools of Fresno

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,3,4,6,7,8
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Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Create a baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) 2. Create a baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) 3. Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met) 4. Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments 5. Create a baseline for for the percent of K-12 scholars at/above grade level on i-Ready Math assessments 6. 43% percent of K-12 scholars will be eligible for Honor Roll 7. Create a baseline for ELL Reclassification Rate 8. 41% of seniors will be eligible for Graduation 9. Increase attendance rate to 97% 	<ol style="list-style-type: none"> 1. Baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) is set at 49%, based on 2016-17 results 2. Baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) is set at 18.5%, based on 2016-17 results 3. Baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met) will be set during the 2018-19 year, as 2016-17 was a pilot year and 2017-18 was the field test, neither of which provided scores 4. Baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments will be set once we have final 2017-18 results 5. Baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments will be set once we have final 2017-18 results 6. Data not yet available 7. Baseline for ELL Reclassification Rate is set at 50%, based on 2016-17 results 8. 86% of seniors were eligible for Graduation, exceeding our goal by 43% 9. Our attendance rate was 97.07%, exceeding our goal by 0.07%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 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.	Teachers provided scholars with timely, specific feedback within 72 hours of work submission. While some of the assignments were graded immediately through the learning management system (LMS), teachers ensured all scholars in their courses received timely feedback on every assignment. Feedback was provided in the LMS, as well as email, text, or meeting, as appropriate. Teachers also conducted parent/teacher conferences, once in the fall semester for all of their scholars, and again in the spring for those scholars in need of additional support.	\$470,133.00	\$420,972.00
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.	Teachers, with support from our Scholar Success Coordinators, utilized our i-Ready initial and mid-year diagnostic test results to target scholars who were in need of additional supports. These supports included additional instructional resources, tutoring support, and more. The Scholar Success Coordinators, in collaboration with the teachers, monitored success through our RTI model.	\$11,393.00	\$11,393.00

Action 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.

Numerous professional development opportunities were provided to teachers and staff throughout the school year. Starting with our in-person All-Staff Retreat, all staff received a week-long training on the new StrongMind Scholar Information System, Learning Management System, and Parent Scholar Portal. Follow-up trainings were hosted throughout August, prior to the start of classes.

Professional development opportunities were shared with all staff, on curriculum, instruction, LCAP, ESSA, LCFF, mindfulness, and more throughout the year. In addition, our Counseling Services Team hosted two internal professional development workshops, one on suicide prevention awareness and the other on LGBTQI awareness; and our Information Services Team hosted a workshop on FERPA awareness.

Teams also hosted workshops during team meetings, to understand data from our new system, data from i-Ready results, as well as instructional opportunities through our new partnership with AVID.

\$26,584.00

\$23,725.00

Action 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.

In addition to individualized planning from the Counseling Services Team, scholars had access to 39 presentations/workshops on topics within the academic (10), social emotional (6), and college and career readiness (23) realms.

AVID was successfully implemented, both as an elective course for online 9th grade scholars, as well as a series of instructional strategies throughout our entire online high school program. Within the entire high school program, one scholar participated in concurrent enrollment, and another four in our accelerated course options program.

\$89,581.00

\$91,886.00

Action 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.

Data has been collected throughout the year to better support scholars. In terms of attendance, at P-2, CCS had a 97.07% attendance rate. 86% of our scholars were eligible to graduate, 1 earning the Golden State Seal of Merit Diploma Award.

At the time of this LCAP, data was still being finalized on dropout rates, as well as course completion rates.

\$417,754.00

\$451,522.00

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, as noted in our actions and services update. We increased our level of communication, both in type and frequency, provided individual supports to scholars through our RTI model, provided ample professional development opportunities for our staff, both internally and externally, assisted scholars along their educational journey with supports through our counseling, instructional, engagement and special education team, and enhanced our data-driven culture.

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 scholar achievement. We saw a sharp increase in two-way communication in our independent study program, with expanded supports to scholars to facilitate their learning, and saw a sharp increase in both attendance and scholars eligible for graduation.

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.

We are not making changes to our goal of increasing academic achievement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno

State and/or Local Priorities addressed by this goal:

State Priorities	3,5,6
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Annual Measurable Outcomes

Expected	Actual
1. Increase attendance rate by 97% 2. Create a baseline for the number of scholar clubs offered 3. Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors 4. Create a baseline for the number of Scholar Leadership Council meetings 5. Create a baseline for participation in Parent/Teacher Conferences 6. At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	1. Attendance rate, as reported at P-2, was 97.07% 2. Baseline for the number of scholar clubs offered set to 14 based on 2017-18 year 3. The Parent Advisory Council met five times and shared a formal report at each Board of Directors meeting 4. Baseline for the number of Scholar Leadership Council meetings set to at least quarterly based on the 2017-18 year, where they met six times and shared a formal report at each Board of Directors meeting 5. Baseline for participation in Parent/Teacher Conferences set to 66% based on the 2017-18 year 6. At least 50% of our scholars and parents participated in our satisfaction survey opportunities

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Extracurricular Activities 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.	Numerous extracurricular activities were offered throughout the fall and spring semester to scholars, including 20 field trips across the Fresno region. Scholars also had the opportunity to participate in 14 scholar-led clubs, including National Honor Society, Scholar Leadership Council, Chess Club, Cooking Club, Performing Arts Club, and more. In addition, scholars had the opportunity to participate in 14 virtual contests and 15 virtual workshops.	\$11,393.00	\$27,236.00

<p>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).</p>	<p>Many opportunities were provided to scholars to engage in enrichment opportunities, both across the Fresno region, and across the state. Scholars were invited to participate in engagement opportunities offered across the Compass Charter Schools community, including opportunities in the LA and San Diego regions.</p>	<p>\$0.00</p>	<p>\$0.00</p>
<p>Action 3 - Scholar Recognition 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."</p>	<p>While this year was a year of change, it could also be viewed as a year of celebration. We held our Graduation and 8th Grade Promotion Ceremony on Wednesday, June 13 in Clovis, where 86% of our seniors were eligible to graduate. One of those seniors also earned the Golden State Seal of Merit Diploma. We also awarded the Silver Presidential Award to a deserving scholar.</p> <p>In June, we also celebrated our scholars at various Virtual Awards Assemblies, where teachers recognized scholars for their hard work in and out of the classroom. Throughout the year, scholars were recognized as Scholar of the Month, and in June, one of these scholars (per grade span) was recognized as the Firebird of the Year.</p> <p>Based on scholar feedback, we created the Scholars' Choice Employee of the Year, where scholars and learning coaches nominated staff, and our Scholar Leadership Council selected the winner, who will be announced at our Annual Meeting on June 25. Also at our Annual Meeting, we will present our Learning Coaches of the Year.</p>	<p>\$0.00</p>	<p>\$0.00</p>

Action 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.

The Parent Advisory Council was active this year, meeting five times. They also sent a survey to all parents, with assistance from StrongMind, to share additional feedback with staff and the Board of Directors on ways to enhance and expand the educational experiences offered at Compass. Welcome Back Nights were hosted the week prior to classes, as well as quarterly Parent Town Halls with the CEO.

In addition, a new program called Coaches' Corner was started, which provided resources for learning coaches on our YouTube channel. There are 16 videos currently available for our learning coaches, and the public. We also hosted a total of nine Coffee With Compass events, where we invited our learning coaches and staff to gather in an informal setting to discuss ideas, successes, and suggestions in various coffee shops in our higher enrollment areas.

\$0.00

\$0.00

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 scholar and parent engagement, as noted in our actions and services update. We increased the number and types of extracurricular activities, such as field trips, virtual sessions, contests and clubs, enhanced our social enrichment opportunities, increased the amount of scholar recognition, both monthly and at the end of the school year, and increased the opportunities for learning coaches to be involved through workshops and trainings.

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 scholar and parent engagement. We saw a vast increase in the number of engagement opportunities offered to scholars, and a high level of participation in these opportunities. Scholars and their families were engaged, through events, workshops, and celebratory events. This was the second year of our Parent Advisory Council, and inaugural year of our Scholar Leadership Council, both of which met on a consistent basis and provided updates to staff and our Board of Directors.

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.

We are not making changes to our goal of increasing scholar and parent engagement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

Stakeholder Engagement

LCAP Year 2019-20

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 2018-19 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 through our Leadership Team, which consists of our managers and directors. This group spent several days at our Central Office discussing 2017-18 results, reviewing survey data, and planning the 2018-19 year. The Board of Directors, along with our entire community, had one final opportunity to provide 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

New

Goal 1

Increase academic achievement at Compass Charter Schools of Fresno

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,3,4,6,7,8
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Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our curriculum and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	49%	Increase by 3% the number of scholars who exceed or meet standards	-	-
SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	18.5%	Increase by 3% the number of scholars who exceed or meet standards	-	-
CAST grades 5 & 8 and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	-
Percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	-
Percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	-
Percent of K-12 scholars eligible for Honor Roll	40%	Increase by 3% the number of scholars eligible for Honor Roll	-	-
ELL Reclassification Rate	50%	Maintain or increase ELL Reclassification Rate	-	-
Percent of High School Seniors eligible for Graduation	86%	Increase by 3% the number of High School Seniors eligible for Graduation	-	-
Attendance Rates	97.07%	Maintain or increase Attendance Rates	-	-

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$453,026.00

Sources

General Fund	\$453,026.00
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Budget Reference

1100	Teachers' Salaries
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Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$50,548.00

Sources

General Fund	\$50,548.00
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Budget Reference

1300	Certificated Pupil Support Salaries
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Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$22,425.00

Sources

General Fund	\$22,425.00
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Budget Reference

5200	Travel and Conferences
5210	Training and Development Expense

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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 concurrent enrollment options for high school scholars.

Budgeted Expenditures

2018-19

Amount \$82,595.00

Sources

General Fund	\$82,595.00
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Budget Reference

1200	Certificated Pupil Support Salaries
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Action 5

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Attendance Rates CCS will collect data to monitor attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also monitor course completion rates in grades 9-12 as a way to work towards improvement in future years.

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

New

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of Fresno

State and/or Local Priorities addressed by this goal:

State Priorities 3,5,6

Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our systems and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Attendance Rates	97.07%	Maintain or increase Attendance Rates	-	-
Number of scholar clubs	14	Increase the number of scholar clubs to 17	-	-
Parent Advisory Council	Parent Advisory Council meets on a quarterly basis	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Scholar Leadership Council	Scholar Leadership Council meets 6 times	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Participation in Parent/Teacher Conferences	66%	Increase participation in Parent/Teacher Conferences by 4%	-	-
Satisfaction Surveys	50% of parents participate in satisfaction surveys	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	-	-

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Extracurricular Activities 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.

Budgeted Expenditures

2018-19

Amount \$11,212.00

Sources

General Fund	\$11,212.00
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Budget Reference

5811	Student Transportation
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Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Social Enrichment Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Action 3

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Scholar Recognition Graduating seniors 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 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 scholar at the end of the year as "Firebird of the Year". 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."

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$211,351.00

16.40%

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 grant funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. We will continue to use our integrated SIS/LMS to track, monitor and support our scholars. We will also continue to identify and provide targeted supports to our scholars. In addition, professional development and training will be offered to our staff to increase the personalization of academic supports for scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEAwide 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 concurrent enrollment options for high school scholars.

1.5 Attendance Rates

CCS will collect data to monitor attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also monitor 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

2019

LEA Name

Contact Name and Title

Email and Phone

Compass Charter Schools
of Los Angeles

J.J. Lewis
President & CEO

jlewis@compasscharters.org
818-824-6233

2018-19 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 independent study charter school, serving scholars who reside in Los Angeles County and its adjacent counties. The mission of CCS is to 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 core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

CCS serves close to 500 scholars. Based on Census Day, our scholar population consists of 59% socioeconomically disadvantaged, 3% homeless, 2% English language learners, and 9% special education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Compass Charter Schools continues to evolve and grow, focused on its singular purpose - to support scholars on their educational journey. Our 2018-19 LCAP continues to focus on two critical areas: increasing scholar academic achievement and increasing scholar and parent engagement.

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 Compass Charter Schools this year. We brought on additional staff in key areas to support our scholars: two Scholar Success Coordinators to provide an academic intervention program to ensure supports were available for all scholars (one for scholars in grades K-5, the other for grades 6-12); and a Family Engagement Coordinator to manage and promote parent engagement opportunities with the school.

We also continue to enhance and expand our communication and outreach efforts, in and out of the classroom, as well as opportunities for scholar support, such as a partnership with a national online tutoring company. We are extremely proud of the virtual program we offer scholars and the various supports they receive along their educational journey with us.

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

Based on the California School Dashboard, Compass Charter Schools does not have any state indicator or local performance indicator where our overall performance is in the 'Red' or 'Orange,' nor a 'Not Met' or 'Not Met for Two or More Years' rating. We do not believe there are any areas that are in need of significant improvement based on our local performance indicators.

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, Compass Charter Schools does not have any performance gaps reported for any scholar group.

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.

Compass Charter Schools will enhance our supports for scholars who are identified as low-income, English language learners, and/or foster youth through greater tracking within our integrated SIS. Every staff member has access to the SIS and the various flags and alerts on each scholar record, and we will continue to build out workflows and reports to help track scholars as they progress on their educational journey at CCS. We are also creating several staff committees, including MTSS, Engagement, and a few others, to involve a greater number of staff in sharing ideas and opportunities to increase our supports and services for our scholars.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year	\$5,336,605.00
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Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year	\$1,977,949.00
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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 roughly 18-percent of our overall general fund expenditures.

Total Projected LCFF Revenues for LCAP Year	\$4,603,770.00
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Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Increase academic achievement at Compass Charter Schools of Los Angeles

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,3,4,6,7,8
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Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Create a baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) 2. Create a baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) 3. Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met) 4. Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments 5. Create a baseline for for the percent of K-12 scholars at/above grade level on i-Ready Math assessments 6. 43% percent of K-12 scholars will be eligible for Honor Roll 7. Create a baseline for ELL Reclassification Rate 8. 41% of seniors will be eligible for Graduation 9. Increase attendance rate to 97% 	<ol style="list-style-type: none"> 1. Baseline for SBAC ELA grades 3-8, 11 (Standards Exceeded or Met) is set at 45%, based on 2016-17 results 2. Baseline for SBAC Math grades 3-8, 11 (Standards Exceeded or Met) is set at 17%, based on 2016-17 results 3. Baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met) will be set during the 2018-19 year, as 2016-17 was a pilot year and 2017-18 was the field test, neither of which provided scores 4. Baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments will be set once we have final 2017-18 results 5. Baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments will be set once we have final 2017-18 results 6. Data not yet available 7. Baseline for ELL Reclassification Rate is set at 0%, based on 2016-17 results 8. 78% of seniors were eligible for Graduation, exceeding our goal by 37% 9. Our attendance rate was 93.57%, short of our goal by 3.43%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 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.	Teachers provided scholars with timely, specific feedback within 72 hours of work submission. While some of the assignments were graded immediately through the learning management system (LMS), teachers ensured all scholars in their courses received timely feedback on every assignment. Feedback was provided in the LMS, as well as email, text, or meeting, as appropriate. Teachers also conducted parent/teacher conferences, once in the fall semester for all of their scholars, and again in the spring for those scholars in need of additional support.	\$1,556,355.00	\$1,433,606.00
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.	Teachers, with support from our Scholar Success Coordinators, utilized our i-Ready initial and mid-year diagnostic test results to target scholars who were in need of additional supports. These supports included additional instructional resources, tutoring support, and more. The Scholar Success Coordinators, in collaboration with the teachers, monitored success through our RTI model.	\$0.00	\$0.00

Action 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.

Numerous professional development opportunities were provided to teachers and staff throughout the school year. Starting with our in-person All-Staff Retreat, all staff received a week-long training on the new StrongMind Scholar Information System, Learning Management System, and Parent Scholar Portal. Follow-up trainings were hosted throughout August, prior to the start of classes. Professional development opportunities were shared with all staff, on curriculum, instruction, LCAP, ESSA, LCFF, mindfulness, and more throughout the year. In addition, our Counseling Services Team hosted two internal professional development workshops, one on suicide prevention awareness and the other on LGBTQI awareness; and our Information Services Team hosted a workshop on FERPA awareness. Teams also hosted workshops during team meetings, to understand data from our new system, data from i-Ready results, as well as instructional opportunities through our new partnership with AVID.

\$88,006.00

\$82,498.00

Action 4 - Educational Planning

Scholars will receive individualized planning from Counseling Services in meeting A-G requirements. CCS will be implementing 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.

In addition to individualized planning from the Counseling Services Team, scholars had access to 39 presentations/workshops on topics within the academic (10), social emotional (6), and college and career readiness (23) realms. AVID was successfully implemented, both an elective course for online 9th grade scholars, as well as a series of instructional strategies throughout our entire online high school program. 15 scholars participated in concurrent enrollment, and another 20 in our accelerated course options program.

\$296,555.00

\$313,101.00

Action 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.

Data has been collected throughout the year to better support scholars. In terms of attendance, at P-2, CCS had a 97.07% attendance rate. 78% of our scholars were eligible to graduate, 15 earning the Golden State Seal of Merit Diploma Award. At the time of this LCAP, data was still being finalized on dropout rates, as well as course completion rates.

\$1,382,955.00

\$647,450.00

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, as noted in our actions and services update. We increased our level of communication, both in type and frequency, provided individual supports to scholars through our RTI model, provided ample professional development opportunities for our staff, both internally and externally, assisted scholars along their educational journey with supports through our counseling, instructional, engagement and special education team, and enhanced our data-driven culture.

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 scholar achievement. We saw a sharp increase in two-way communication in our independent study program, with expanded supports to scholars to facilitate their learning, and saw a sharp increase in both attendance and scholars eligible for graduation.

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.

We are not making changes to our goal of increasing academic achievement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of LA

State and/or Local Priorities addressed by this goal:

State Priorities	3,5,6
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Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Increase attendance rate by 97% 2. Create a baseline for the number of scholar clubs offered 3. Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors 4. Create a baseline for the number of Scholar Leadership Council meetings 5. Create a baseline for participation in Parent/Teacher Conferences 6. At least 50% of our scholars and parents will participate in our satisfaction survey opportunities 	<ol style="list-style-type: none"> 1. Attendance rate, as reported at P-2, was 93.57% 2. Baseline for the number of scholar clubs offered set to 14 based on 2017-18 year 3. The Parent Advisory Council met five times and shared a formal report at each Board of Directors meeting 4. Baseline for the number of Scholar Leadership Council meetings set to at least quarterly based on the 2017-18 year, where they met six times and shared a formal report at each Board of Directors meeting 5. Baseline for participation in Parent/Teacher Conferences set to 66% based on the 2017-18 year 6. At least 50% of our scholars and parents will participate in our satisfaction survey opportunities

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Extracurricular Activities 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.	Numerous extracurricular activities were offered throughout the fall and spring semester to scholars, including 20 field trips across the Fresno region. Scholars also had the opportunity to participate in 14 scholar-led clubs, including National Honor Society, Scholar Leadership Council, Chess Club, Cooking Club, Performing Arts Club, and more. In addition, scholars had the opportunity to participate in 14 virtual contests and 15 virtual workshops.	\$37,717.00	\$12,234.00

<p>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).</p>	<p>Many opportunities were provided to scholars to engage in enrichment opportunities, both across the Fresno region, and across the state. Scholars were invited to participate in engagement opportunities offered across the Compass Charter Schools community, including opportunities in the LA and San Diego regions.</p>	<p>\$0.00</p>	<p>\$0.00</p>
<p>Action 3 - Scholar Recognition 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."</p>	<p>While this year was a year of change, it could also be viewed as a year of celebration. We held our Graduation and 8th Grade Promotion Ceremony on Wednesday, June 12 in Long Beach, where 78% of our seniors were eligible to graduate. 15 of those seniors also earned the Golden State Seal of Merit Diploma, and two received the State Seal of Biliteracy. We also awarded both the gold and silver Presidential Awards to deserving scholars.</p> <p>In June, we also celebrated our scholars at various Virtual Awards Assemblies, where teachers recognized scholars for their hard work in and out of the classroom. Throughout the year, scholars were recognized as Scholar of the Month, and in June, one of these scholars (per grade span) was recognized as the Firebird of the Year. Based on scholar feedback, we created the Scholars' Choice Employee of the Year, where scholars and learning coaches nominated staff, and our Scholar Leadership Council selected the winner, who will be announced at our Annual Meeting on June 25. Also at our Annual Meeting, we will present our Learning Coaches of the Year.</p>	<p>\$0.00</p>	<p>\$0.00</p>

Action 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.

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."

\$0.00

\$0.00

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 scholar and parent engagement, as noted in our actions and services update. We increased the number and types of extracurricular activities, such as field trips, virtual sessions, contests and clubs, enhanced our social enrichment opportunities, increased the amount of scholar recognition, both monthly and at the end of the school year, and increased the opportunities for learning coaches to be involved through workshops and trainings.

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 scholar and parent engagement. We saw a vast increase in the number of engagement opportunities offered to scholars, and a high level of participation in these opportunities. Scholars and their families were engaged, through events, workshops, and celebratory events. This was the second year of our Parent Advisory Council, and inaugural year of our Scholar Leadership Council, both of which met on a consistent basis and provided updates to staff and our Board of Directors.

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.

We are not making changes to our goal of increasing scholar and parent engagement. As the 2018-19 year will be the second year using our new systems, we are not making changes to our expected outcomes, metrics, or actions and services in order to build two years of data in which to make informed decisions on the effectiveness of this goal and its expected outcomes.

Stakeholder Engagement

LCAP Year 2019-20

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 2018-19 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 through our Leadership Team, which consists of our managers and directors. This group spent several days at our Central Office discussing 2017-18 results, reviewing survey data, and planning the 2018-19 year. The Board of Directors, along with our entire community, had one final opportunity to provide 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

New

Goal 1

Increase academic achievement at Compass Charter Schools of LA

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,3,4,6,7,8
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Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our curriculum and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	45%	Increase by 3% the number of scholars who exceed or meet standards	-	-
SBAC Math grades 3-8, 11 (Standards Exceeded or Met)	17%	Increase by 3% the number of scholars who exceed or meet standards	-	-
CAST grades 5 & 8 and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	Create a baseline for CAST grades 5 & 8, and LEA eligible 10, 11, or 12 high school scholars (Standards Exceeded or Met)	-	-
Percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready ELA assessments	-	-
Percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	Create a baseline for the percent of K-12 scholars at/above grade level on i-Ready Math assessments	-	-
Percent of K-12 scholars eligible for Honor Roll	40%	Increase by 3% the number of scholars eligible for Honor Roll	-	-
ELL Reclassification Rate	0%	Maintain or increase ELL Reclassification Rate	-	-
Percent of High School Seniors eligible for Graduation	78%	Increase by 3% the number of High School Seniors eligible for Graduation	-	-
Attendance Rates	93.57%	97%	-	-

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$1,445,714.00

Sources

General Fund	\$1,445,714.00
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Budget Reference

1100	Teachers' Salaries
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Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$161,312.00

Sources

General Fund	\$161,312.00
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Budget Reference

1300	Certificated Pupil Support Salaries
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Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$71,563.00

Sources

General Fund	\$71,563.00
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Budget Reference

5200	Travel and Conferences
5210	Training and Development Expense

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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 concurrent enrollment options for high school scholars.

Budgeted Expenditures

2018-19

Amount \$263,579.00

Sources

General Fund	\$263,579.00
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Budget Reference

1200	Certificated Pupil Support Salaries
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Action 5

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Attendance Rates CCS will collect data to monitor attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also monitor course completion rates in grades 9-12 as a way to work towards improvement in future years.

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

New

Goal 2

Increase scholar and parent engagement at Compass Charter Schools of LA

State and/or Local Priorities addressed by this goal:

State Priorities 3,4,6

Identified Need

Based on feedback from all of our stakeholders, and this being the second year operating with the changes to our systems and structure, CCS needs to continue with its previous goal and actions to ensure we have two years of data in order to make informed decisions on the effectiveness of this goal and its expected outcomes.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Attendance Rates	93.57%	Increase Attendance Rates to 97%	-	-
Number of scholar clubs	14	Increase the number of scholar clubs to 17	-	-
Parent Advisory Council	Parent Advisory Council meets on a quarterly basis	Parent Advisory Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Scholar Leadership Council	Scholar Leadership Council meets 6 times	Scholar Leadership Council will meet at least quarterly and share feedback with the Board of Directors	-	-
Participation in Parent/Teacher Conferences	66%	Increase participation in Parent/Teacher Conferences by 4%	-	-
Satisfaction Surveys	20% of parents participated in satisfaction surveys	At least 50% of our scholars and parents will participate in our satisfaction survey opportunities	-	-

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Extracurricular Activities 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.

Budgeted Expenditures

2018-19

Amount \$35,781.00

Sources

General Fund	\$35,781.00
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Budget Reference

5811	Student Transportation
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Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Social Enrichment Scholars will be provided with many social enrichment opportunities including clubs and field trips throughout the state (both virtually and physically).

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Action 3

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Scholar Recognition Graduating seniors 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 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 scholar at the end of the year as "Firebird of the Year". 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."

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

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.

Budgeted Expenditures

2018-19

Amount \$0.00

Sources

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$543,037.00

12.96%

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 grant funds will be targeted to increase our supports for our scholars who are socioeconomically disadvantaged, English language learners, and foster youth. We will continue to use our integrated SIS/LMS to track, monitor and support our scholars. We will also continue to identify and provide targeted supports to our scholars. In addition, professional development and training will be offered to our staff to increase the personalization of academic supports for scholars.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEAwide 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 concurrent enrollment options for high school scholars.

1.5 Attendance Rates

CCS will collect data to monitor attendance, graduation, and dropout rates as a way to work towards improvement. CCS will also monitor 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.



Compass Charter Schools

Appendix B

Survey Results



COMPASS CHARTER SCHOOLS

2018-19 Planning Survey Results Comparison

(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.

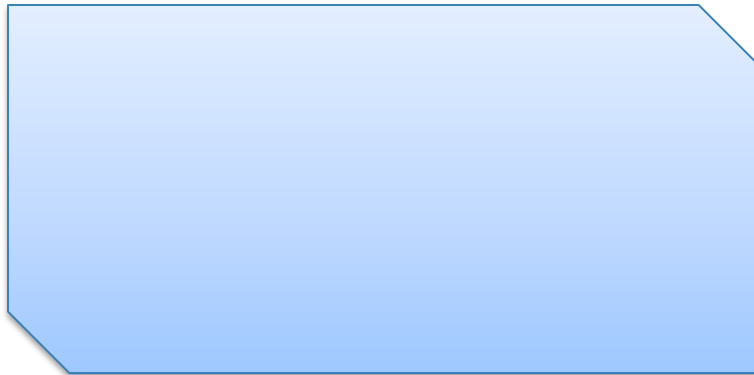
VISION STATEMENT

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.

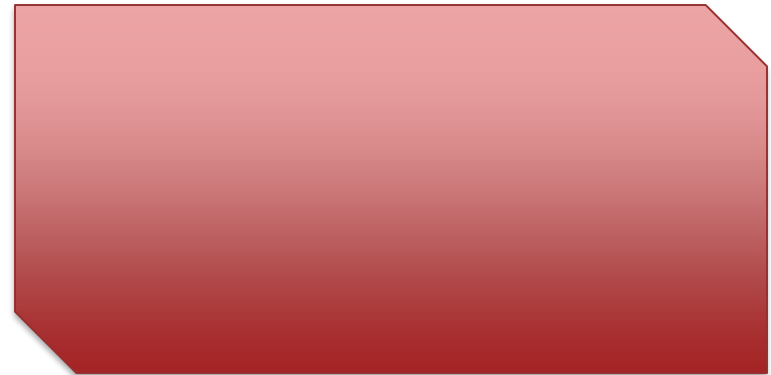




Key



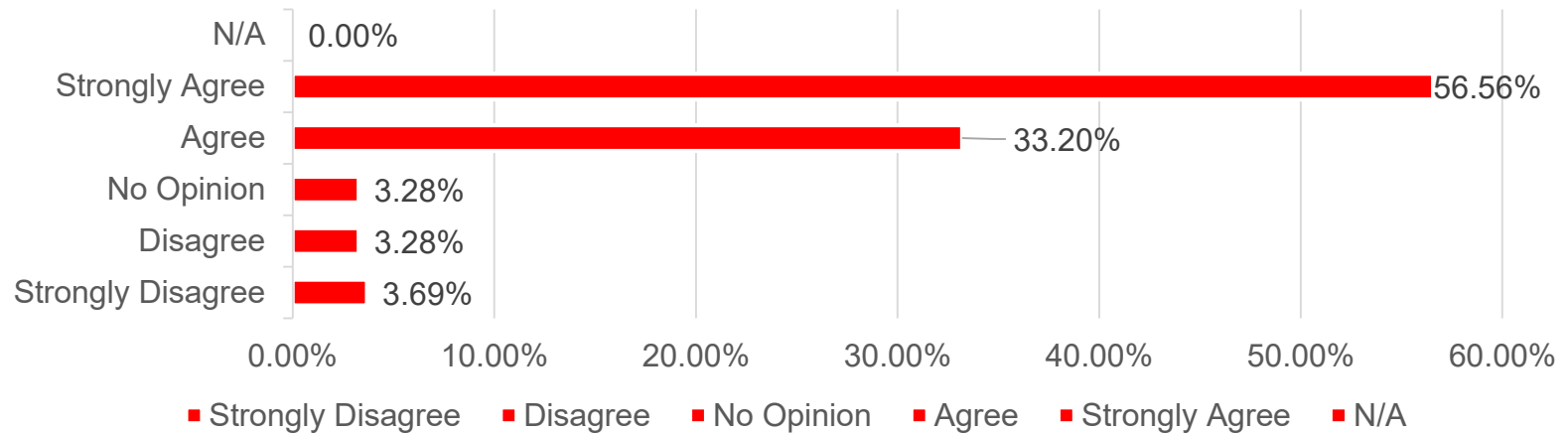
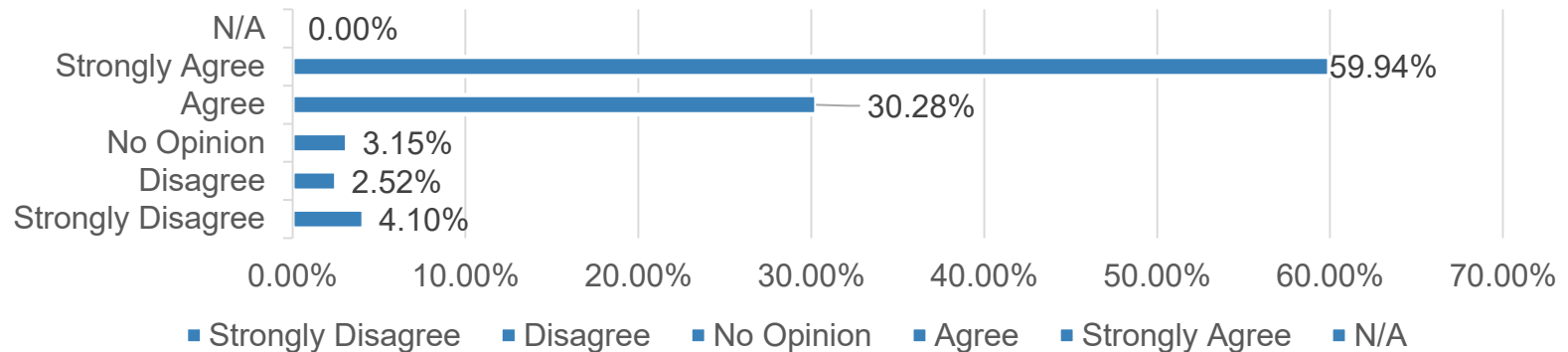
2017-18 Results



2016-17 Results

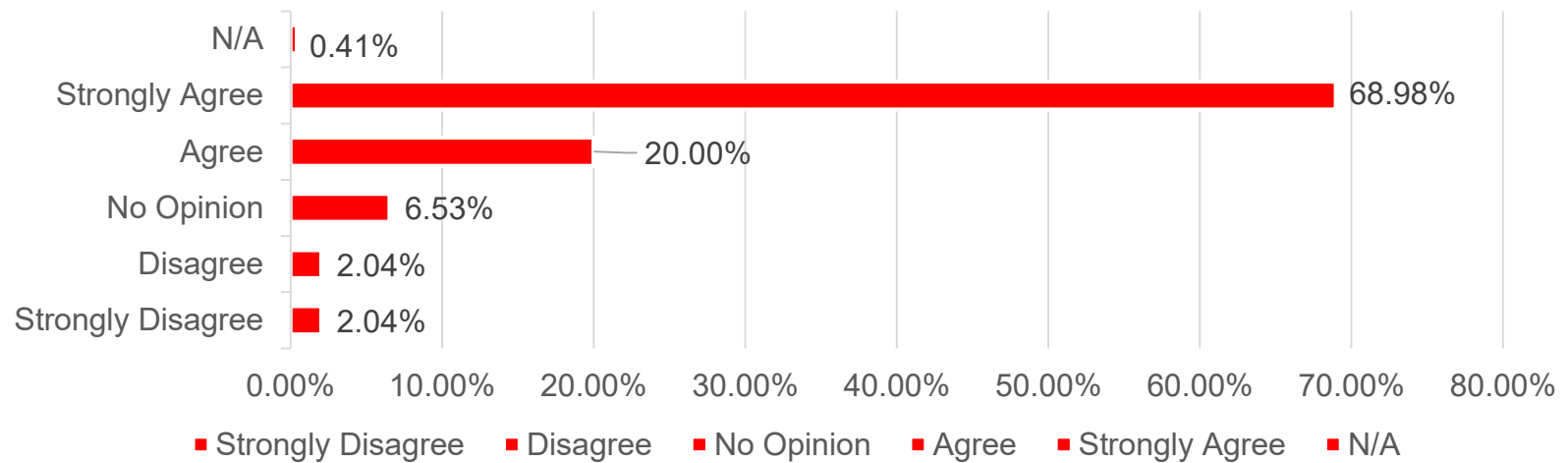
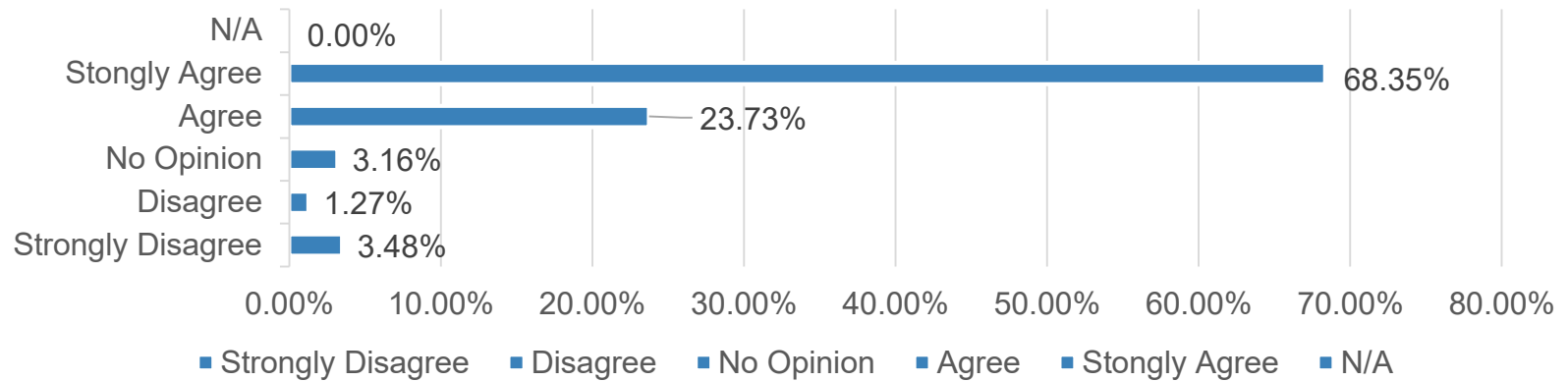


I am satisfied with the overall program offered at CCS.



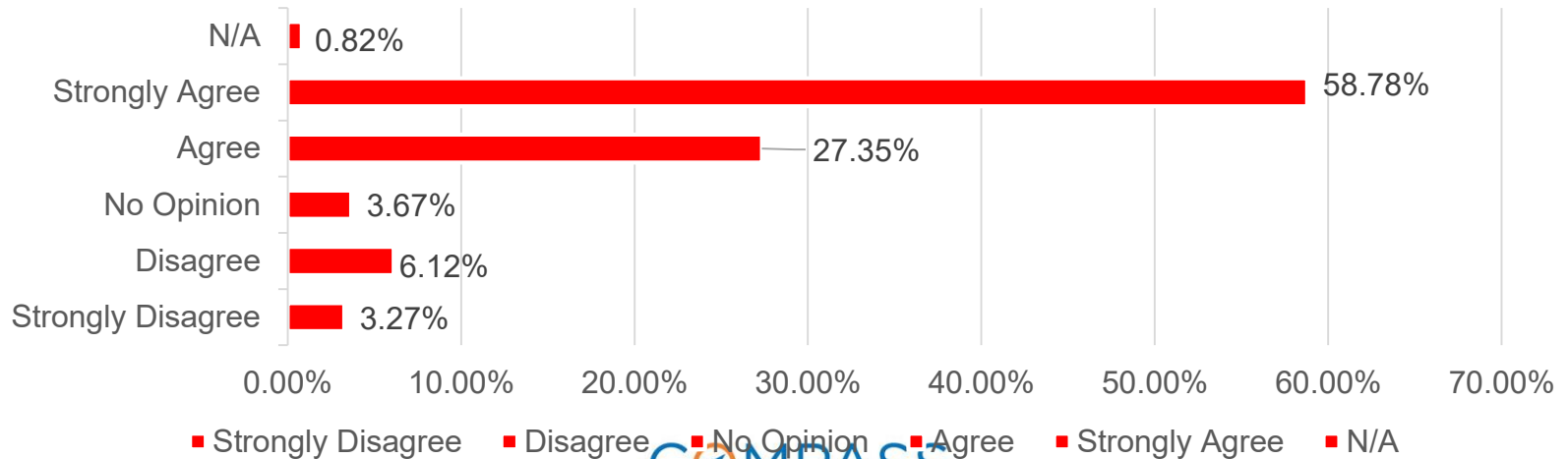
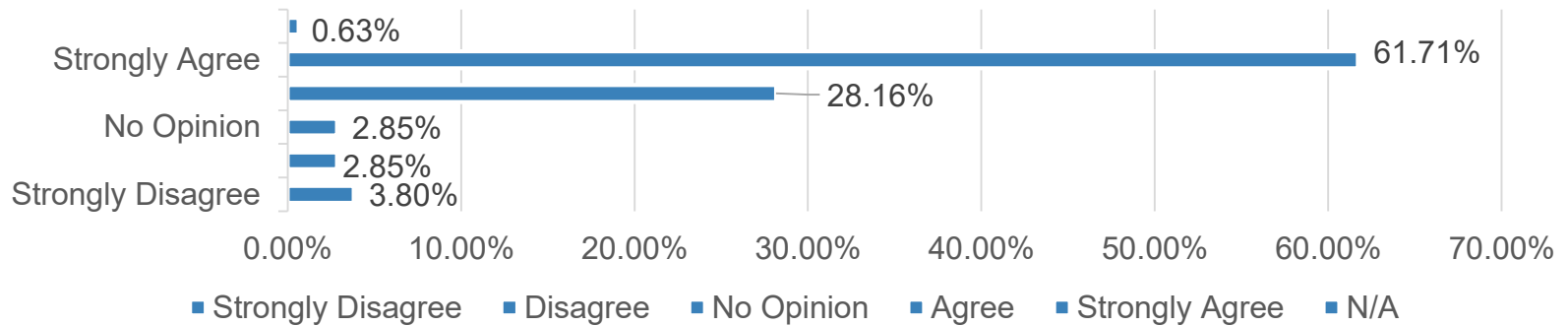


CCS is Committed to the Success of Each Scholar



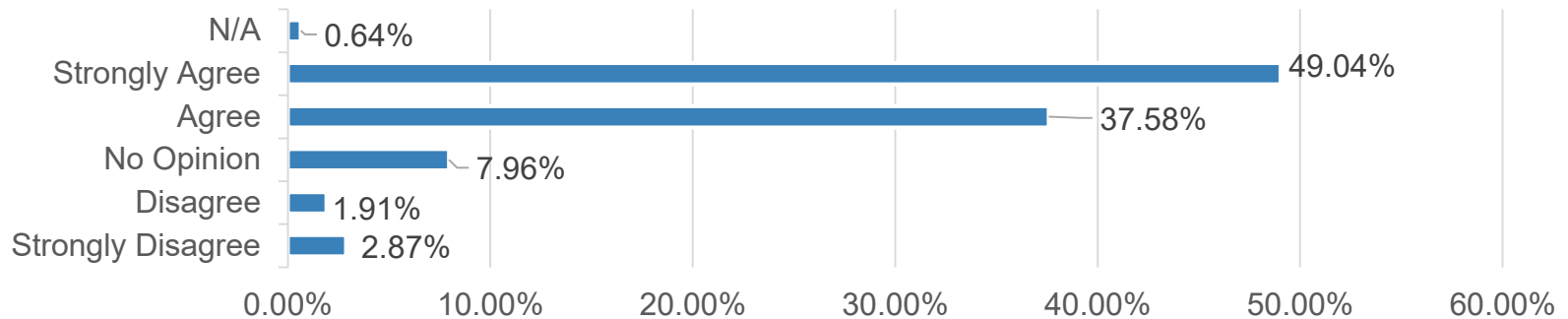


Satisfied with the communication between staff and family.

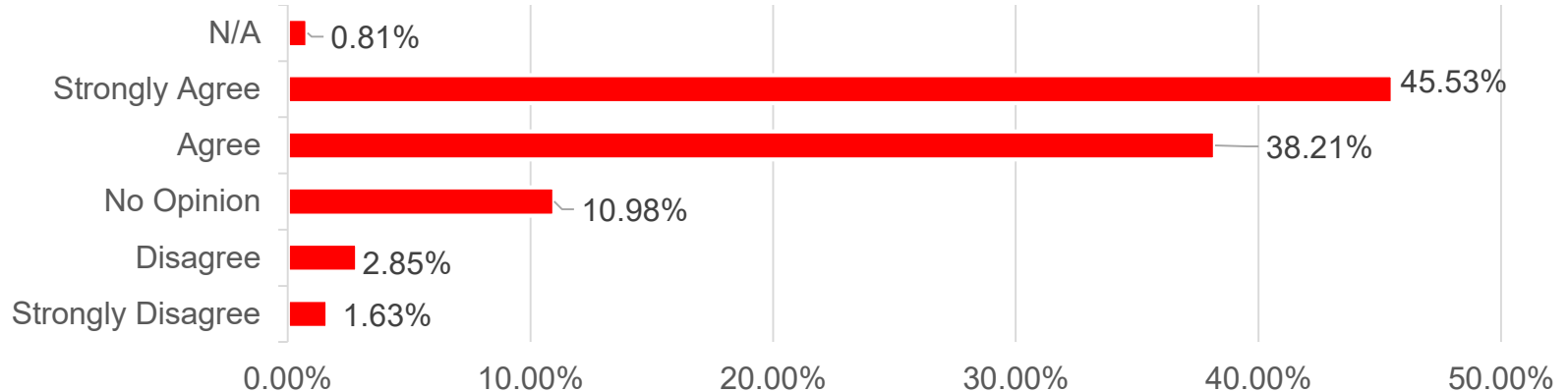




At CCS, scholars are prepared for their future success.



■ Strongly Disagree
■ Disagree
■ No Opinion
■ Agree
■ Strongly Agree
■ N/A

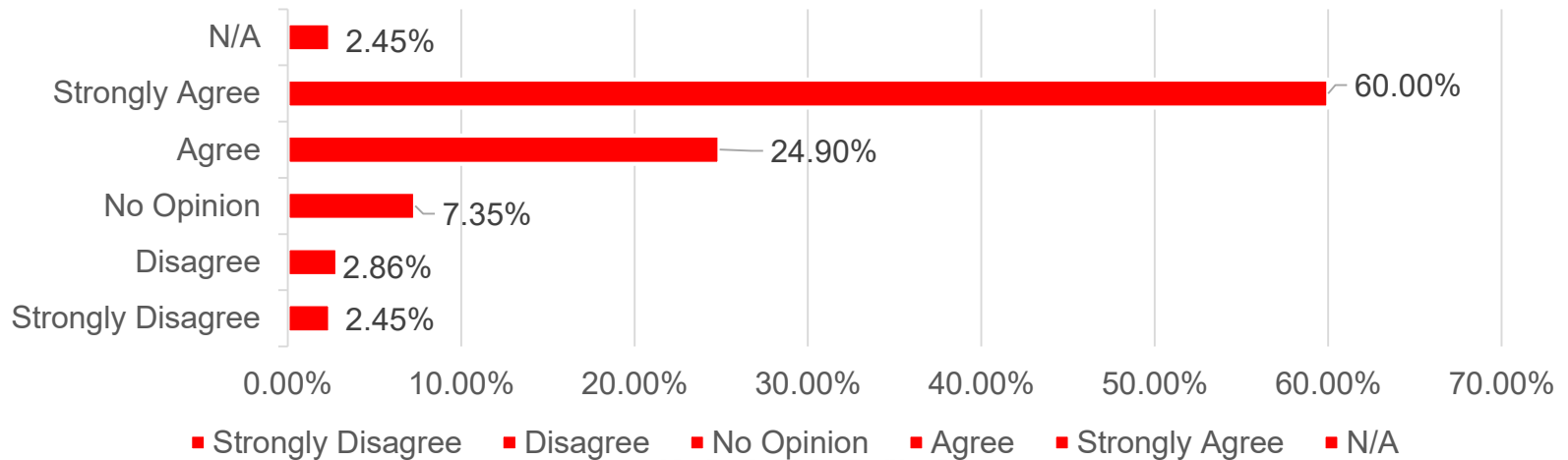
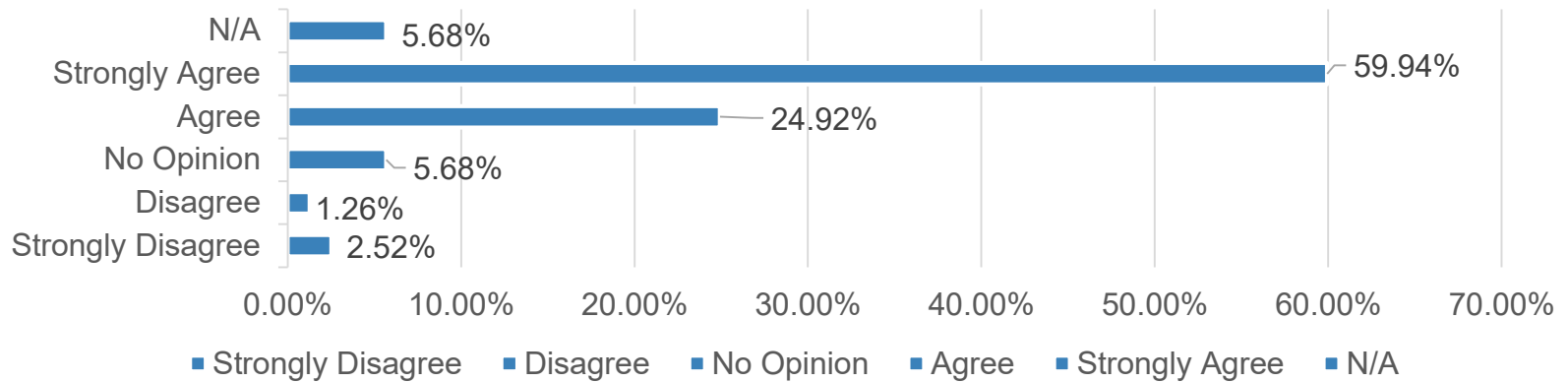


■ Strongly Disagree
■ Disagree
■ No Opinion
■ Agree
■ Strongly Agree
■ N/A



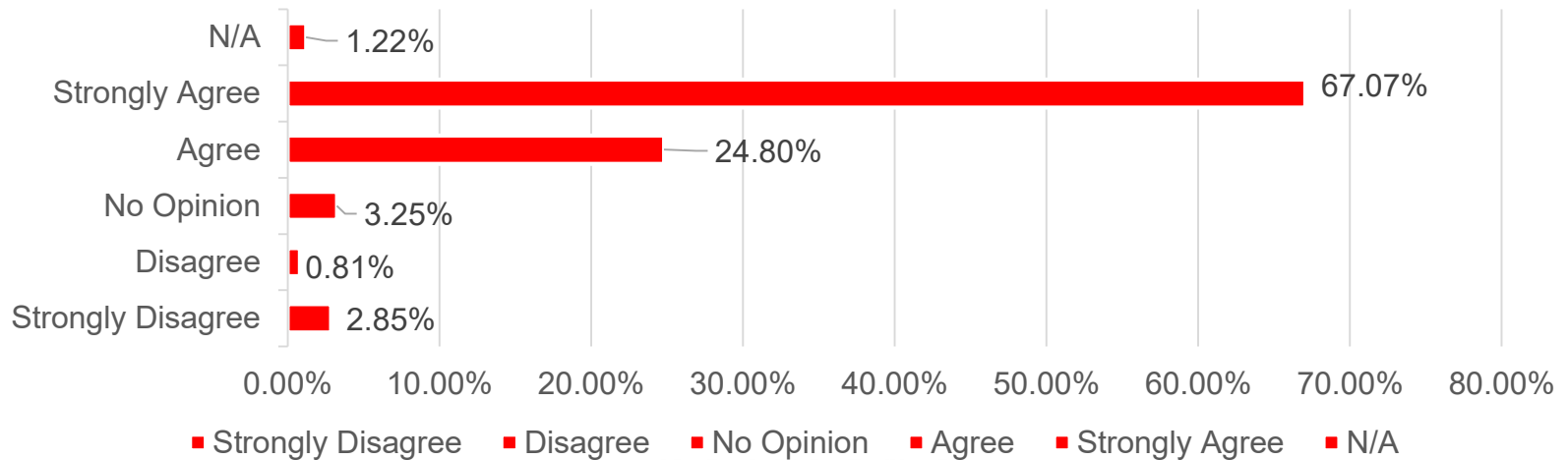
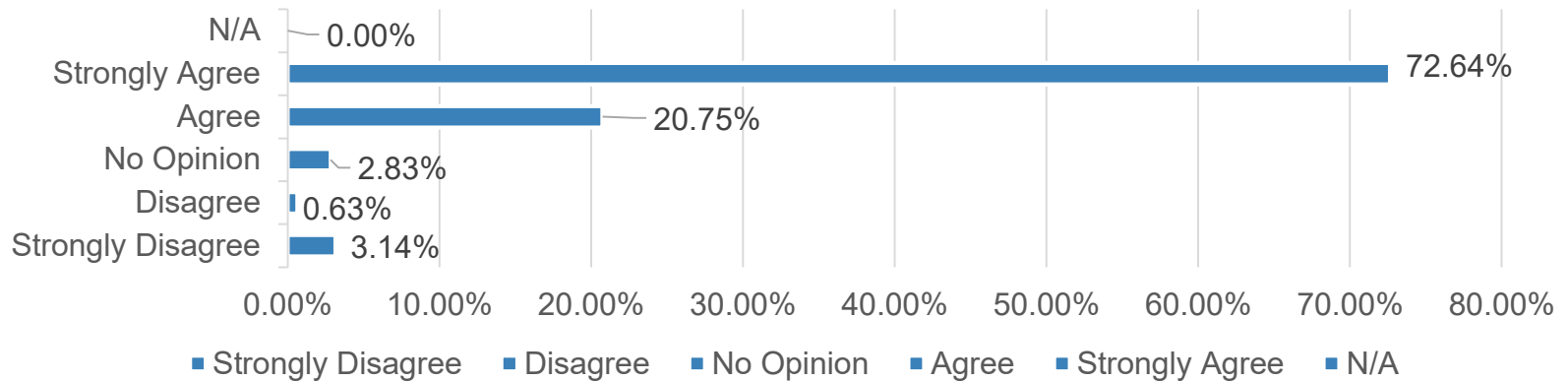


CCS teachers are highly qualified in the fields they teach.



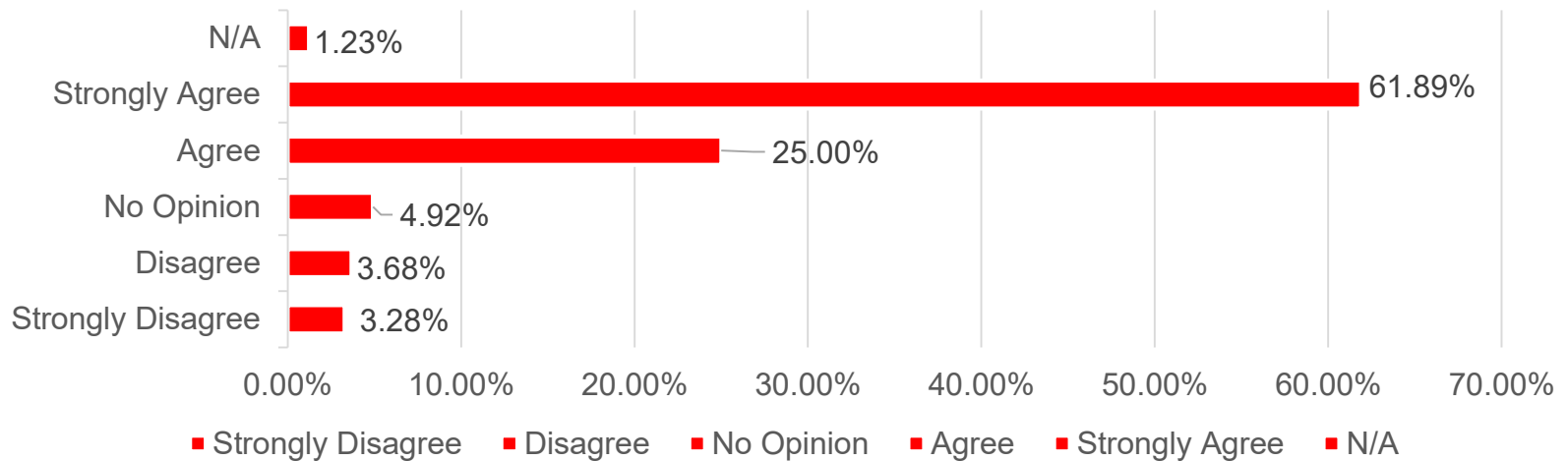
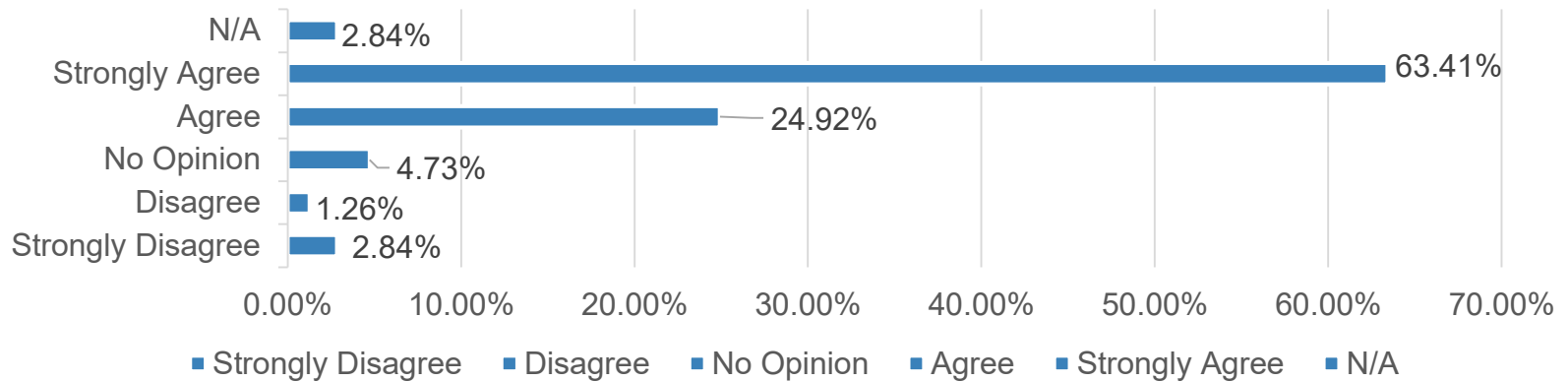


CCS staff members are helpful and respectful.





I believe CCS teachers are responsive to scholar needs.





Questions?



Contact:

J.J. Lewis | President & CEO
(818) 824-6233

jlewis@compasscharters.org
[@lewis1jj](#)





Compass Charter Schools

Appendix C

Master Schedule

COMPASS

CHARTER SCHOOLS

2018-19 Academic Calendar

July 2018						
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 2018						
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	

September 2018						
S	M	T	W	T	F	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
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			

November 2018						
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	

December 2018						
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					

January 2019						
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		







February 2019						
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		






March 2019						
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						






April 2019						
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				

May 2019						
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	

June 2019						
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						

-  Regular Schedule
-  First Day of Summer B
-  First Day of School
-  Winter Break
-  SBAC Testing Window
-  Last Day of School

-  First Day of Summer A
-  Last Day of Summer B
-  Diagnostic Testing Window
-  Mid Year Break
-  Spring Break

-  Last Day of Summer A
-  Holiday - No School
-  In Service Days
-  Start of Semester 2
-  Graduation Week



Compass Charter Schools

Appendix D

Graduation Requirements

Graduation Requirements

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40

Science (2 Years Required: Life & Physical Science)	20
Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220



Compass Charter Schools

Appendix E

A-G Course List

A-G Course List

Public 054906

Compass Charter Schools of Fresno
 Thousand Oaks, CA
[Website](#)
 K-12 School
 Charter School, Online School

Course List Manager
 Debra Stephan
 (805) 807-8211
dstephan@compasscharters.org

Filter Course List [\(Clear all\)](#)

Show more filter options ▾

◀

2016-17

2017-18

✓ 2018-19

Last Updated: Sep 17, 2018

Course	Discipline	Learning Environment
A History / Social Science 2 years required ?		
American History	U.S. History	Online
Civics and Government	Civics / American Government	Online
World History	World History / Cultures / Historical Geography	Online
B English 4 years required ?		
English 10 Common Core	English	Online
English 11	English	Online
English 9 Common Core	English	Online
Senior English	English	Online
C Mathematics 3 years required, 4 years recommended ?		
Advanced Math	Advanced Mathematics	Online
Algebra 1 Common Core	Algebra I	Online
Algebra 2 Common Core	Algebra II	Online
Geometry	Geometry	Online
D Laboratory Science 2 years required, 3 years recommended ?		
Biology	Biology / Life Sciences	Online
Chemistry	Chemistry	Online
Physical Science	Interdisciplinary Sciences	Online
Physics	Physics	Online

E Language Other than English *2 years required, 3 years recommended* ?

French 2 A/B	LOTE Level 2	Online
French I A/B	LOTE Level 1	Online
Spanish 1A/B	LOTE Level 1	Online
Spanish 2A/B	LOTE Level 2	Online
Spanish 3A/B	LOTE Level 3	Online

F Visual & Performing Arts *1 year required* ?

Art History: Modern	Visual Arts	Online
Art History: Origins	Visual Arts	Online

G College-Preparatory Elective *1 year required* ?

AVID 10 Virtual	Interdisciplinary	Online
AVID 9 Hybrid	Interdisciplinary	Online
Business Math	Mathematics	Online
Criminology and Forensics	Interdisciplinary	Online
Criminology and Justice	History / Social Science	Online
Economics	History / Social Science	Online
Fashion Design	Interdisciplinary	Online
Financial Literacy	Interdisciplinary	Online
Health	Interdisciplinary	Online
Interior Design	Interdisciplinary	Online
Psychology	History / Social Science	Online
Retailing	Interdisciplinary	Online
Sociology	History / Social Science	Online
SS 302 Economics 2017	History / Social Science	Online

Public 054907

Compass Charter Schools of Los Angeles

Thousand Oaks, CA

Website

K-12 School

Charter School, Online School

Course List Manager

Debra Stephan

(805) 807-8211

dstephan@compasscharters.org

Filter Course List (Clear all)

Course title or transcript abbreviations

Show more filter options ▾

◀ 2016-17 2017-18 ☒ 2018-19

Last Updated: Sep 17, 2018

Course	Discipline	Learning Environment
--------	------------	----------------------

A History / Social Science 2 years required ?

American History	U.S. History	Online
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B English 4 years required ?

English 10 Common Core	English	Online
English 11	English	Online
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Senior English	English	Online

C Mathematics 3 years required, 4 years recommended ?

Advanced Math	Advanced Mathematics	Online
Algebra 1 Common Core	Algebra I	Online
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D Laboratory Science 2 years required, 3 years recommended ?

Biology	Biology / Life Sciences	Online
Chemistry	Chemistry	Online
Physical Science	Interdisciplinary Sciences	Online
Physics	Physics	Online

G College-Preparatory Elective *1 year required* ?

AVID 10 Virtual	Interdisciplinary	Online
AVID 9 Hybrid	Interdisciplinary	Online
Business Math	Mathematics	Online
Criminology and Forensics	Interdisciplinary	Online
Criminology and Justice	History / Social Science	Online
Economics	History / Social Science	Online
Fashion Design	Interdisciplinary	Online
Financial Literacy	Interdisciplinary	Online
Health	Interdisciplinary	Online
Interior Design	Interdisciplinary	Online
Psychology	History / Social Science	Online
Retailing	Interdisciplinary	Online
Sociology	History / Social Science	Online
SS 302 Economics 2017	History / Social Science	Online

E Language Other than English *2 years required, 3 years recommended* ?

French 2 A/B	LOTE Level 2	Online
French I A/B	LOTE Level 1	Online
Spanish 1A/B	LOTE Level 1	Online
Spanish 2A/B	LOTE Level 2	Online
Spanish 3A/B	LOTE Level 3	Online

F Visual & Performing Arts *1 year required* ?

Art History: Modern	Visual Arts	Online
Art History: Origins	Visual Arts	Online

Compass Chronicle

Online High School | Winter 2019

Happy New Year!

As we reflect on 2018 and look forward to 2019, I am reminded of our theme for this upcoming year: possibility. This year will include many opportunities to encourage our scholars to recommit to their education, participate in unique experiences, and explore all possibilities as they strive for excellence at Compass.

Sincerely,

Janae Smith, High School Coordinator

jsmith@compasscharters.org

[@JSmith Compass](#)



Table of Contents

- What's New?
 - Scholar Spotlight
 - Staff Spotlight
 - Scholar Work Samples
 - Share your Story
 - Counseling, Engagement, or Exceptional Scholar Newsletters
-

WHAT'S NEW IN HIGH SCHOOL?

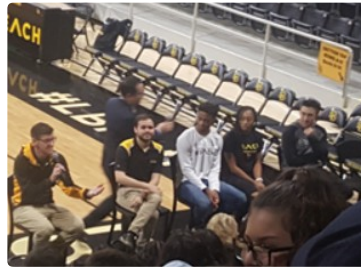
To kick off this new year, some of our online scholars participated in the last lab day for semester 1. We are pleased to announce that our in-person science wet labs had the highest attendance this fall semester than ever before! Thank you to all of our CCS scholars and learning coaches who continue to be dedicated to scholar learning!

Along with our science labs, scholars also participated in our first in-person AVID event this year at Long Beach State University. Scholars had the opportunity to ask questions, tour the campus, and cheer on the basketball team! Mr. Bee attended as well and shared his experience:



"CCS scholars and families had a great day attending the Scholar Leadership Conference at LBSU. The day started off with a panel discussion/Q&A session with LBSU administrators, professors, and student-athletes who shared their education and career journeys'. Next, our group took a tour of the LBSU campus, which included stops at the university bookstore, dorms and maybe a wrong turn or two along the way. Finally, the day was capped off by attending an LBSU basketball game. It was Long Beach vs. UC Davis, and LBSU got the win! Thanks to all who attended, your support of the AVID program at CCS is critical to our success as well as to the success and achievement of our scholars."

Looking ahead at the spring semester, scholars can continue to look forward to our science labs, AVID events, attendance and writing competitions, parent/teacher conferences, state testing, and more! The online high school team looks forward to working with our scholars in the upcoming months to help them meet their goals and continue their success at Compass.



SCHOLAR SPOTLIGHT



Vania L., an 11th grader, shares her experience at Compass:

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

LC: A typical day for us starts early and ends late, with learning, meals, and fun family time in between.

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

LC: My greatest joy in schooling my daughters at home is growing closer to them and having them for company.

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

LC: A challenge I've experienced as a learning coach is having two other children in a brick-and-mortar school. We've faced this by planning our schedules accordingly and with consistency.

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

LC: We chose Compass Charter Schools for its engaging curriculum, supportive teachers, and helpful staff, which all make for a great learning community.

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

LC: I enjoy effective communication. It always helps to know about events, field trips, and deadlines.

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

LC: To prospective parents, I say make the switch to online schooling! It's a great way to know exactly what your children are learning, make sure they stay safe, and bring you closer to your child.

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

LC: When we have free time our family enjoys watching movies, attending the younger sibling's soccer and basketball games, and having game nights.

STAFF SPOTLIGHT



Shannon Davis, Online Spanish Teacher

CCS: What is your job title and what are a couple of the things you do at Compass Charter Schools? How long have you worked for this organization?

Shannon: I recently joined the CCS faculty in September 2018 where I teach middle school and high school Spanish. I also supervise a high school homeroom class.

CCS: Tell us your “why” for doing what you do here at CCS?

Shannon: I am proud to teach at CCS because I know that I am able to assist diverse scholars in fulfilling their educational goals. Technology has changed the way each of us lives and interacts in today's global society. Because of advancements, technology has brought a wealth of opportunities into the lives of many scholars who might not feel right at a brick-and-mortar school. Some scholars at CCS might have disabilities, illnesses, or even be hospitalized. Other scholars help take care of siblings and work full or part-time jobs to support their families. These situations might prevent them from succeeding in a brick-and-mortar school. CCS provides a rich and differentiated learning experience to many scholars, and I feel privileged to be a part of such a thriving educational environment. Above all, I feel lucky to work side-by-side with so many other dedicated and compassionate teachers.

Shannon: Always take the time, or small moments to invest in a child's learning. Help them set small goals, one at a time, this will help them reach the bigger goals. Mentoring a child can be challenging! Take a deep breath and give yourself a pat on the back. Your children will grow to appreciate your support and the hard work will pay off.

CCS: Share one thing about you would very few people know?

Shannon: I am deathly, deathly afraid heights. So much so that I once had to be taken down by staff from a slow-moving ferris wheel.

CCS: What do you and your family like to do during your free time?

Shannon: Travel, eat, and sleep!

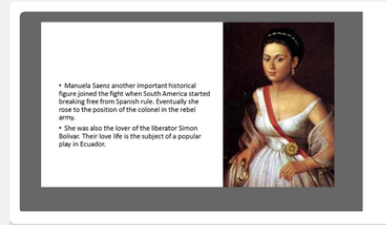
SCHOLAR WORK SAMPLES



Scholars in Mrs. Jennings 12th grade English learning lab used reciprocal teaching to analyze their text



Scholars are engaged in live Spanish learning lab creating their own sentences in Spanish. is posting answers from each participant.



Scholars in Spanish 1 are also finishing semester 1 strong with their cultural project submissions



Mrs. Hobson's scholars did a "round robin" to practice their creative writing skills in 10th grade English class



Our scholars attended their final science lab for semester 1. Many scholars completed their physical science, chemistry, and biology labs in Los Angeles. Here, Layne W. prepares to start her physical science labs.



Scholar Jenesis M. and Vania L. work together to complete their chemistry labs at the Los Angeles wet labs

SHARE YOUR STORY



Are you enjoying the educational experience at Compass? Tell us! We want to hear from you. Why did you decide to join the Compass family? Or, what do you love most about being part of our community? Share your comments and all of your wonderful experiences at Compass with us! [Click here](#) to share.

Continue to Counseling, Engagement, and Exceptional Scholar Services Newsletters

COUNSELING
NEWSLETTER

ENGAGEMENT

EXCEPTIONAL
SCHOLAR
SERVICES



Compass Charter Schools



Facebook



@CompassCS

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

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



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info@compasscharters.org



compasscharters.org

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Coversheet

Engagement Department Presentation

Section: IV. Reports
Item: B. Engagement Department Presentation
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: Engagement Department BOD Presentation Jan 2019 Final Sent.pdf

RECOMMENDATION:
N/A - For Discussion Only



Engagement Department

Rebecca MacAlpine
Director of Engagement



Engagement Department Overview

- Meet the Director of Engagement
- Mission and Vision of the Engagement Department
- Sampling of Engagement Department Projects & Data





Director of Engagement



- Career in Education
- History of Engagement Department
- Director of Engagement's Role



Mission and Goals of the Engagement Department

- **Mission**

The mission of the Engagement Department is to create activities that foster connectedness and build community.

- **Overview of Goals**

The Engagement Department plans to design, create, plan, implement and manage events that foster community and support retention. Engagement Department events will include but are not limited to field trips, virtual scholar workshops, contests, scholar recognition, graduation, promotion, back to school picnics, learning coach workshops, scholar clubs and more.



LCAP Goals & Engagement Department

The Engagement Department does the following to support LCAP Goals:

- Design, create, plan, implement and manage events that support retention and encourage engagement from scholars and parents.
- Manage all scholar clubs in order to continue increasing the number of active scholar clubs
- Manage NHS and launch NJHS in order to support scholars academic achievement
- Design, plan and manage Graduation ceremonies to support scholar graduation rates



2018-2019 School Year Field Trips

- Back to School Picnics
- LA County Fair
- SDCAP Musical Theatre Class
- Fresno Chaffee Zoo Docent Lead Tour & Bird Show
- Birch Aquarium
- OC Zoo Docent Lead Tour
- Fine Art Class at Mission: Renaissance
- Cal Earth
- Mission San Juan Capistrano
- Big Fresno Fair
- Magic Mountain Homeschool Day
- Time Travelers Day
- SD Zoo
- Claremont Chef's Academy
- iFly Ontario
- Riley's Farm Civil War Tour
- Logan's Candies
- Thousand Oaks Apple Store Lesson
- Ocean Quest Newport Beach (Discovery Cube)
- How the Grinch Stole Christmas
- Young Chef's Academy (Fresno)
- Warner Bros Studio Tour
- Drum Barracks Guided Tour
- Getty Villa
- Western Science Center
- Medieval Times
- Nutcracker Performance
- Monterey Bay Aquarium
- Basilwood Farm Tour
- Downing Planetarium
- AVID Leadership Conference



2018-2019 School Year Field Trips

- Spelling Bee
- SDG&E
- JPL
- Geo Bee
- John's Incredible Pizza
- Apple Store at the Grove
- Ballis Glass
- Knott's Berry Farm Energy in Motion
- CIMI Science Camp
- AVID Clippers Game
- San Onofre Tour
- USS Midway Museum
- The Sawdust Factory
- AstroCamp
- The Getty Center
- Subzero Ice Cream Presentation
- Snow Valley Ski Trip
- Legoland
- Wonder Valley
- 8th Grade Grad Bash at Universal
- SeaWorld
- Freedom in Motion Demo Day
- Designing a Disney Story
- Columbia Science Center
- Forestierre Underground Gardens
- Grad Bash at Universal Studios for 12th Graders









2018-2019 School Year Scholar Clubs

Arts & Crafts Club

Awesome Elementary Artist's Club

Chess Club

Computer Code Club

Cooking Club

Creative Writing Club

Dance Club

History of Classic American Animation Club

Genders & Sexualities Alliance

LEGO Club

Minecraft Club

NHS

NJHS

Performing Arts Club - Middle & High School

Photo Club

Scholar Leadership Council

Sewing & Quilting Club

Science Olympiad

Video Production Club

Virtual Field Trips Club



Fall/Winter 2018 Virtual Scholar Workshops

- Veteran Guest Speaker from USS Midway Museum
- Character Day Celebration
- Be Strong Live Tour Simulcast
- Spirit Week Chill N Chat
- Scholar Talent Show
- Pivot Point Guest Speaker
- Hour of Code
- Music Lesson with Ms. Noller



Fall/Winter 2018 Scholar Recognition

Scholars of the Month have been
awarded for the following months:

- September
- October
- November
- December



2018-2019 School Year Graduation and Promotion

San Diego

June 11, 2019

Maderas Golf Club

Los Angeles

June 12, 2019

Carson Event Center

Fresno

June 13, 2019

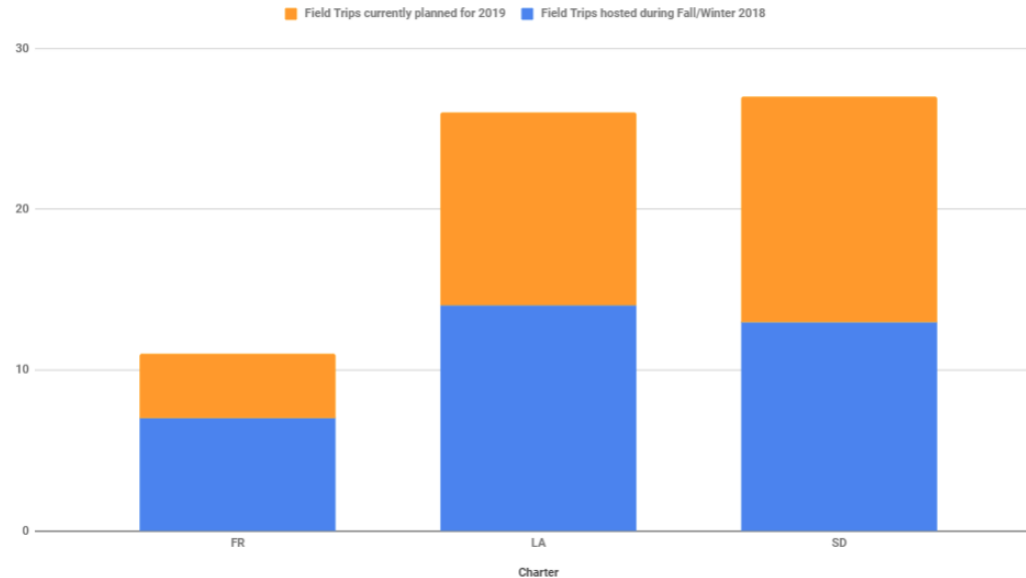
Smittcamp Alumni House at Fresno State





Field Trips Offered & Planned by Charter for 2018-2019

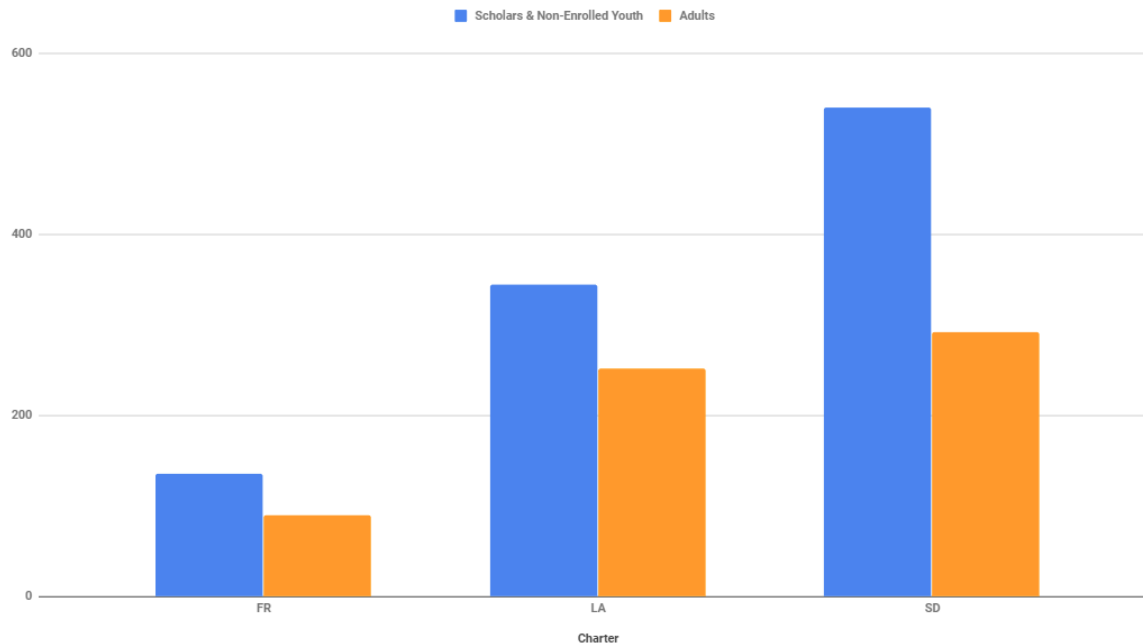
Field Trips for the 2018-2019 School Year





Field Trip Participation by Charter

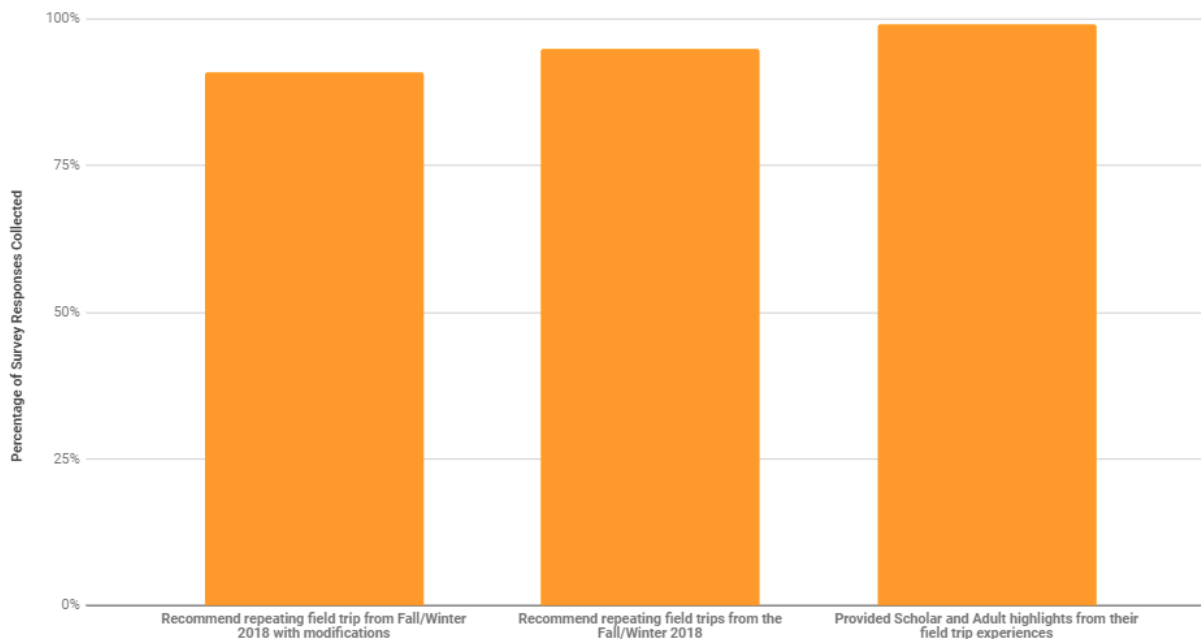
Scholars, Non-Enrolled Youth & Adults Participation





Engagement Satisfaction

Percentage of Survey Responses Collected vs. Summary of Feedback



Summary of Feedback



Thank You!

rmacalpine@CompassCharters.org | 805-807-9066

Coversheet

Finance Report

Section: IV. Reports
Item: C. Finance Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: D CSDC Charter Currents 190111 - Proposed 2019-20 Budget.pdf
C Compass - PL - Dec. 18.pdf
A FY19 Budget Update Presentation Updated Jan.ppt.pdf
E ASCA January Budget Proposal Analysis.pdf
B Compass - BS - Dec. 18.pdf

RECOMMENDATION:
N/A - For Discussion Only



Plugged-in information for California's charter movement

Governor Newsom Calls for Modest Funding, Increased Charter School Transparency in 2019-20

January 11, 2019

Eric Premack
Executive Director & Founder
Charter Schools Development Center

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Governor Gavin Newsom's proposed 2019-20 state budget provides a cost-of-living adjustment, a few modest increases, and little else for K-12 schools. Newsom held forth for nearly two hours in a press conference Thursday morning, outlining his expansive dreams and relatively modest proposed funding increases, reflecting the difficulty of funding dreams in an era of modest economic growth.

Though only partial details of the proposed budget were available, CSDC's preliminary review indicates that Newsom's proposed budget includes the following major features of interest to California's charter schools.

Proposition 98 Constitutional Funding Guarantee—The budget proposes supporting the Proposition 98 funding guarantee at \$80.7 billion, a \$2.8 billion increase over current-year levels. Though prior-year funding guarantees have declined relative to prior estimates, the Governor says he would not attempt to recapture these “over-appropriated” funds.

Local Control Funding Formula—The Newsom budget adds an estimated 3.46 percent statutory COLA and no other augmentations to the state's primary school funding formula.

Local Control Accountability and Charter Transparency—Governor Newsom indicates continued support for Governor Brown's emphasis on “local control,” stating: “it is a priority of the [Newsom] Administration to adopt statewide policies and support local efforts to improve the quality of public education in the state.” Toward this end, Newsom proposes:

- Continuing funding (\$20.8 million) for county offices of education to provide assistance to low-performing school districts,
- Funding a \$10 million study to create a massive statewide longitudinal data system that would link pre-K, K-12, higher education, health/welfare, and employment databases, with the apparent intent of tracking students from preschool through work.
- Merging the California School Dashboard, the LCAP e-Template, and school accountability report cards in a single data platform

The Governor also stated his intent to develop supplementary K-12 accountability measures, including “metrics for conditions of learning,” and expanding the current college and career readiness indicator.

Newsom also doubled down on his prior calls for enacting laws to enhance charter transparency, presumably referring to the state's open meetings, public records, and conflicts-of-interest laws. Newsom was careful to note “I'm not bashing charters here, but I made a commitment and I'm following

through,” and spoke in favor of continuing to work on legislation heard in the prior legislative session, where charter advocates and opponents were close to a compromise.

Partial Backfill of Pension Shortfalls—Newsom proposes spending \$4 billion to partially offset ballooning employer costs for the troubled CalPERS and CalSTRS pension systems. The budget includes \$700 million to slightly reduce school employers’ pension contribution increases in both 2019-20 and 2020-21, shaving employer rates by one percentage point relative to prior estimates. The budge also proposes an additional \$3 billion to reduce longer-term CalSTRS liabilities.

Preschool Expansion—After much hype indicating Newsom would propose a major expansion in pre-K funding, the proposed budget includes rather modest increases. The budget includes an additional \$125 million to expand the State Preschool Program, shifting funds to accommodate more “full-day” programs, emphasizing private rather than school district providers, and establishing a multi-year goal of ensuring that “every low-income four-year-old has access to high-quality preschool” in the near future. The budget includes \$10 million to study ways to fund a larger expansion, which could cost billions of dollars annually.

The budget also would provide \$750 million in one-time funding to school districts to retrofit and expand facilities to facilitate full-day kindergarten, a major expansion of the \$100 million of one-time funding in the current-year budget for such facilities.

Un-COLA for Charter Facility Grant Program—The Governor proposes short-sheeting the Charter Facility Grant Program with no cost-of-living adjustment (COLA). Recent amendments call for increasing the per-student funding rates for this program, allowing the maximum per-student grant to increase 3.46 percent to \$1,187/ADA. While the budget would allow the maximum grant rate to increase, Newsom proposes zero additional funds to cover the related costs. Since this program is already running a major deficit,

the increase in the maximum grant, combined with zero additional funding, is likely to increase the shortfall.

Special Education—The Governor proposes increasing special education funding by \$567 million (of which \$187 million is one-time) to expand funding for LEAs with high percentages of students with special needs and high numbers of low-income and English learners. The summary documents released today offered no specific details on how the increased funds would be allocated. The LEAs could spend the money on preventive services not currently included in students’ individualized education plans. The budget would also provide a 3.46 percent COLA per statute and expresses intent to improve coordination between LEAs and state health agencies to improve Medi-Cal billing to leverage more federal funds.

Accelerate State Facility Bond Allocations—The budget calls for speeding-up release of funding for Proposition 51, the 2016 ballot measure authorizing \$7 billion in state school facilities bonds, presumably including speeding-up funding for the charter school share of these bonds. Newsom calls for allocating \$1.5 billion in 2019-20. The Brown Administration had “slow walked” Proposition 51 allocations at just \$600 million/year, reflecting Governor Brown’s more conservative fiscal tastes and his disdain for the Byzantine and expensive state School Facilities Program.

No “One-Time,” Per-ADA Funding—For the first time in several years, the budget includes no proposed “one-time” per-ADA funding allocations, a disappointment to schools, which have grown accustomed to a little “spare change” in their apportionments.

Channeling Brown?

Though he appeared eager to distinguish himself from Governor Brown, Newsom’s budget and press conference reflect a continued emphasis on local control over schools, fiscal prudence, albeit wrapped in bigger long-term plans. Like Brown, Newsom emphasized the precarious nature of state revenues and how a moderate recession could slash state revenues by \$40

billion or more. Reflecting this concern, much of the proposed increase in education spending is “one-time” in nature and/or reflects down payments on plans for later expansions.

CSDC staff will meet with the Governor’s staff today to receive additional details and we plan to issue a more detailed overview of the Governor’s budget proposals next week.

We hope you found this article informative and helpful. Please [click here to provide feedback](#).

Year to Date Actual to Budget Detail

Compass Charter Schools

December 2018 - December 2018

		December		July - December Summary				2018-2019	
Account Code	Description	Actual	Budget	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
8011	LCFF Revenue	\$596,120	\$596,120	\$2,705,303	\$2,705,303	-	0.0%	\$9,829,862	\$6,783,026
8012	Education Protection Account Revenue	\$136,433	\$136,434	\$294,173	\$294,174	(\$1)	0.0%	\$1,027,828	\$674,247
8096	Charter Schools Funding In-Lieu of Property Taxes	\$53,842	\$195,877	\$230,579	\$326,141	(\$95,562)	-29.3%	\$1,378,662	\$1,144,437
LCFF		\$786,395	\$928,431	\$3,230,055	\$3,325,618	(\$95,563)	-2.9%	\$12,236,352	\$8,601,710
8181	Special Education - Entitlement	-	-	-	-	-	0.0%	\$159,002	\$159,002
8291	Title I Federal Revenue	-	\$50,813	\$47,077	\$50,813	(\$3,736)	-7.4%	\$188,304	\$89,989
8292	Title II	-	\$7,496	\$7,297	\$7,496	(\$199)	-2.7%	\$29,185	\$14,905
Federal Revenue		-	\$58,309	\$54,374	\$58,309	(\$3,935)	-6.7%	\$376,491	\$263,896
8550	Mandated Block Grant	\$20,943	-	\$20,943	-	\$20,943	0.0%	\$191,804	\$170,861
8560	State Lottery Revenue	-	-	-	-	-	0.0%	\$257,054	\$251,156
8590	All Other State Revenues	\$10,868	-	\$10,868	-	\$10,868	0.0%	-	(\$30,440)
Other State Revenue		\$31,811	-	\$31,811	-	\$31,811	0.0%	\$448,857	\$391,576
8650	Rental Income	-	-	\$49,750	\$49,750	-	0.0%	\$49,750	-
8660	Interest Income	\$6,582	\$1,113	\$17,141	\$12,783	\$4,358	34.1%	\$21,986	\$4,845
8682	Foundation Grants/Donations	\$338	\$170	\$787	\$792	(\$5)	-0.6%	\$3,488	\$2,602
8685	School Site fundraising	\$72	-	\$892	-	\$892	0.0%	-	(\$15,392)
8699	All Other Local Revenue	\$717	\$452	\$5,913	\$5,638	\$275	4.9%	\$10,749	(\$62,504)
8793	SPED State/Other Transfers of Apportionments from JPA	\$38,932	\$38,932	\$160,054	\$160,054	-	0.0%	\$663,994	\$465,008
Local Revenue		\$46,641	\$40,667	\$234,537	\$229,017	\$5,520	2.4%	\$749,968	\$394,557
Total Revenue		\$864,847	\$1,027,407	\$3,550,777	\$3,612,944	(\$62,167)	-1.7%	\$13,811,668	\$9,651,740
1100	Teachers' Salaries	\$358,886	\$366,461	\$1,781,383	\$1,796,843	\$15,460	0.9%	\$3,995,606	\$2,211,622
1200	Certificated Pupil Support Salaries	\$48,679	\$59,222	\$261,031	\$279,571	\$18,539	6.6%	\$634,904	\$373,873
1300	Certificated Pupil Support Salaries	\$28,202	\$31,572	\$135,127	\$148,688	\$13,561	9.1%	\$338,118	\$202,991
Certificated Salaries		\$435,767	\$457,254	\$2,177,541	\$2,225,102	\$47,561	2.1%	\$4,968,629	\$2,788,486
2200	Classified Support Salaries (Maintenance, Food)	\$16,096	\$52,429	\$117,921	\$190,821	\$72,900	38.2%	\$505,396	\$387,475
2300	Classified Supervisor and Administrator Salaries	\$42,787	\$42,217	\$251,900	\$248,419	(\$3,481)	-1.4%	\$501,718	\$249,818
2400	Clerical, Technical, and Office Staff Salaries	\$28,269	\$3,907	\$202,088	\$147,502	(\$54,585)	-37.0%	\$170,942	(\$31,145)
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	\$4,240	\$2,080	\$21,137	\$16,198	(\$4,940)	-30.5%	\$28,680	\$7,542
Classified Salaries		\$91,392	\$100,633	\$593,046	\$602,940	\$9,894	1.6%	\$1,206,736	\$613,690
3101	State Teachers' Retirement System, certificated positions	\$70,541	\$74,547	\$345,700	\$361,612	\$15,912	4.4%	\$808,892	\$458,492
3313	OASDI	\$5,446	\$6,629	\$31,721	\$35,047	\$3,326	9.5%	\$74,818	\$43,098
3323	Medicare	\$7,380	\$8,189	\$38,851	\$40,411	\$1,560	3.9%	\$89,542	\$50,654

3403	Health & Welfare Benefits	\$37,285	\$42,301	\$280,813	\$308,122	\$27,309	8.9%	\$561,928	\$239,885
3503	State Unemployment Insurance	\$15,737	\$6,723	\$26,368	\$23,362	(\$3,006)	-12.9%	\$63,700	\$37,172
3603	Worker Compensation Insurance	\$5,762	\$4,324	\$46,097	\$43,222	(\$2,875)	-6.7%	\$69,165	\$17,306
3903	Other Employee Benefits	(\$78)	\$4,573	\$1,149	\$15,271	\$14,122	92.5%	\$42,707	\$24,103
Employee Benefits		\$142,073	\$147,284	\$770,699	\$827,048	\$56,349	6.8%	\$1,710,753	\$870,709
Total Personnel Expenses		\$669,232	\$705,171	\$3,541,287	\$3,655,090	\$113,804	3.1%	\$7,886,118	\$4,272,886
4100	Approved Textbooks and Core Curricula Materials	\$203,313	\$105,146	\$736,512	\$591,242	(\$145,270)	-24.6%	\$1,222,120	\$331,597
4200	Books and Other Reference Materials	-	\$3,738	\$19,047	\$26,470	\$7,423	28.0%	\$48,900	\$29,853
4300	Materials and Supplies	\$100	\$2,923	\$4,723	\$9,960	\$5,238	52.6%	\$27,500	\$22,777
4315	Classroom Materials and Supplies	\$294	\$1,537	\$6,919	\$6,276	(\$643)	-10.2%	\$15,500	\$8,582
4400	Noncapitalized Equipment	-	\$625	-	\$1,250	\$1,250	100.0%	\$5,000	\$5,000
4410	Software and Software Licensing	\$74,967	\$152,257	\$625,675	\$827,137	\$201,462	24.4%	\$1,740,680	\$1,115,005
4430	Noncapitalized Student Equipment	-	\$210	\$56,482	\$53,563	(\$2,919)	-5.4%	\$55,000	(\$1,482)
Books and Supplies		\$278,675	\$266,438	\$1,449,358	\$1,515,899	\$66,541	4.4%	\$3,114,701	\$1,511,331
5200	Travel and Conferences	\$1,923	\$4,236	\$26,134	\$24,583	(\$1,551)	-6.3%	\$50,000	\$23,603
5210	Training and Development Expense	-	\$3,198	\$74,416	\$80,812	\$6,396	7.9%	\$100,000	\$25,934
5300	Dues and Memberships	-	\$1,970	\$19,605	\$23,182	\$3,577	15.4%	\$35,000	\$305
5400	Insurance	-	\$2,102	\$10,239	\$11,834	\$1,596	13.5%	\$24,448	\$14,209
5500	Operation and Housekeeping Services	\$375	\$423	\$3,495	\$3,464	(\$31)	-0.9%	\$6,000	\$2,505
5501	Utilities	\$254	\$251	\$1,242	\$1,491	\$249	16.7%	\$3,000	\$1,523
5600	Space Rental/Leases Expense	\$13,683	\$8,952	\$154,204	\$144,532	(\$9,671)	-6.7%	\$246,242	\$78,356
5601	Building Maintenance	-	\$125	-	\$250	\$250	100.0%	\$1,000	\$1,000
5602	Other Space Rental	\$1,438	\$4,996	\$1,788	\$10,023	\$8,235	82.2%	\$40,000	\$38,412
5605	Equipment Rental/Lease Expense	-	\$2,715	\$4,639	\$8,712	\$4,072	46.7%	\$25,000	\$20,361
5610	Equipment Repair	-	\$54	-	\$109	\$109	100.0%	\$500	\$500
5800	Professional/Consulting Services and Operating Expenditures	-	\$2,969	\$8,422	\$12,184	\$3,763	30.9%	\$30,000	\$21,338
5803	Banking and Payroll Service Fees	\$406	\$752	\$1,940	\$2,491	\$551	22.1%	\$7,000	\$5,031
5805	Legal Services	\$20,627	\$7,489	\$82,789	\$55,064	(\$27,725)	-50.4%	\$100,000	(\$4,548)
5806	Audit Services	-	\$2,469	\$18,250	\$23,187	\$4,937	21.3%	\$38,000	\$19,750
5807	Legal Settlements	-	-	\$38,127	\$12,485	(\$25,642)	-205.4%	\$12,485	(\$25,642)
5809	Employee Tuition Reimbursement	-	\$625	-	\$1,250	\$1,250	100.0%	\$5,000	\$5,000
5810	Educational Consultants	\$24,962	\$20,229	\$202,256	\$201,128	(\$1,128)	-0.6%	\$322,500	\$110,357
5811	Student Transportation	-	-	-	-	-	0.0%	-	-
5812	Other Student Activities	(\$188)	-	-	-	-	0.0%	-	-
5815	Advertising/Recruiting	\$737	\$26,588	\$125,615	\$140,471	\$14,857	10.6%	\$300,000	\$174,385
5830	Field Trip Expenses	\$2,326	\$9,356	\$7,291	\$18,864	\$11,573	61.4%	\$74,999	\$52,969
5873	Financial Services	\$21,400	\$21,408	\$149,800	\$128,418	(\$21,382)	-16.7%	\$256,866	\$107,066
5874	Personnel Services	\$32	\$1,144	\$913	\$3,137	\$2,224	70.9%	\$10,000	\$9,087
5875	District Oversight Fee	\$2,917	\$27,429	\$31,923	\$80,947	\$49,023	60.6%	\$245,520	\$213,597
5877	IT Services	\$49	\$1,154	\$7,171	\$8,078	\$907	11.2%	\$15,000	\$7,830
5890	Interest Expense/Fees	-	\$1,682	\$1,541	\$4,907	\$3,366	68.6%	\$15,000	\$13,460
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	\$2,756	\$5,536	\$38,009	\$41,784	\$3,775	9.0%	\$74,999	\$36,846

Services & Other Operating Expenses	\$93,698	\$157,852	\$1,009,807	\$1,043,387	\$33,580	3.2%	\$2,038,562	\$953,233
Total Operational Expenses	\$372,373	\$424,290	\$2,459,165	\$2,559,285	\$100,121	3.9%	\$5,153,263	\$2,464,565
Total Expenses	\$1,041,604	\$1,129,461	\$6,000,451	\$6,214,376	\$213,925	3.4%	\$13,039,381	\$6,737,450
Net Income	(\$176,757)	(\$102,054)	(\$2,449,674)	(\$2,601,432)	\$151,758	5.8%	\$772,287	\$2,914,290



COMPASS

CHARTER SCHOOLS

2018-19 Budget Update **January 2019**

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Agenda

- Enrollment Update
- P1 Review
- Fiscal Impacts
- Q & A



Enrollment Update

Enrollment Forecast

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

Enrollment as of January 5

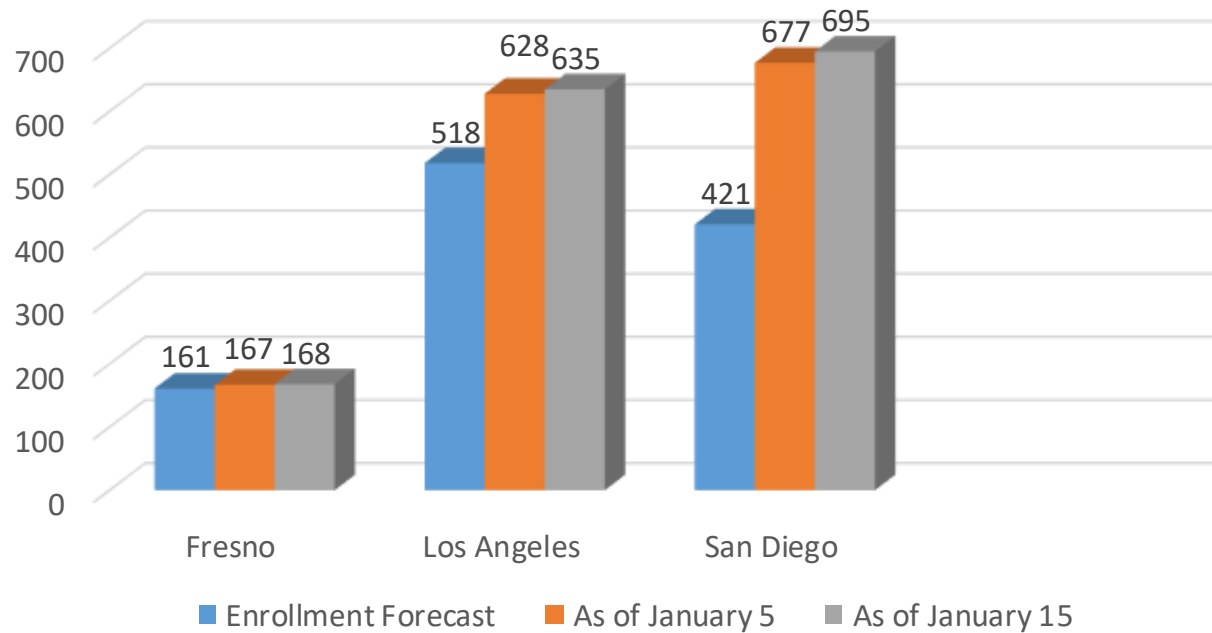
Fresno	Los Angeles	San Diego	Total
167	628	677	1,472

Enrollment as of January 15

Fresno	Los Angeles	San Diego	Total
168	635	695	1,498

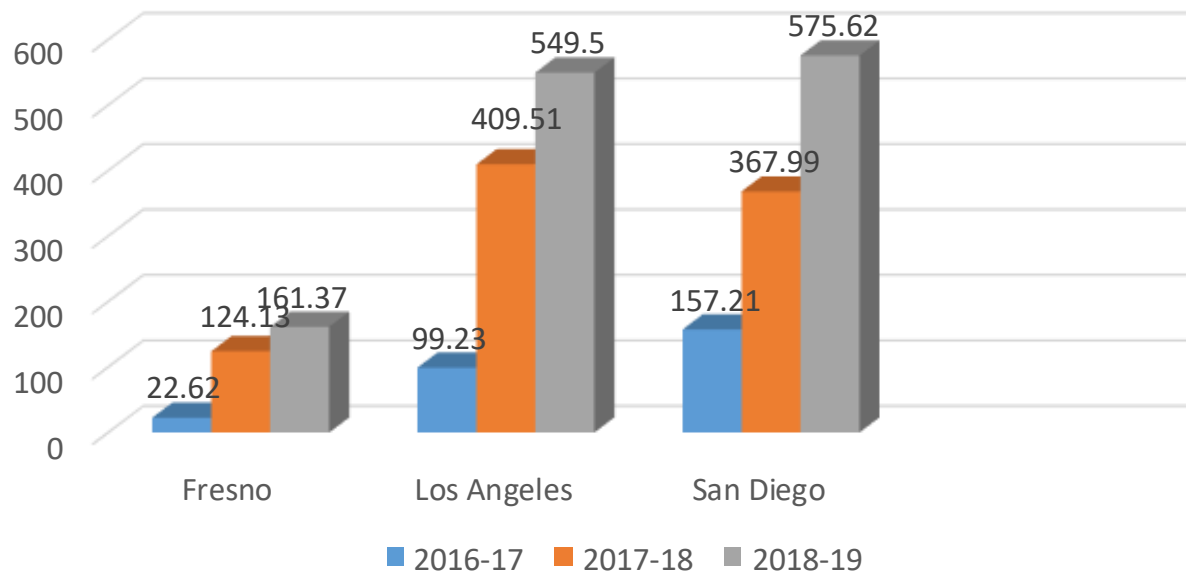


Enrollment Update





P1 Attendance Comparison



*2016-17 Fresno data impacted by
Master Agreement issues



Fiscal Impacts

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

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



FY19 Actuals To Date

Revenue

Fresno	Los Angeles	San Diego	Home Office	Total
\$567,945	\$1,554,202	\$1,378,880	\$49,750	\$3,555,777

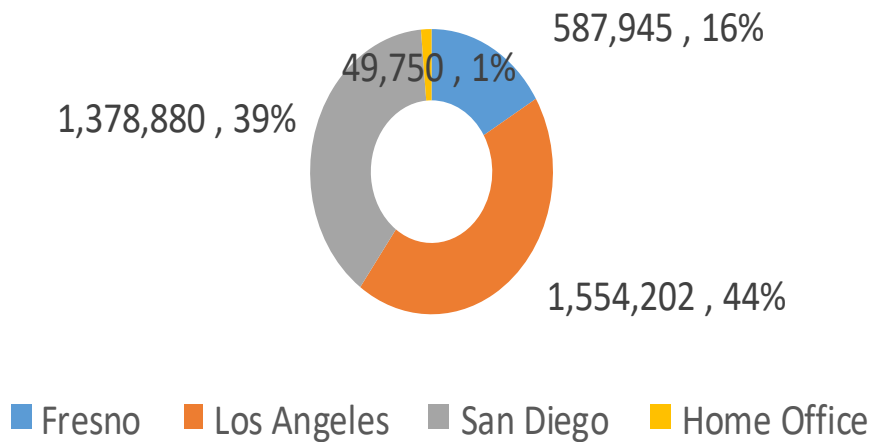
Expenses

Fresno	Los Angeles	San Diego	Home Office	Total
\$746,918	\$2,577,515	\$2,604,804	\$71,214	\$6,000,451



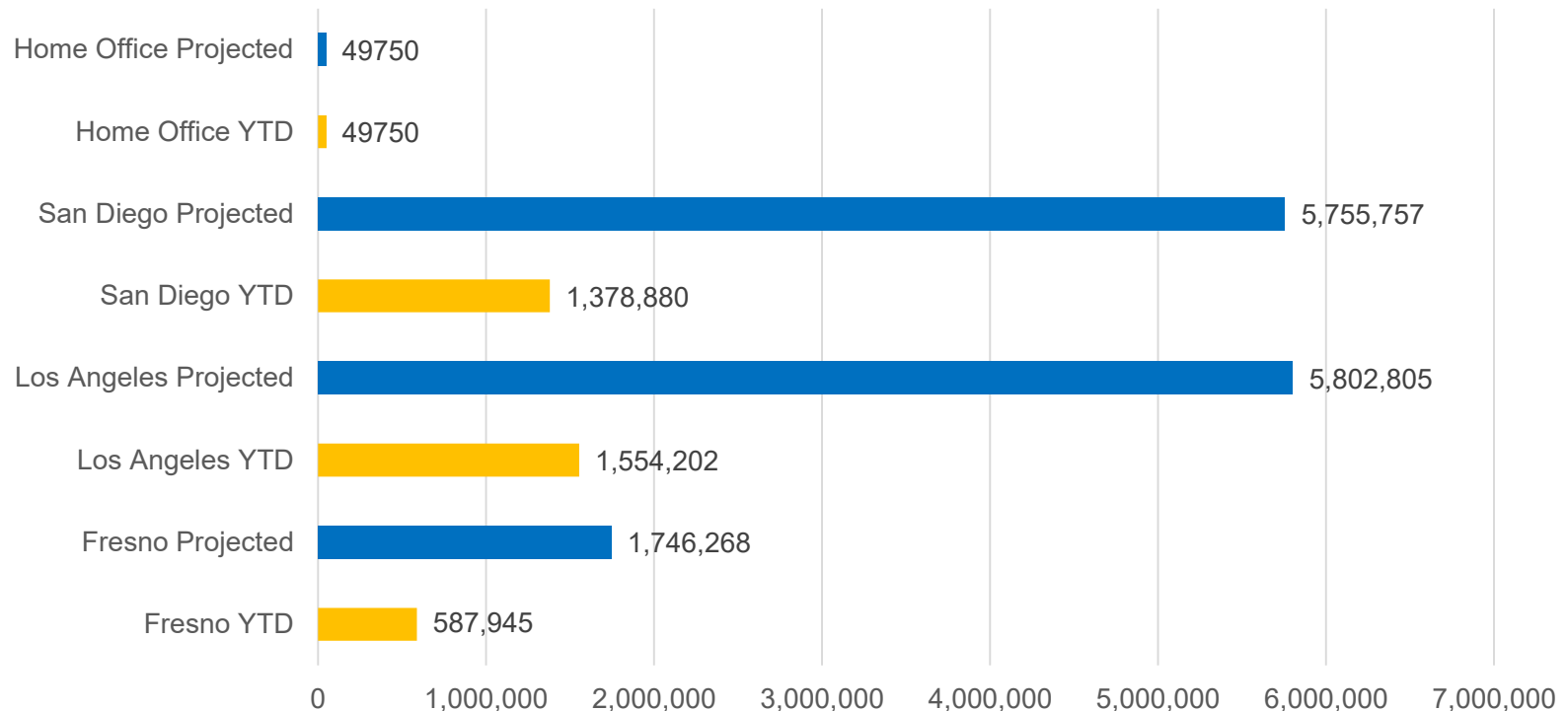
FY19 Actuals To Date

Revenue Update





FY19 Revenue Actuals v Projections

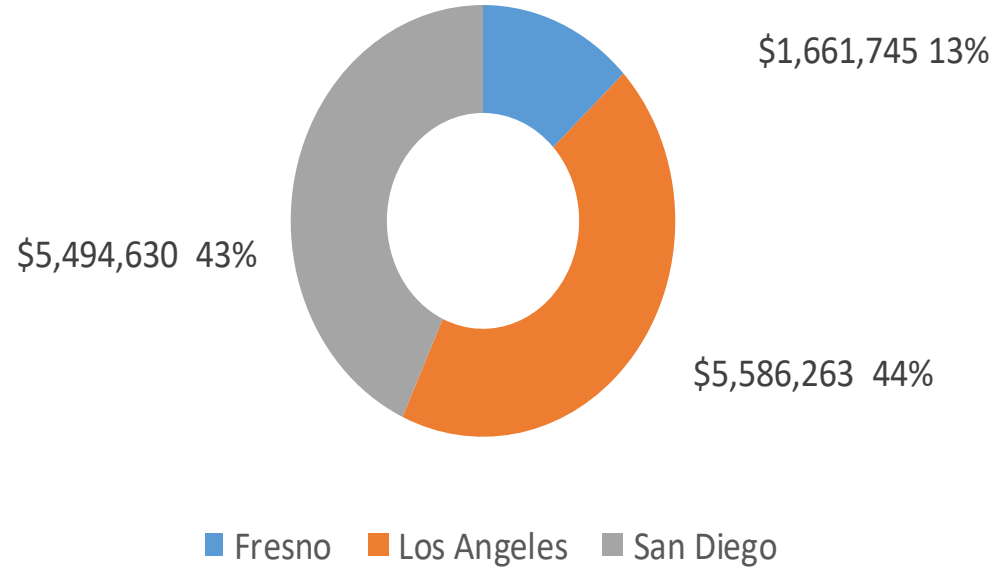


*YTD as of 12.31.18



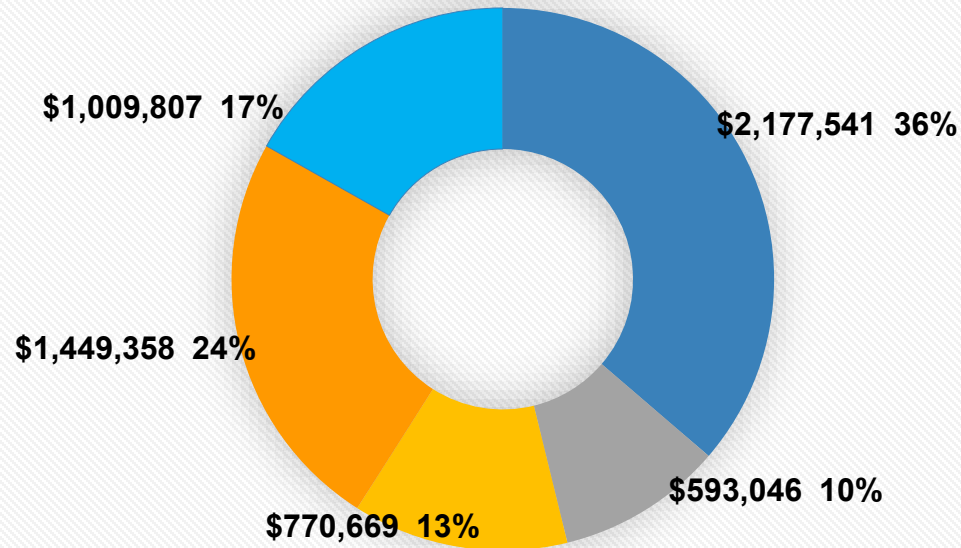
FY19 Actuals To Date

Expenses Update





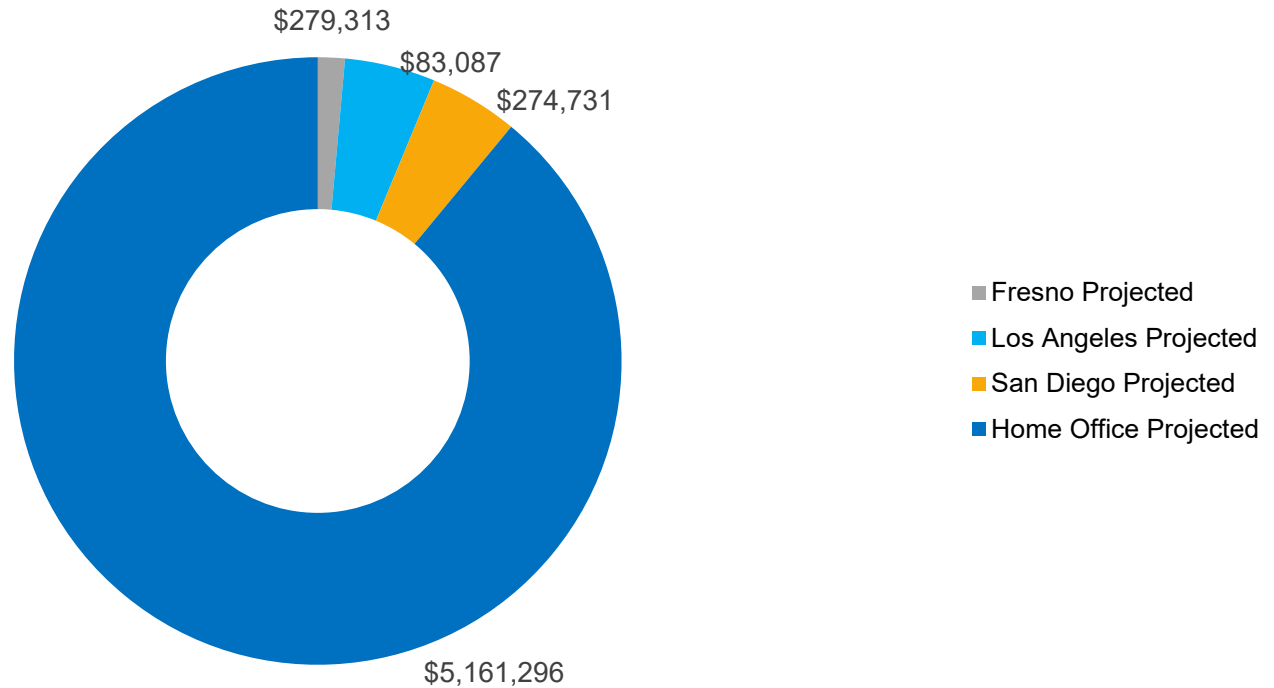
FY19 Actuals To Date Expenses By Category



- Certificated Salaries
- Classified Salaries
- Employee Benefits
- Books & Supplies
- Services & Other Operating Expenses



FY19 Reserve Projection





Questions?



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GOV. NEWSOM RELEASES JANUARY BUDGET PROPOSAL FOR 2019-20 FISCAL YEAR

For questions or comments, contact Martha Alvarez, ACSA Legislative Advocate, at malvarez@acsa.org

Within days after being sworn-in Gov. Gavin Newsom released his January Budget Proposal for the 2019-20 fiscal year, delivering the Administration's revenue projections and priorities for the Gov.'s first year in office.

At his news conference, he framed his proposed budget as one that prepares for uncertain economic times, while paying down debts and also making major investments on issues that had not been prioritized before. Consequently, Gov. Newsom's budget seeks to achieve a balance between meeting some of the state's priorities with limited ongoing resources, while recognizing the volatility of the state's predominant revenue stream. This "boom and bust" trend in the state's revenues prompted the passage of Prop. 2 by California voters in November, 2014 to set aside money in the state's reserve. By the end of 2019-20, the state could have \$15.3 billion in the constitutional Rainy Day Fund, which are reserves available for future budget emergencies.

To demonstrate his commitment to the causes championed during the gubernatorial campaign, key investments include:

- \$1.8 billion for early childhood education and childcare.
- \$1 billion to double the existing Earned Income Tax Credit by investing in a new "Working Families Tax Credit".
- \$105 million (on top of \$200 million approved last year) for wildfire prevention.
- \$40 million for a second year of free community college tuition for Californians.
- An adjustment of the state trust fund reserve rules to extend California's paid family leave program beyond the current six weeks to as long as six months with partial pay for new parents.
- \$140 million to expand Medi-Cal coverage to young adults between 19 and 25 who are undocumented.
- Subsidized premiums for Californians who can't afford health insurance, paid for by a reinstatement of the Affordable Care Act penalty, in this state only, for those who choose not to be covered.

Below is ACSA's initial review of the Gov.'s budget proposal.

K-12 EDUCATION FUNDING OVERVIEW

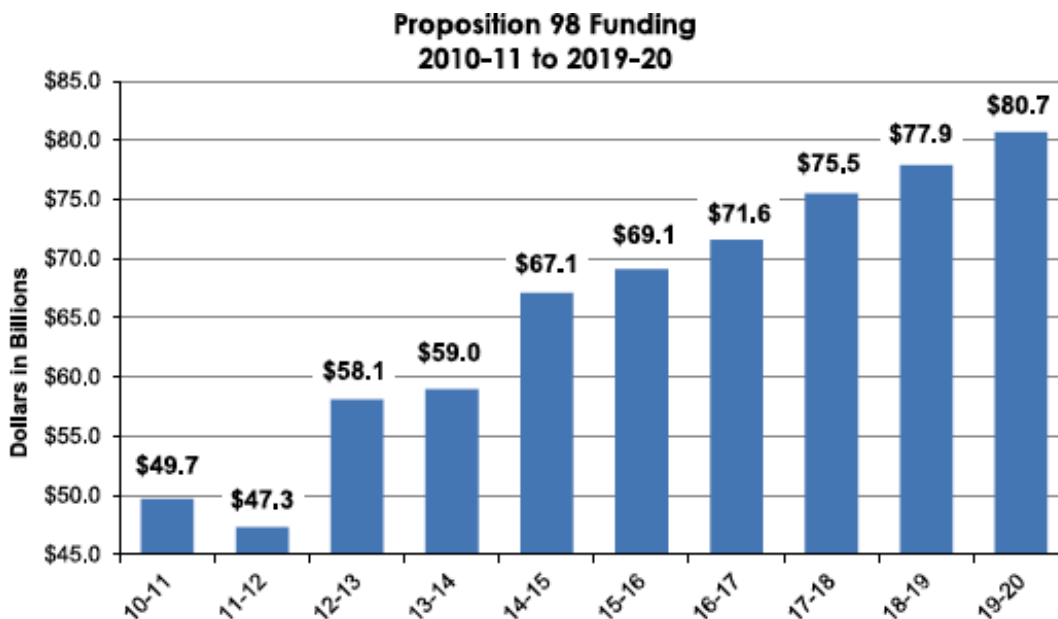
In the budget summary, the Newsom administration signals key policies and priorities that are aimed at improving student outcomes, including:

- Ensuring school districts and charter schools are held accountable for the success of all students.
- Improving access to data so that parents, teachers, administrators, and policymakers can make informed decisions.
- Empowering communities to partner with local school boards to prioritize the allocation of resources.
- Supporting Local Educational Agencies so they can be fiscally stable and can target resources to student populations most in need of support.

- Encouraging state and Local Educational Agencies to adopt early education and school readiness as priorities, providing significant investments to yield exponential returns for students and schools.

To support these goals, Gov. Newsom's budget proposes a **General Fund budget plan of \$144 billion**, a 3.3 percent increase from the current fiscal year. As a result, this year's investments in K-12 public education are comparable to the year-over-year augmentations schools have received since the November 2016 passage of Prop. 55, the temporary income taxes. The budget proposes to fund the **Prop. 98 minimum guarantee at \$80.7 billion**, a \$2.9 billion increase compared to the 2018-19 funding levels for schools and community colleges. This translates to \$12,003 in ongoing K-12 per-pupil expenditures, or an average increase of \$435 per pupil over the level provided in 2018-19. The Department of Finance notes this is nearly \$5,000 higher in per-pupil expenditure than just seven years ago.

It is worth noting that the Prop. 98 funding level for the 2017-18 and 2018-19 fiscal years declined from the 2018-19 Budget Act levels by \$120.1 million and \$525.7 million, respectively, as a result of declining statewide enrollment. Despite this lower funding level, the budget proposes to maintain a \$44 million over-appropriation to the Prop. 98 minimum guarantee in 2017-18.



As part of the \$80.7 billion provided through the Prop. 98 minimum guarantee, the budget includes the following proposal for K-12 public education.

LOCAL CONTROL FUNDING FORMULA: Enacted in June 2013, the LCFF targets were fully funded in the 2018-19 Budget Act – two years ahead of schedule. As a result, future state budgets would only guarantee a Cost-Of-Living-Adjustment (COLA) for the LCFF base, supplemental and concentration grants. The Gov. proposes a **\$2 billion** increase to the LCFF, which reflects a 3.46 percent COLA. This investment brings the total amount to \$63 billion towards LCFF in 2019-20.

ONE-TIME GENERAL FUNDS FOR PENSION LIABILITIES: Unlike past years where Local Educational Agencies (LEAs) received one-time discretionary grants that could be used for any local purpose, this budget proposes using **\$3 billion in one-time non-Prop. 98 General Fund** to CalSTRS to reduce pension costs for K-12 schools and community colleges. Of this amount, a total of \$700 million would be provided to buy down the employer contribution rates in 2019-20 and 2020-21. Based on current assumptions, *employer contributions would decrease from 18.13 percent to 17.1 percent in 2019-20, and from 19.1 percent to 18.1 percent in 2020-21.* The

remaining \$2.3 billion would be paid toward the school employers' long-term unfunded liability, with an estimated reduction in the out-year contribution rate of approximately half a percentage point. This is a shift from the prior administration, who was unwilling to address the increased cost pressures school districts are facing related to rising health care costs and the higher pension contributions.

SPECIAL EDUCATION: While the 2018-19 Budget Act included \$167 million in one-time investments to increase the availability of inclusive early education and care for children 0 to 5 years old, Gov. Brown resisted calls from education groups and members of the Legislature to address the insufficiency of funding for special education. Gov. Newsom proposes **\$576 million in Prop. 98 funds**, of which \$186 million are one-time in nature, to support expanded special education services and school readiness supports at LEAs with high percentages of both students with disabilities and low-income, foster youth and English learners (unduplicated students under LCFF). Eligible local educational agencies may use these grants to fund special education and school readiness services not currently included in an individualized education program. This funding is intended to supplement services for students currently receiving special education services and for preventative services that may reduce the need for additional services in future years.

CALIFORNIA STATE PRESCHOOL: The budget includes **\$125 million in non-Prop. 98 General Fund** to expand the State Preschool Program by increasing access to subsidized full-day, full-year slots for low-income four-year-olds. The goal is to fund a total of 200,000 slots by 2021-22. Given the limited capacity of school districts, the Gov. proposes that additional slots would be provided by not-for-profit providers. To allow non-local educational agency providers to draw down full-day, full-year reimbursement from a single funding source, and to provide them with flexibility to make better use of their contract funding, the budget shifts \$297.1 million Prop. 98 funds for part-day State Preschool programs at non-local educational agencies to non-Prop. 98 General Fund.

UNIVERSAL FULL-DAY KINDERGARTEN: Building upon the \$100 million General Fund provided in the 2018 Budget Act to eligible school districts to construct new or retrofit existing facilities for full-day kindergarten programs, the budget proposes an additional **\$750 million one-time non-Prop. 98 General Fund** for a similar purpose.

STATEWIDE SYSTEM OF SUPPORT: As a result of the increased number of school districts which were identified to receive support under the California School Dashboard, the budget proposes an additional \$20.2 million in Prop. 98 funds for county offices of education to strengthen their support for school districts.

SCHOOL ACCOUNTABILITY AND DATA: The Budget proposes **\$350,000 one-time Prop. 98 funds** to merge the California School Dashboard, the LCAP electronic template, and other school site and school district reporting tools (including the School Accountability Report Card) into a single web-based application to: (1) allow the public to access a single platform for this information, (2) streamline these systems, and (3) eliminate duplicative and outdated information. Furthermore, to improve coordination across educational data systems and better track the impacts of state investments on achieving educational goals, the Budget provides **\$10 million one-time non-Prop. 98 General Fund** to plan for and develop a longitudinal data system. This proposal is consistent with one of the key recommendations from the 2018 Getting Down to Facts Studies 2.0.

K-12 SCHOOL FACILITIES: As a result of the passage of Prop. 51 in November 2016 to authorize \$7 billion in state general obligation bonds for K-12 schools, the budget proposes approximately **\$1.5 billion in bond authority** for 2019-20 to support school construction projects. This amount is \$906 million higher over the prior year.

COST-OF-LIVING-ADJUSTMENTS (COLA): The proposed budget includes an increase of \$187 million in Prop. 98 funds to support a **3.46 percent COLA** for the categorical programs that remain outside of LCFF, including

special education, child nutrition, foster youth, American Indian Education Centers, and the American Indian Early Childhood Education Program. The COLA for school districts and charter schools are provided within the increases for LCFF.

ADULT EDUCATION PROGRAM: While not specifically mentioned in the Gov.'s budget summary, the budget continues support for Adult Education with approximately \$500 million in Prop. 98 funds.

LOCAL PROPERTY TAX ADJUSTMENTS: Proposes a decrease of \$283 million in Prop. 98 funds for school districts and county offices of education in 2018-19 as a result of higher offsetting property tax revenues. In addition, a decrease of \$1.25 billion Prop. 98 funds for school districts and county offices of education in 2019-20 as a result of increased offsetting local property tax revenues.

ACSA PERSPECTIVE AND WHAT'S NEXT

Despite the uncertainty of how the recent federal tax reform will impact California's state revenues, the Gov. continues to make investments in public education, both in terms of supporting LCFF implementation and paying down past debts. He is also staying the course in funding Career Technical Education (ECC) through a proposed new structure and staying committed to funding Adult Education. The Gov. and his staff have been very clear that he is not supportive of any initiatives outside of his own priorities, particularly in light of the budget constraints.

It is important to remember that this is just a proposal, and there are more than six months to go before the 2018-19 state budget is finalized. The Gov.'s proposed budget and, more specifically, his commitment to fiscal restraint and resistance to new policy priorities from the Legislature will face both policy and budget committee scrutiny in the coming months. Over the next five months leading up to the constitutional deadline of June 15th, the state Legislature will initiate the formal and public deliberation process to discuss the Gov.'s budget proposal and craft their own alternatives. In his last year in office, it is unlikely that the Gov. will be open to much movement on the creation of any new programs and the enactment of universal preschool, in particular, could face considerable resistance from his administration.

Last month, Assembly Budget Chair Phil Ting (D – San Francisco) unveiled his “Assembly Blueprint for Responsible Budget Priorities,” which focuses on strengthening California's fiscal health and making responsible investments in Californians. Assemblymember Ting proposes several budget investments for 2019-20:

Assembly One-Time Investment Priorities:

- Build the state reserves to 20 percent and pay down debts.
- Help schools acclimate to rising retirement costs with infusion of one-time general fund monies for the purpose of subsidizing school employers' pension contributions to CalSTRS or CalPERS over a specified period.
- Fund infrastructure and deferred maintenance.
- Address Unfunded Employee Liabilities.

Assembly Ongoing Funding Priorities:

- Protect communities from wildfires, prepare for future disasters and assist in recovery.
- Continue the Low Performing Student Block Grant.
- Create new child care slots and continue CalWORKs grant increases to reduce poverty.
- Expand early childhood education and after school programs.
- Bolster UC and CSU enrollment.

- Invest in programs to expand affordable housing and prevent homelessness.
- Provide universal access to health care.

The Assembly Democrats have been anticipating a change in leadership with a new Gov. could result in new opportunities to discuss additional investments in **childcare early childhood education**. With this goal in mind, in 2017, Assembly Speaker Anthony Rendon (D – Paramount) established a Blue Ribbon Commission on Early Care and Education to improve services for children 0-3, and to develop options for establishing universal pre-kindergarten for all four-year-olds. While a report with comprehensive recommendations is expected to be released in March 2019, the legislature has started to promote a legislative package. Assembly Bill 123, authored by Assembly member Kevin McCarty (D – Sacramento), would establish the Targeted Universal Preschool by expanding access to full-day, full-year preschool for all 4-year-olds living in high-poverty neighborhoods. AB 124 proposes to place on the November 2020 ballot a \$500 million bond to fund preschool facility improvements and AB 125 proposes to boost reimbursement rates for preschool programs that contract with the state. These bills are a work in progress and will be amended to include details in the near future.

Unlike its Assembly counterparts, the Senate has not released highlights of potential budget proposals. In the 2018-19 budget, the Senate was successful in negotiating one-time Prop. 98 funds be used to fund their priorities for professional development for classified school employees and the Classified School Employee Summer Assistance Program.

For ACSA and other key education stakeholders, one of the chief outstanding questions to respond to is where should increased Prop. 98 funding be allocated now that the LCFF funding targets were fully reached. Co-sponsored by ACSA and other education groups, Assembly member Al Muratsuchi (D – Torrance) introduced AB 39 to establish new LCFF funding targets with the goal of reaching the national average. Questions also remain on where **home-to-school transportation** fall in the list of priorities for both the legislature and local educational agencies since this categorical program remained outside of LCFF and never received increased funding during Gov. Brown's Administration. In regards to **Special Education funding**, it is expected that Assembly member Patrick O'Donnell (D – Long Beach) will re-introduce AB 3136, a legislative proposal in 2018 that sought to increase funding for special education via the existing AB 602 formula and dedicate funding for preschool-aged children with exceptional needs.

There are members of the Legislature who would also like to push for an additional \$150 million to expand the funding committed in the 2018-19 Budget Act for the **CTE Incentive Grant Program**. Last year, the Legislature successfully leveraged bipartisan support in both houses to secure \$150 million of ongoing Prop. 98 funds each for the CTE Incentive Grant Program and for the Strong Workforce Program administered by the California Community Colleges.

As a major education stakeholder, ACSA will be actively engaged in the budget discussions with the administration to ensure students' best interests are upheld. Throughout this legislative season, ACSA will keep you apprised of all budget negotiation discussions until the budget is completed by the June 15th constitutional deadline.

The full budget can be found at <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

Compass Charter Schools

December 2018

Group Description	Account	Account Description	
Liquidity Ratio			6.5
Assets			
Current Assets			
Cash	9120-010	Cash in Bank(s) - Chase Account	\$267,945
Cash	9121-010	California Credit Union - Checking	\$71,321
Cash	9125-020	Cash in County Treasury Account	\$612,304
Cash	9125-030	Cash in County Treasury Account	\$117,069
Investments	9150-010	Investments - J.P Morgan	\$1,663,082
Investments	9151-010	California Credit Union - Money Market	\$250,553
Accounts Receivables	9200-010	Accounts Receivables	\$37
Accounts Receivables	9290-020	Due from Grantor Governments	\$23,690
Accounts Receivables	9290-030	Due from Grantor Governments	\$20,950
Accounts Receivables	9290-040	Due from Grantor Governments	\$17,678
Prepaid Expenses	9330-010	Prepaid Expenses	\$8,500
Other Current Assets	9335-010	Employee Advances	\$645
Total Current Assets			\$3,053,775
Fixed Assets			
Total Fixed Assets			-
Other Assets			
Loans Receivable	9311-010	Loans Receivable - REALM	\$100,000
Security Deposits	9350-010	Security Deposits	\$5,000
Total Other Assets			\$105,000
Total Assets			\$3,158,775
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9500-010	Accounts Payable-System	\$4,618
Accounts Payable	9590-010	Due to Grantor Governments	\$121,069
Accounts Payable	9590-020	Due to Grantor Governments	\$2,110
Accounts Payable	9590-030	Due to Grantor Governments	\$19,120
Accrued Salaries, Payroll Taxes, Postemployment Benefits	9501-010	Accrued Salaries	\$237,843
Deposits held on behalf of other employees	9661-010	Summer Holdback	\$85,354
Total Current Liabilities			\$470,114
Long Term Liabilities			
Loans Payable	9620-010	Security Deposit Payable - ILead	\$15,000
Total Long Term Liabilities			\$15,000
Total Liabilities			\$485,114
Net Assets			
Unrestricted Net Assets	9780-030-53	Temporarily Restricted Net Assets	\$42,851
Unrestricted Net Assets	9790-010	Undesignated Fund Balance	\$4,531,853
Unrestricted Net Assets	9790-020	Undesignated Fund Balance	\$226,419
Unrestricted Net Assets	9790-030	Undesignated Fund Balance	\$39,512
Unrestricted Net Assets	9790-040	Undesignated Fund Balance	\$282,700
Profit/Loss YTD			(\$2,449,674)
Total Net Assets			\$2,673,661
Total Liabilities And Net Assets			\$3,158,775

Coversheet

Parent Advisory Council Report

Section: IV. Reports
Item: D. Parent Advisory Council Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: Parent Advisory Council Report - January.pdf

RECOMMENDATION:
N/A - For Discussion Only



Parent Advisory Council Report
January 28, 2019

The Parent Advisory Council (PAC) met on Friday, December 21 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Mrs. Therese Nordstrom Christopher, Mr. Tony Christopher, Ms. Galit Gordon, Ms. Samantha Herrod, Ms. Lisa Hunter, Ms. Shelby MacLeish, Ms. Esmeralda Rivera, Ms. Lisa Robotham (chair), Ms. Leah Smith, Mrs. Joy Elizabeth Sterling-Effie, and Ms. Roann Vanderwath.

Compass shared that we started the year a little over 1,200 scholars and were at 1,538 as of December 21, 2018. Compass shared updates on charter renewals, for both CCS of Fresno and CCS of Los Angeles. We are also working on an affiliation with REALM Charter Schools, in Berkeley, which will bring the Compass Experience to the Bay area. Earlier this month our Scholar Leadership Council met, and their draft minutes can be found on BoardOnTrack.

Under New Business, each PAC member provided feedback to bring to staff.

The meeting adjourned at 4:01 pm. Draft minutes can be found on Board on Track. The next Parent Advisory Council meeting is scheduled for Friday, February 15 starting at 3 pm.

Respectfully Submitted,

Mrs. Lisa Robotham
Board Secretary &
Parent Advisory Council Chair

Coversheet

Scholar Leadership Council Report

Section: IV. Reports
Item: E. Scholar Leadership Council Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: B 2018-19 SLC Survey Results.pdf
A Scholar Leadership Council Report - January.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS

CHARTER SCHOOLS

2018-19 Scholar Leadership Council Survey Results

(855) 937- 4227

CompassCharters.org



Agenda

- Mission and Vision
- Demographic Information
- Communication
- Online Learning
- Options Learning
- Compass Experience



Our Mission and Vision

MISSION STATEMENT

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

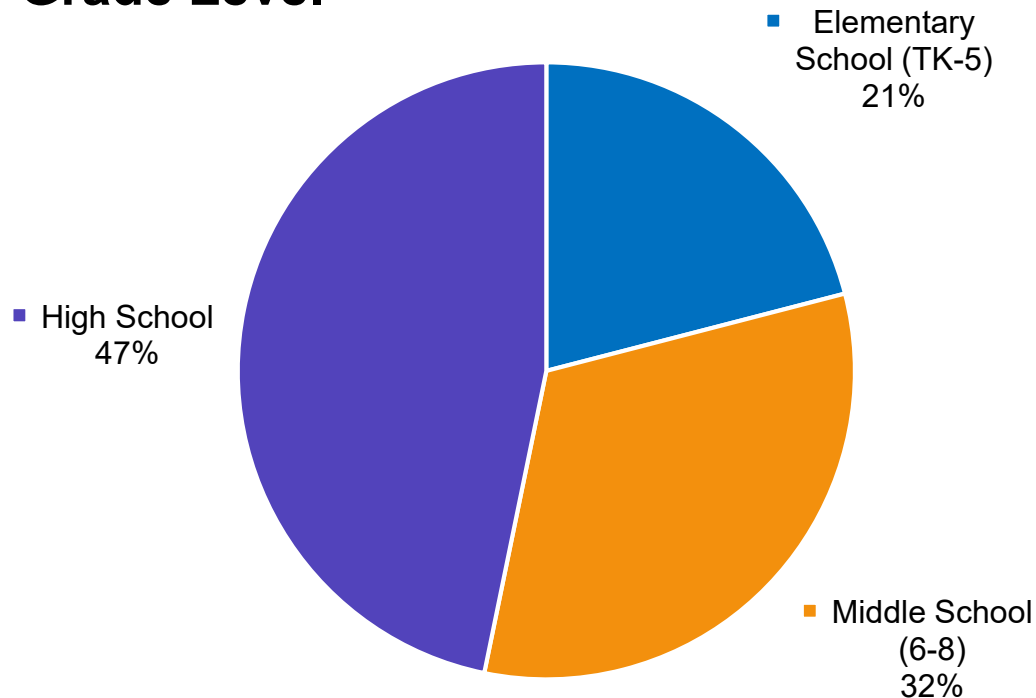
VISION STATEMENT

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

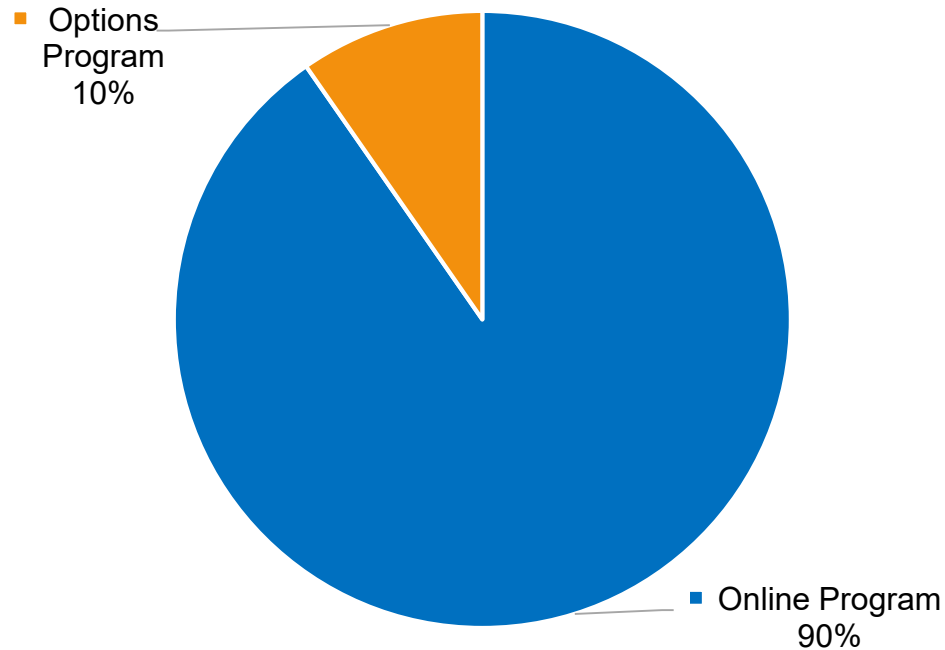
Grade Level





Demographics

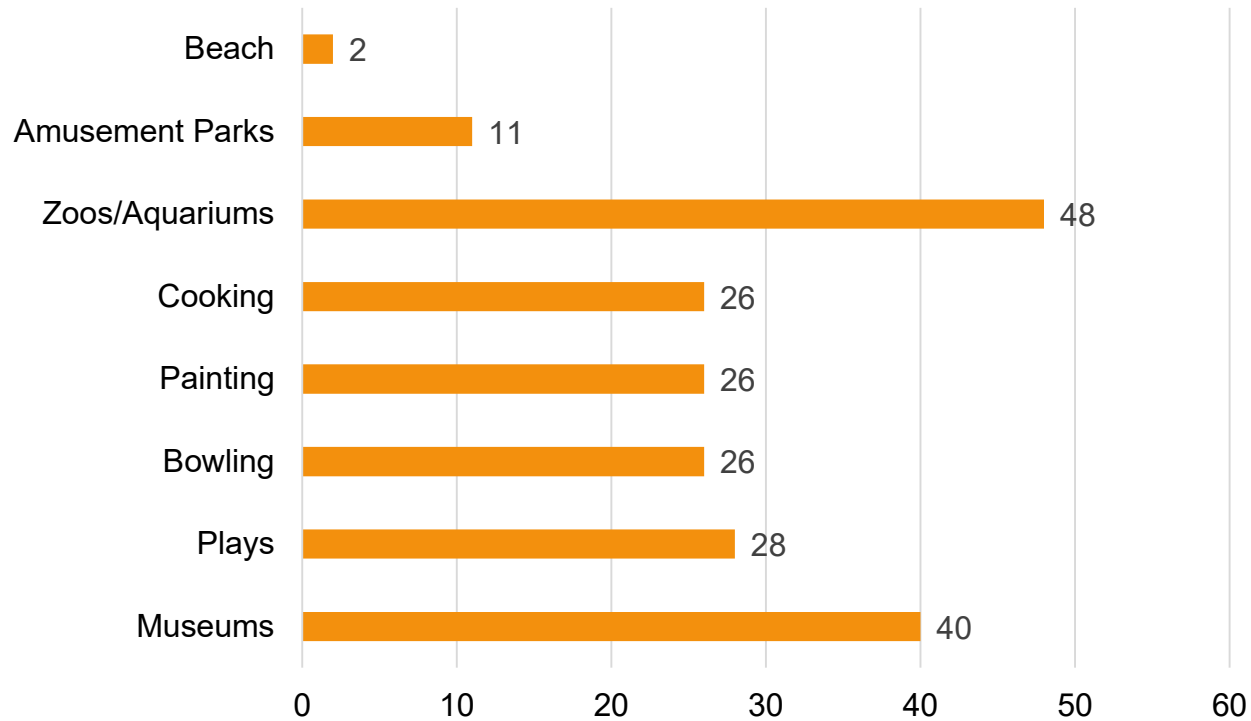
Program Enrolled In





Field Trips

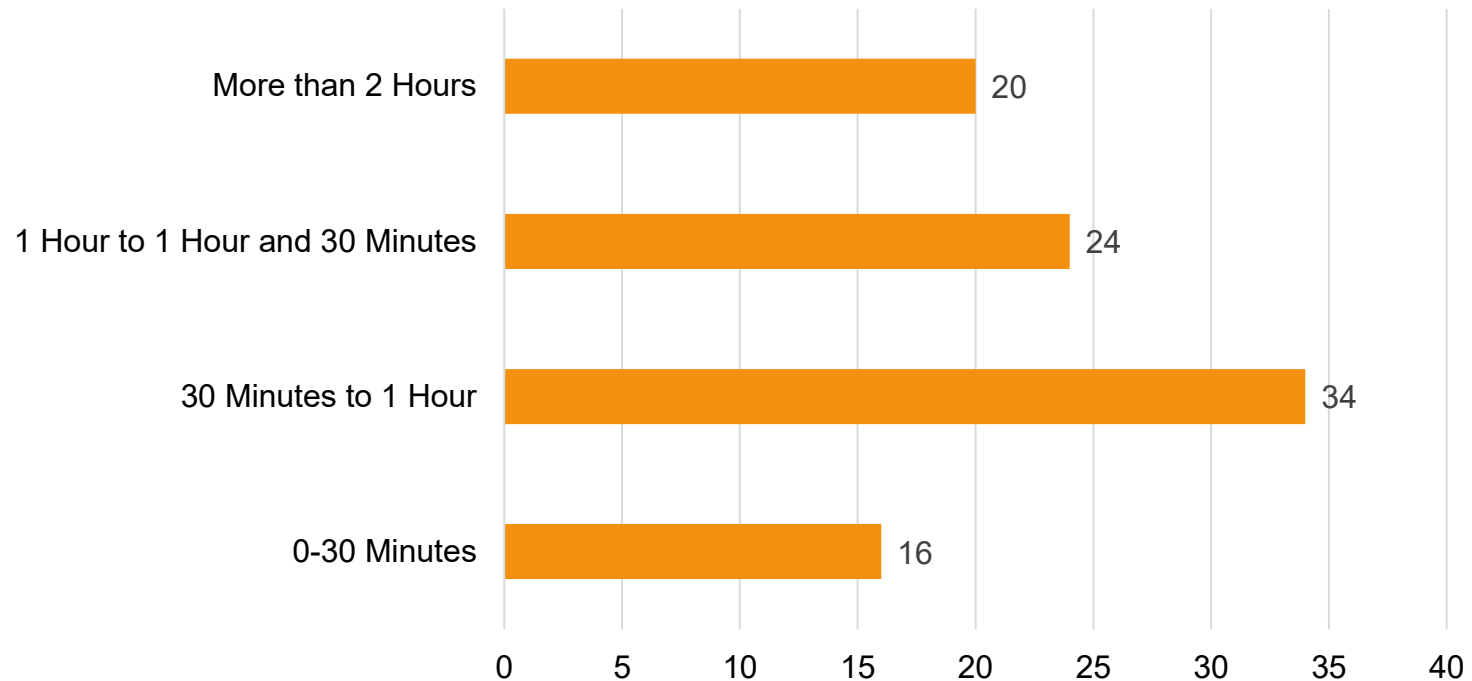
Field Trips Interested In Attending





Field Trips

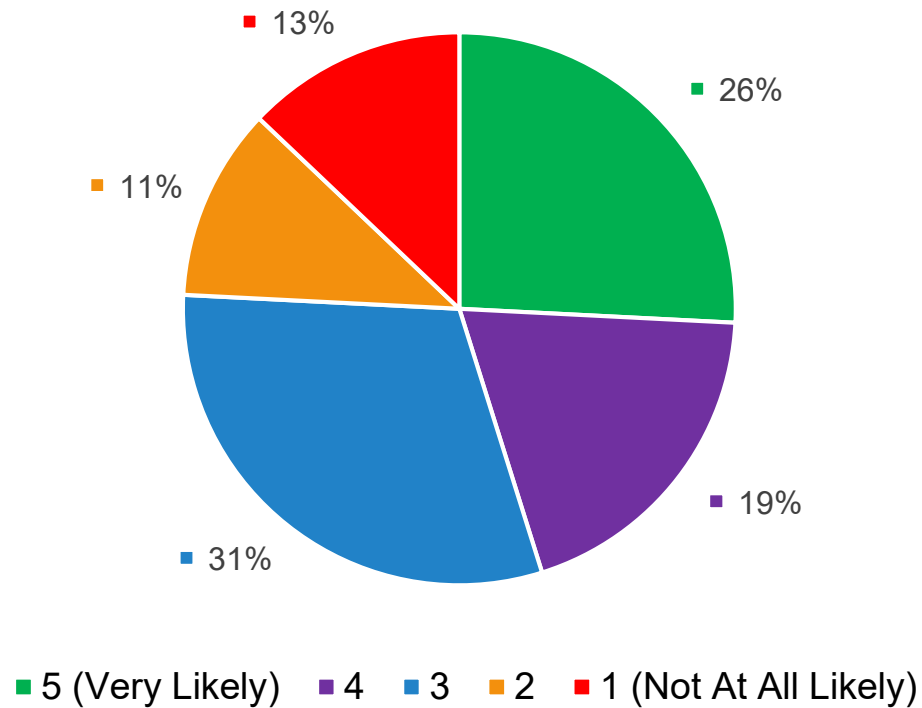
Time Willing To Spend Traveling





Field Trips

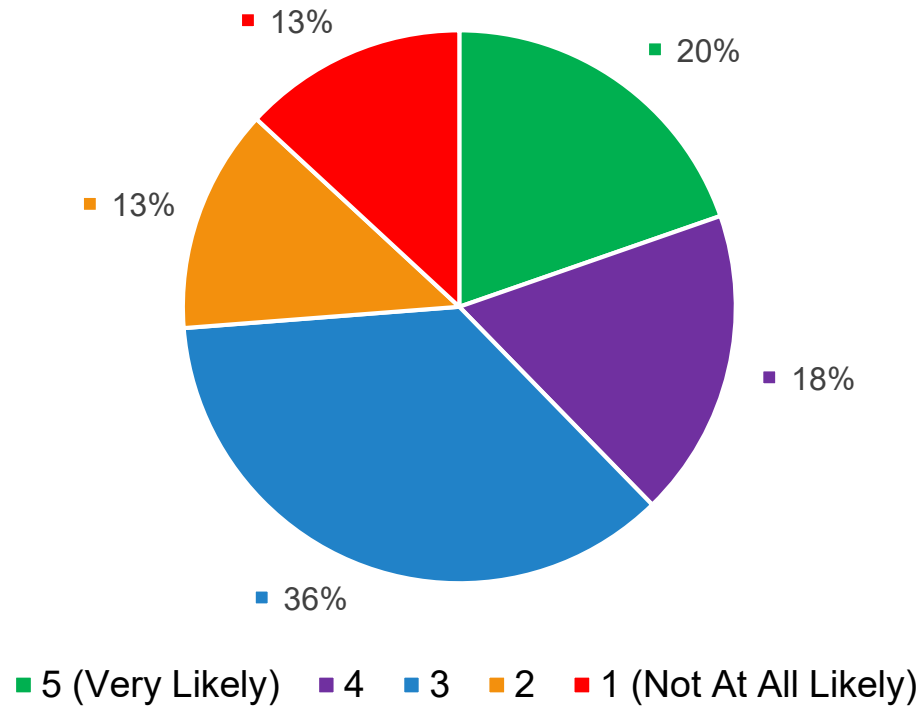
Attend Field Trips On Weekends





Field Trips

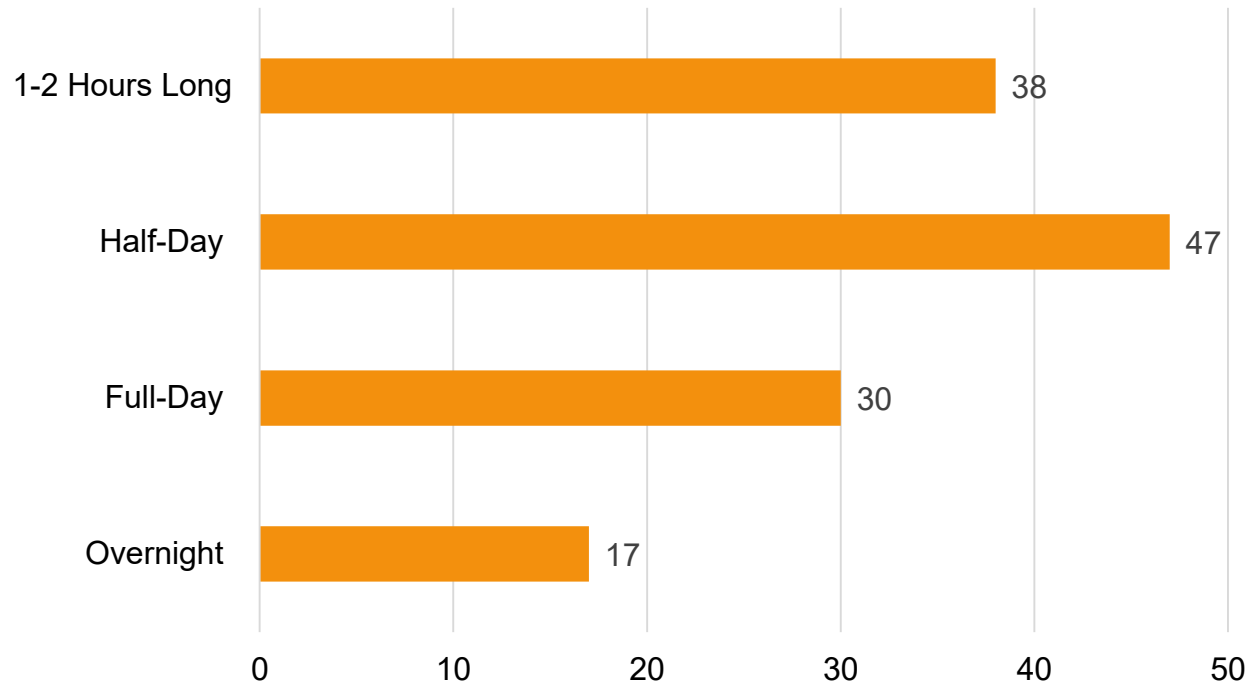
Attend Field Trips On Weekdays





Field Trips

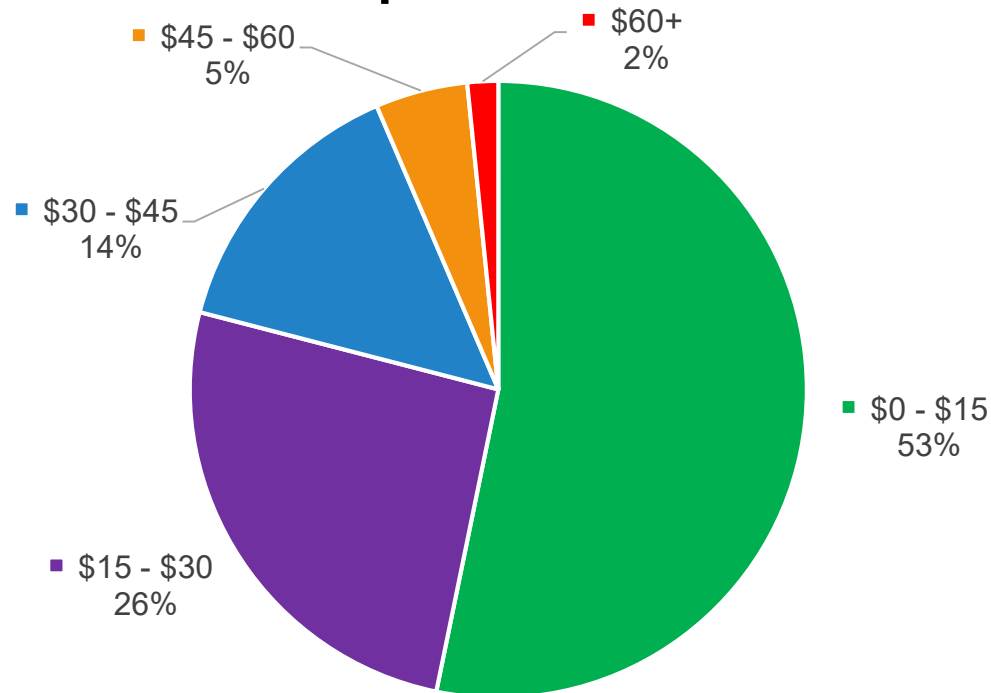
Length of Field Trips





Field Trips

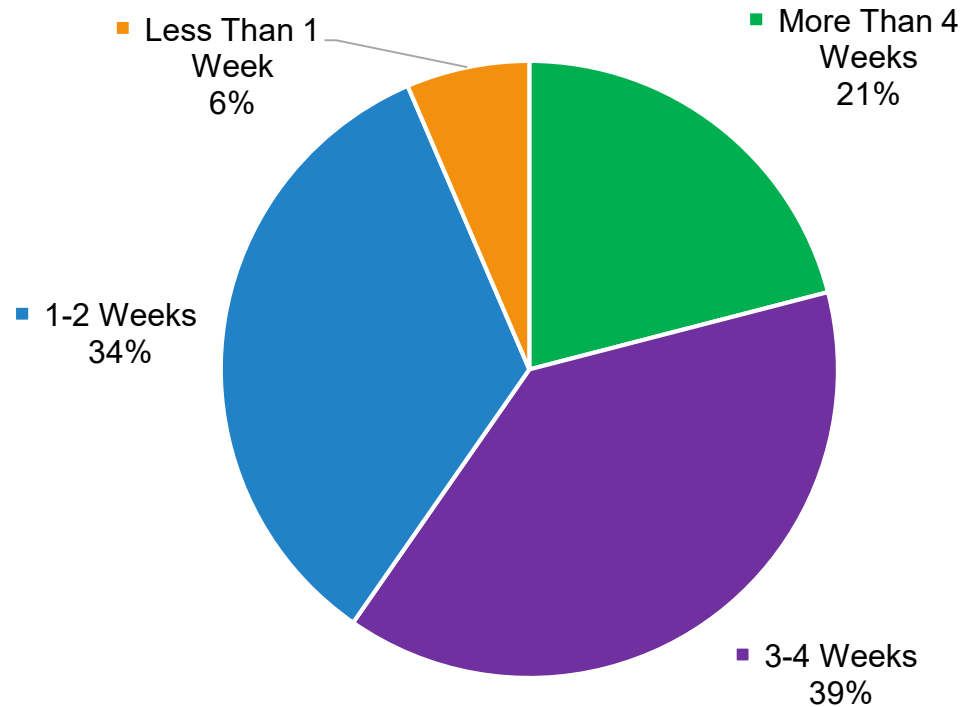
Reasonable Price For Chaperones





Field Trips

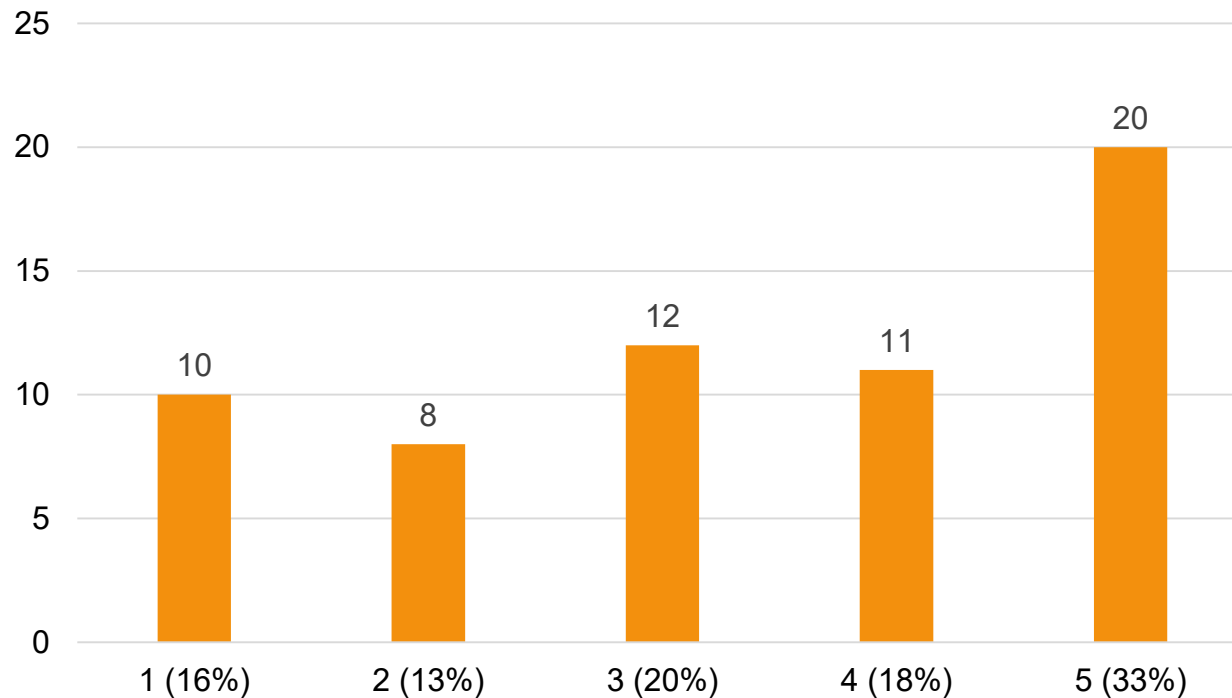
Required Advanced Notice





Communication

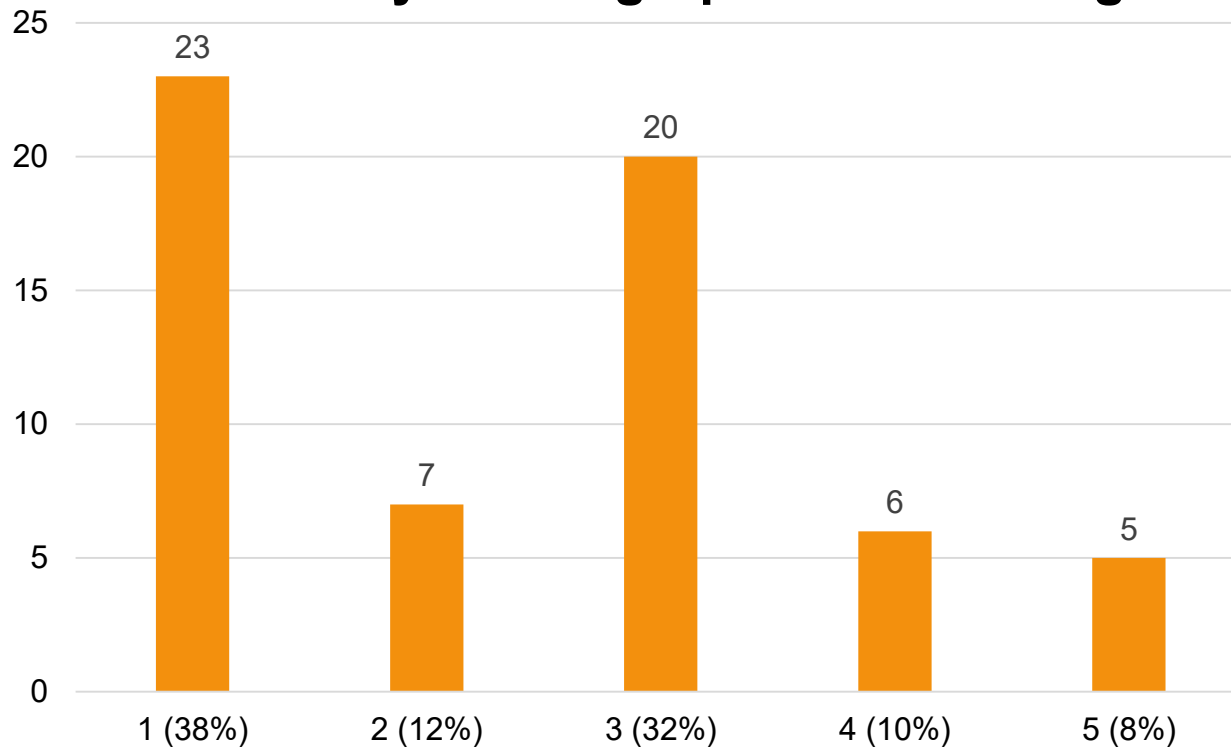
How often do you read the MMU?





Communication

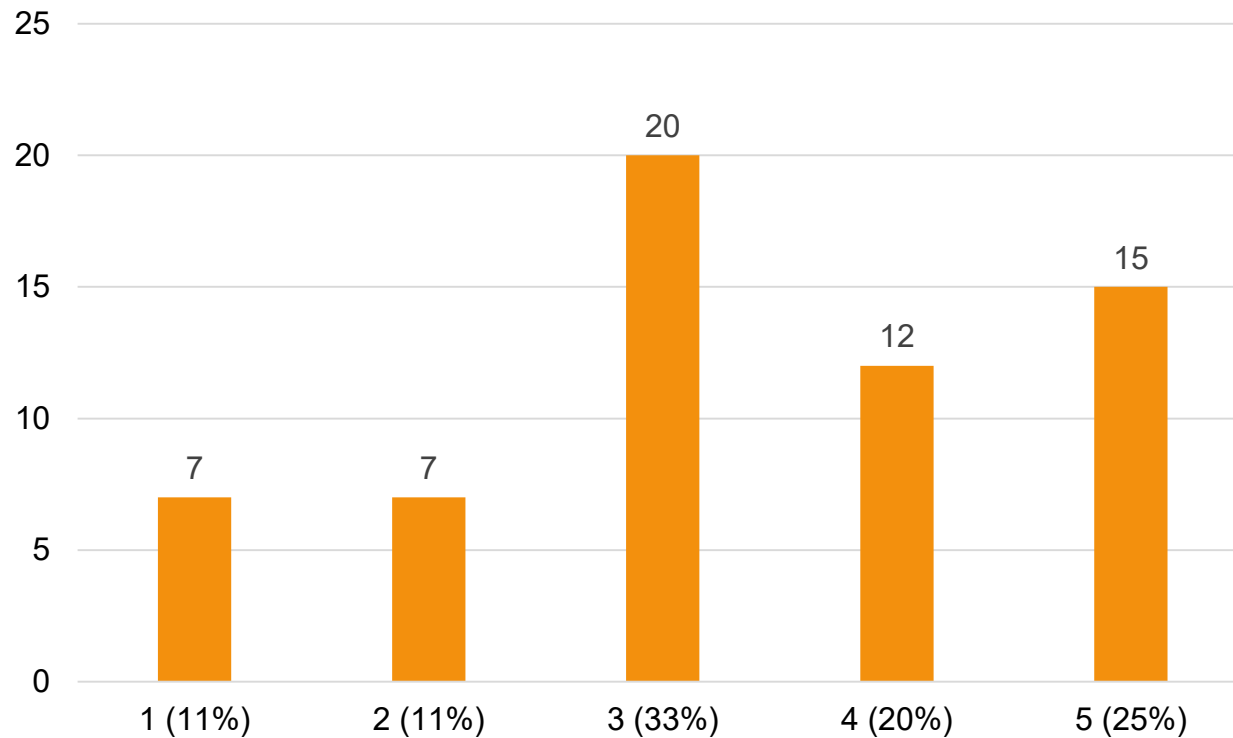
I believe the Monday Morning Update is too long





Communication

I believe the MMU is valuable





Communication

What additional information would you like to receive within the MMU?

- unsure
- The Monday Morning Update looks good to me!
- Unknown
- Nothing really I think everything is included.
- Information about upcoming classes
- I don't need any additional information.
- Nothing
- I would like to see the info and details on upcoming field trips.
- A certain column for seniors, another for juniors, another for sophomores, and another for freshmen.
- I love the Monday Morning Updates, and feel like they include lots of valuable information. I can't think of anything more to add.
- I don't read it.
- important dates such as last day of semester or beginning of semester. things to participate in such as fun learning labs



Communication

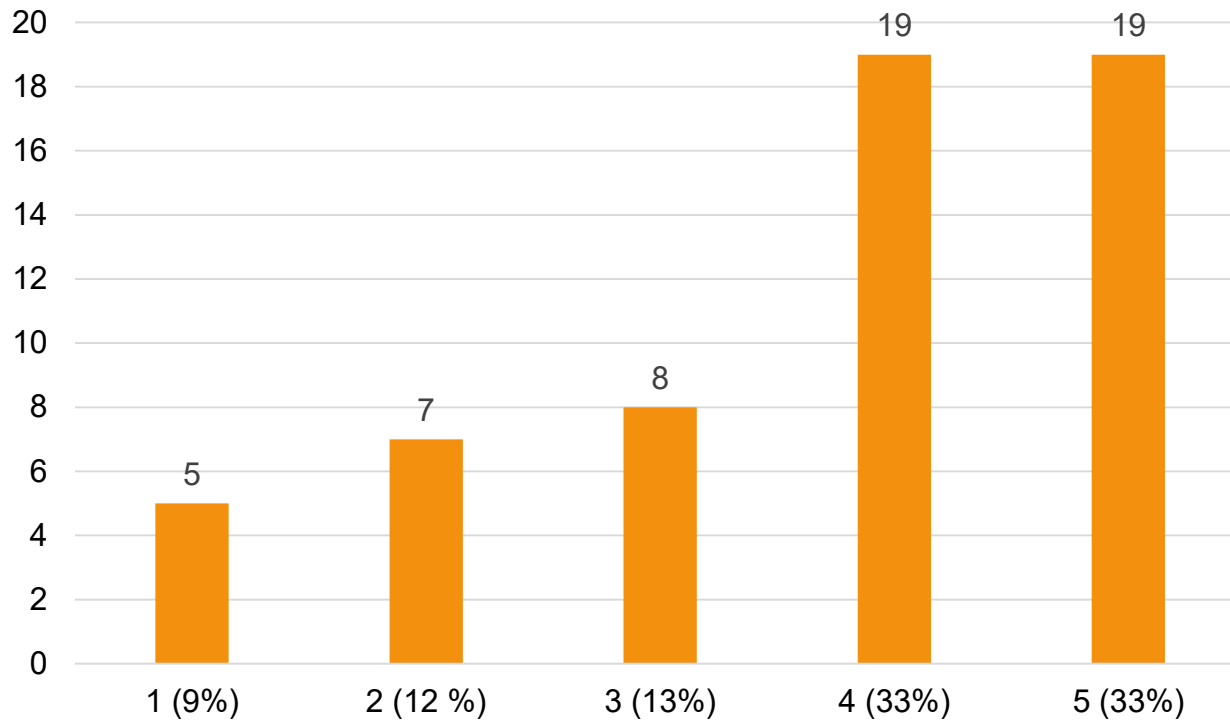
What additional information would you like to receive within the MMU?

- Clubs/ Field trips
- I don't really read them, once in a while i'll read through them but they're not really interesting to me. Some info i'd like to see on their is teachers giving students breaks to refresh themselves and just to clear their minds etc, like a chat on where students can give their opinion on how much work they have to do, because students have to do a lot of work in some courses and teachers just grade the work and aren't feeling the pressure or stressed of what the students are doing etc! If i see a session of that happening i'll join that faster than i'll join a learning lab to be honest! LOL
- I like it just the way it is :-)
- my in-grade work
- I would like the Monday Morning Updates to include the days we have off.
- "About; 1. field trips 2. reminders3. tips"
- Something like news



Online Learning

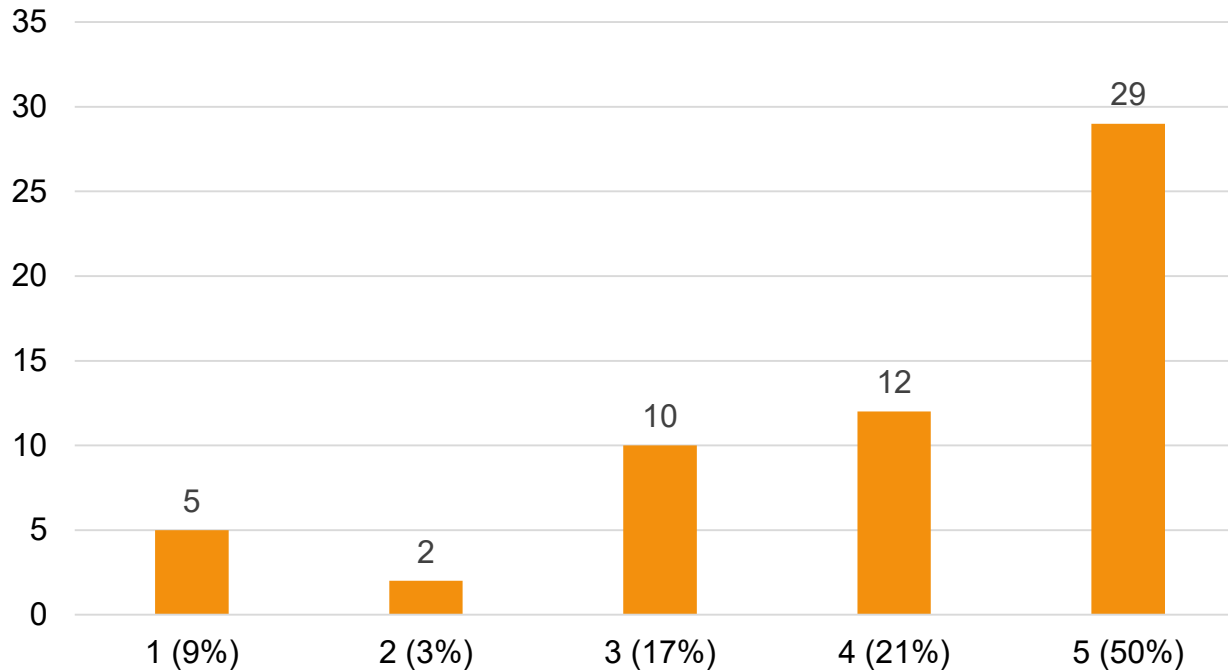
How often do attend Learning Labs?





Online Learning

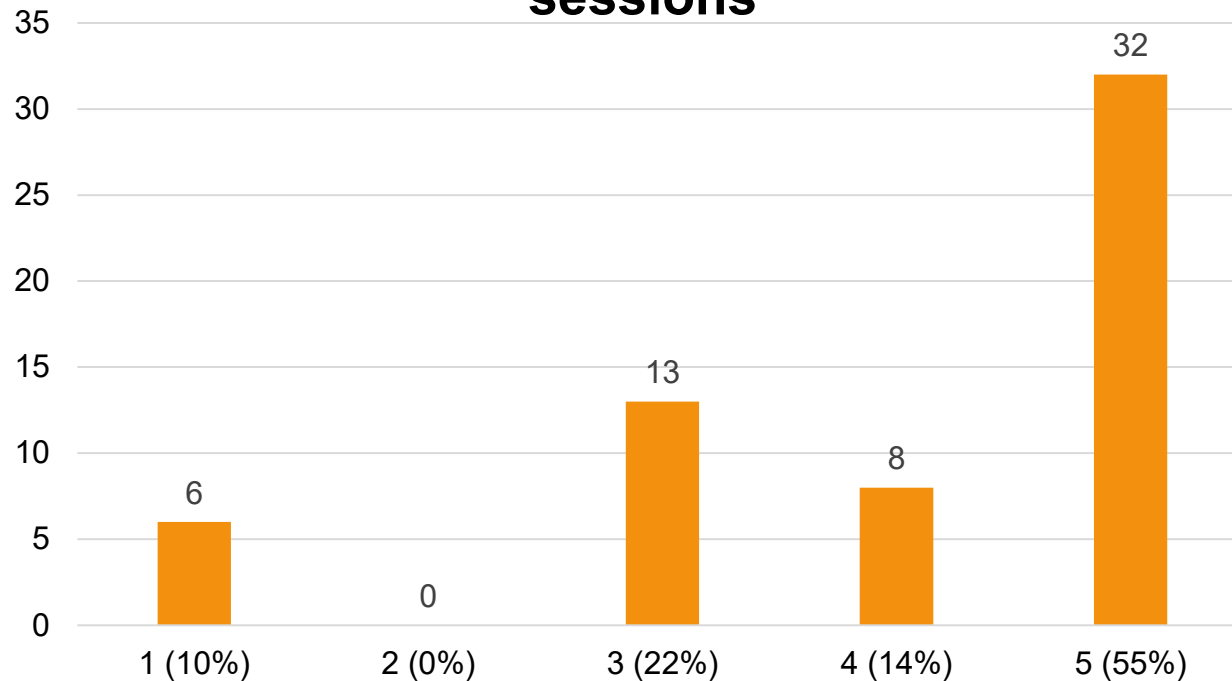
I believe Learning Labs help me better understand content in my courses





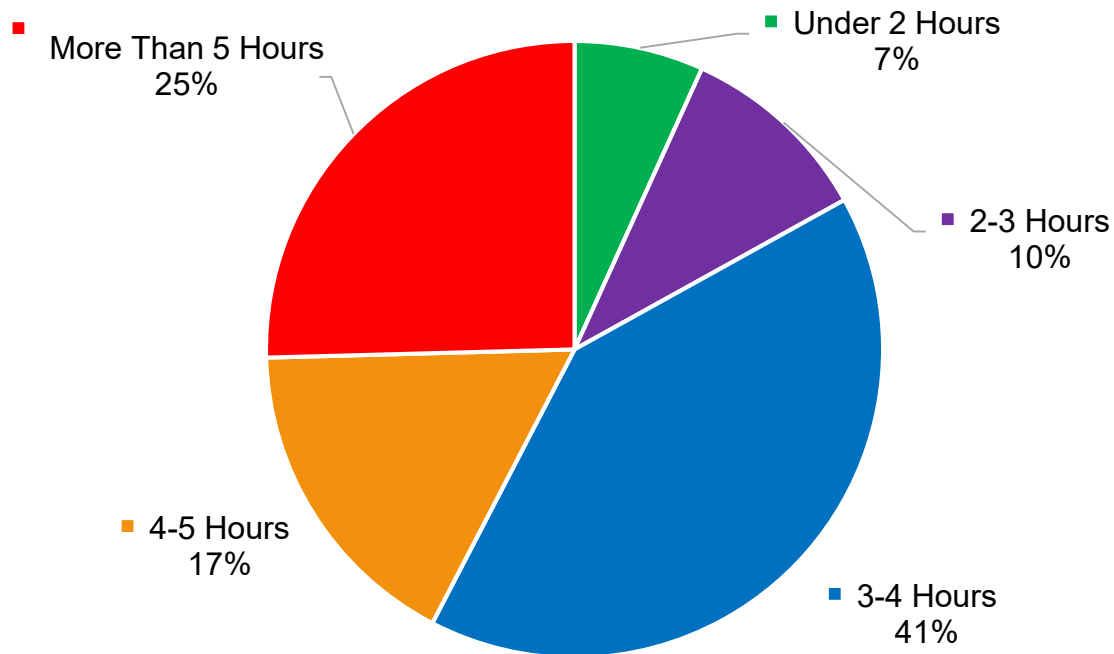
Online Learning

I believe live sessions are more valuable than recorded sessions



Online Learning

How much time do you spend every day in schoolwork?





Online Learning

What are you proud of accomplishing so far this year?

- unsure
- That I'm doing very well in math!
- Being able to stay on top of my due dates
- Good
- Being able to travel more.
- This year I am most proud of trying out homeschool and attending just about every learning lab so far
- Not falling too far behind
- School work
- I am proud of accomplishing a better understanding of math.
- Catching up so quickly tho I had a late start on work.
- Learning more math skills
- My grades.
- Keeping my grades in A's and B's



Online Learning

What are you proud of accomplishing so far this year?

- I'm proud of getting my social studies grade up.
- Getting a good ACT score
- The larger, more difficult projects.
- submitting assignments
- I'm proud of accomplishing all of my Unit Exams, because they're difficult and include all the information I just learned.
- My grades
- Although I am behind, I fully understand the topics I'm learning about.
- I am proud of my understanding of algebra 1.
- I'm proud of accomplishing all my classes so far.
- I am proud for accomplishing a goal to attend every learning lab.
- AVID Tutorials
- Catching up with class work
- Well the year just started lool but i'm proud that i accomplished of doing all the work i had to do in one day and setting a plan for myself to succeed and pass my courses etc!



Online Learning

What are you proud of accomplishing so far this year?

- I'm proud of getting through all of my school work before 11 pm.
- I am proud of my ability to learn from my mistakes and use that knowledge to plan better for the future.
- be able to understand Spanish and speak it
- Doing most of my homework right.
- Having good grades
- To focus more on homework.
- I am proud that I am attending most of the LL.
- being done with math in early December
- good grades and attendance
- winter art project
- My Math Tests



Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

- unsure
- By rewarding scholars that are 90% or higher in a specific course a certificate for great achievement in the course.
- Unknown
- Nothing that I can think of
- They can have a field trip for scholars with great academic achievements.
- I'm not really sure.
- Most Dedicated
- Participate in little competitions like the poster competition.
- good citizenship in labs.
- Free stuff
- Awards, prizes.
- I think if we get emails from our teachers saying we're doing a good job would be great.
- That's a good question!



Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

- I feel the current ways of recognition are substantial.
- Asking teachers if they have a student they noticed that is doing well, and getting high grades.
- You can reward scholars for staying on pace or working for a certain amount of time.
- I dk
- a certificate and a coupon to a place
- Recognize the best scholar with the most improved grades
- i dont know
- Send out a card to them congratulating them with a little gift or something etc!
- Star of the week.
- Perhaps having more writing contests and awarding accordingly.
- "ARCTIC scholar"
- more fun Friday and a learning lab of appreciation



Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

- I think by having more participation points in Learning Labs.
- No answer
- They could let the kid choose the field trip (within reason of course)
- no idea
- To give them choice to make a party



Online Learning

If you were given one thing you could change about Compass, what would that be?

- none
- Nothing! I love the way it is!!
- "Unknown"
- Perhaps the times of the learning labs?
- I wouldn't change a thing.
- I would change the LL participate turn in , because if you are there your teachers should have you counted for already . Just an opinion.
- I would make sure the assignment calendars that are given to students for them to follow are actually correct and have the holidays included in it. I would also like to see the website stay the same for more than one year.
- Nothing
- I would change Learning Labs to being an optional, and not part of your grade event. I have anxiety and Learning Labs make my learning experience hard. I chose this program due to my anxiety in a learning enviroment. It doesnt seem fair that my grade suffers due to my anxiety.





Online Learning

If you were given one thing you could change about Compass, what would that be?

- Vulgar censoring
- nothing
- nothing
- I would like a live session dedicated to showing how the online program works in the beginning of the year.
- I would change the electives for more suitable students pleasures. Maybe a scripting or writing class, or a more forwards and helpful art class.
- That AVID not be a requirement.
- More consistency with platforms.
- All the note taking for AVID
- I wish we had more field trips in the Inland Empire because almost all the field trips are far away where I live.
- Don't know
- N/A



Online Learning

If you were given one thing you could change about Compass, what would that be?

- I would like to see a feature that allows me to see all of my grades rather than having to have many tabs open to see my grades.
- The whole Canvas system
- Unlock the courses all the time.
- A time period where you just learn how to be an online student. The transition was difficult for me.
- It would be more field trips closer to LA or Los Banos.
- As a junior high student I would like there to be more books for work instead of everything being online, so I can take it wherever I go.
- Not assign assignments during break, since I fell behind because of it
- Nothing, Love the school. I wish more of the field trips were a bit closer.
- nothing at the moment



Online Learning

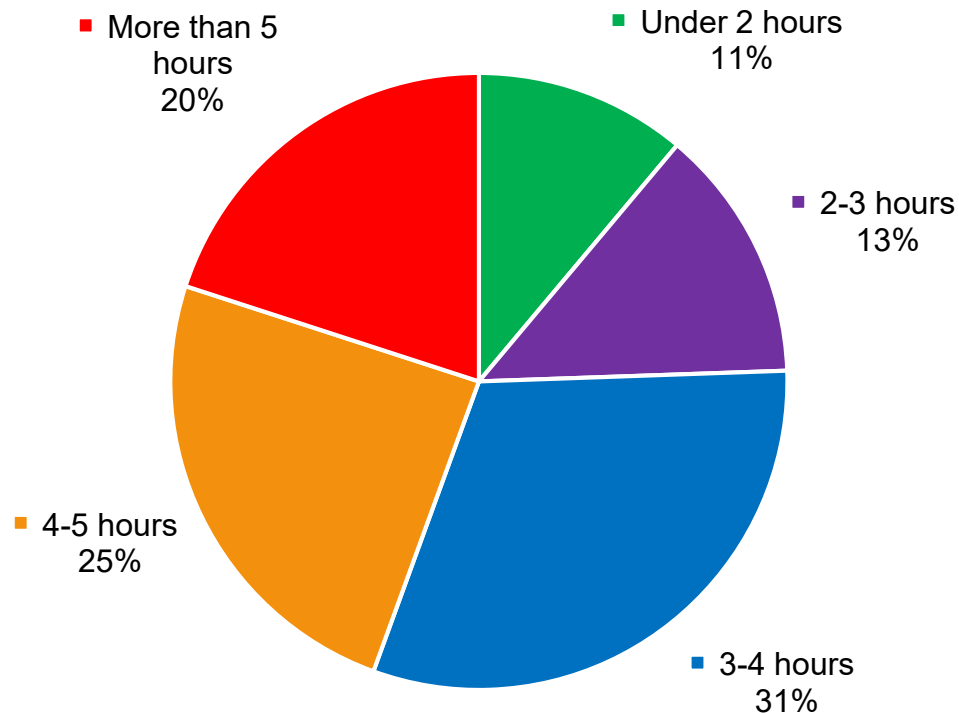
If you were given one thing you could change about Compass, what would that be?

- Well since i'm little behind in school i'll say to change the amount of work i have to do but yeah cutting some assignments off etc something that can really help a student out to pass their courses and if a teacher see's a student not doing a project or anything to reach out and ask if they need help with it or if they rather have it taken off if it seems hard for them or if their is multiple projects etc!
- The multiple choice answers. They are very confusing.
- No learning labs before 9AM if at all possible.
- Time,everyone so nice
- nothing its perfect.
- I would make it easer
- Easier assignments on all subjects.
- I wouldn't change anything, It is perfect. :)
- I cant think of any major problems that I would change
- no book work
- It would that we have Gymnastics and Ballet classes



Options Learning

How much time do you spend every day in schoolwork?





Options Learning

What are you proud of accomplishing so far this year?

- Progress with handwriting
- I think I am doing really well in history this year.
- Learning and building a solar system model
- I was able to build more confidence with my writing and complete a short novel.



Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

- Pizza party



Options Learning

If you were given one thing you could change about Compass, what would that be?

- Field trips and activities that are closer to where we live
- Maybe a few more scholar workshops about biology and maybe one or two about our future and what we should do with it?
- N/a
- More on site programs.



Compass Experience

- good
- Perfect!
- Okay but not as good as it should be
- Good
- It's been good
- It's been great as a first year scholar to Compass at first I was nervous and I was afraid that I didn't make the right decision of leaving public school but that wasn't the case I love being an online student it has really given me the opportunity to grow mentally and educationally.
- Out of 5 it's been a 3.5 . Because it's alot of work to keep up with but it's easy and still very educational.
- Great
- Good
- My Compass Experience thus far has been wonderful.
- Alright
- pretty good
- Ok
- good
- In the beginning of the year it was very confusing, but I adapted to it and it has become easy and fun to use.





Compass Experience

- It's been good. Better than last year.
- Great, we love Compass
- Great! but I don't like AVID.
- Alright
- My Compass Experience has been pretty good so far this school year, a lot better then public school that's for sure.
- It's been great. Overall I think it's a great school!
- ALMOST EXCELLENT!
- Really great when compared to last year's. There has been some stress with the awkward pacing, but otherwise it's been great.
- fine
- Amazing! At first, it was hard to adapt to the new changes, but now that it's been awhile, I've gotten used to them. Also, I enjoy my teachers and the way they teach.
- Since the past three years? It has been a very frustrating few years
- It has been okay.
- fine
- I've had a wonderful time learning and going on field trips!
- It has been a learning experience, catching up and being busy with school work most of the time but it is a working progress and is still going day by day.





Compass Experience

- I love it
- Good
- Good
- My Compass experience has been amazing so far. I can learn what I need to and be flexible enough to participate in extracurricular activities.
- It has been great
- Awesome!!!
- huh?
- My compass Experience has been good i just would like if the teachers can reach out more to students if they see they are falling behind in an assignment or something and no wait to email them that the're struggling when they're far behind!
- My year has been satisfactory so far, although I'm worried about my Spanish class.
- Excellent - the Compass team is as wonderful as ever!
- My compass experience is great, I love it here teacher are very helpful and give support when need like with questions that i need help in, students are helpful,kind,and talk to very kind i like it at CCS very fun.
- AWSOMELY AMAZING!!!!!!!!!!!!
- Great!!!
- good





Compass Experience

- My experience with Compass has been good so far this school year.
- It was very interesting I really liked the new school page I think it was much easier to use and also much better to see the Learning Labs.
- It has been very good. I have good teachers and good classes and I just really enjoy it.
- good
- great
- Kinda good and bad
- Great
- Awesome
- My Compass Charter School experience has been amazing this year!
- Great
- Amazing
- It's been great!



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YouTube: [CompassCS](#)

Website: www.compasscharters.org





Questions?



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[@jlewis1jj](#)





Scholar Leadership Council Report
January 28, 2019

The Scholar Leadership Council (SLC) met on Wednesday, December 12, 2018 at 3 pm and Wednesday, January 16, 2019 at 3 pm. Members of the council consist of Ms. Laila Battle, Ms. Elizabeth Christopher, Ms. Jasmine Del Rey, Ms. KristiLynn Effie, Mr. Michael Effie, Ms. Alexis Gordon, Ms. Lyric Hearne Hooker, Ms. Vania Linares, Ms. Audrey Millaris, Ms. Aure Ruediger, Mr. Cricht Ruediger, Mr. Avery Stansbury, Ms. Kate Vreeman, Ms. Airis Yeung, and Ms. Maryam Zorba. Mr. J.J. Lewis, Superintendent & CEO, serves as an ex-officio member and interim secretary.

Compass shared with the SLC we started the year with a little over 1,200 scholars and were at 1,540 scholars enrolled as of January, 16 2019. Compass is still growing, with prospective scholars working to join the family. The council met in December to review and discuss their plan to create the 2018-19 Scholar Survey. They also reviewed the results from the survey and provided feedback during their January meeting. Compass shared updates on charter renewals, for both CCS of Fresno and CCS of Los Angeles. We are also working on an affiliation with REALM Charter Schools, in Berkeley, which will bring the Compass Experience to the Bay area.

Under New Business, each SLC member provided feedback to bring to staff.

The December meeting adjourned at 4:07 pm. Draft minutes can be found on Board on Track. The next Scholar Leadership Council meeting is scheduled for Wednesday, February 13 starting at 3 pm.

Respectfully Submitted,

Mr. J.J. Lewis
Superintendent & CEO &
Interim Scholar Leadership
Council Secretary

Coversheet

Review and Approval of the 2018-19 Amended Operating Budget

Section: VII. New Business
Item: A. Review and Approval of the 2018-19 Amended Operating Budget
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: Budget FDF 18-19 - 1-22-19.pdf

BACKGROUND:

The FY19 Operating Budget was approved at the June 25, 2018 Annual Meeting. This FY19 Amended Operating Budget has been created with the assistance of our back office provider, CSMC. We are projecting higher revenue from \$11,185,826 to \$13,354,850, an increase of \$2,169,024, and higher expenses from \$11,093,547 to \$12,830,090. This will result in a projected overall ending fund balance of \$5.798 million. The primary cause of the higher revenue is a significant increase in enrollment. We will monitor and track our budget carefully and provide regular updates to the Board of Directors throughout the year.

RECOMMENDATION:

A motion to approve the 2018-19 amended operating budget.

Budget Summary

Compass Charter Schools

Budget Summary

2018-19 Home Office Budget

SACS Code Description	San Diego	Los Angeles	Fresno	Home Office	Total
Revenue					
State	\$ 5,596,638.00	\$ 5,595,204.51	\$ 1,684,147.17		12,875,990
Federal	\$ 134,666.40	\$ 182,558.00	\$ 54,643.40		371,868
Local	\$ 24,463.16	\$ 25,042.03	\$ 7,477.81	\$ 49,750.00	106,993
Total Revenue	\$ 5,755,767.56	\$ 5,802,804.54	\$ 1,746,268.38	\$ 49,750.00	\$ 13,354,850

Expenses

1000	Certificated Salaries	\$ 2,155,393.88	39%	\$ 2,173,008.08	39%	\$ 653,934.71	39%			4,982,434	39%
2000	Classified Salaries	\$ 495,941.01	9%	\$ 499,993.92	9%	\$ 150,465.79	9%			1,146,423	9%
3000	Benefits	\$ 743,668.87	14%	\$ 749,746.24	13%	\$ 225,625.06	14%			1,719,074	13%
	Total Personnel Expenses	\$ 3,395,003.76	62%	\$ 3,422,748.23	61%	\$ 1,030,025.56	62%	\$ -		7,847,931	61.2%
4000	Books and Supplies	\$ 1,271,136.85	23%	\$ 1,281,524.77	23%	\$ 385,655.96	23%			2,938,375	23%
5000	Services and Other Operating Expenses	\$ 828,489.28	15%	\$ 881,990.17	16%	\$ 246,063.31	15%	\$ 87,214.00		2,043,784	16%
6000	Capital Outlay										
7000	Other Outgoing										
Total Expenses		\$ 5,494,629.89		\$ 5,586,263.16		\$ 1,661,744.84		\$ 87,214.00		\$ 12,830,090	

Surplus / (Deficit)	\$ 261,137.67	\$ 216,541.38	\$ 84,523.54	\$ (37,464.00)	\$ 524,761
As a % of LCFF revenue	5.10%	4.26%	5.53%		4.47%
As a % of Total expenses	4.75%	3.88%	5.09%	%	4.09%
Beginning Balance	\$ 226,419	\$ 282,700	\$ 82,364	\$ 4,682,207	\$ 5,273,690
CMO Contribution	\$ (212,825)	\$ (219,929)	\$ (83,800)	\$ 516,553	
Ending Balance	\$ 274,731	\$ 279,313	\$ 83,087	\$ 5,161,296	\$ 5,798,428

Sb-740 Funding Determination Test:

Certificated Salaries (40% req.):	59.20%	60.02%	60.07%	59.33%
Instructional Costs (80% req.):	83.45%	82.71%	82.71%	82.82%
Cert Salaries Met/Not Met:	Met	Met	Met	Met
Instr. Costs Met/Not Met	Met	Met	Met	Met

Student Info

Compass Charter Schools

Student Input

2018-19 Home Office Budget

	San Diego	Los Angeles	Fresno	Home Office	Total
Enrollment By Grade					
Kindergarten	69	52	15		136
Grade 1	55	36	14		105
Grade 2	38	41	7		86
Grade 3	64	41	16		121
Grade 4	45	48	12		105
Grade 5	48	45	19		112
Grade 6	59	45	16		120
Grade 7	46	63	14		123
Grade 8	55	55	10		120
Grade 9	28	39	15		82
Grade 10	35	34	13		82
Grade 11	29	44	10		83
Grade 12	33	48	10		91
Other Enrollment (Grade 12+, etc.)	-	-	-	-	-
Total Enrollment	604	591	171		1,366
	44.2%	43.3%	12.5%		

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%	

Student Info

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%	

Average Daily Attendance by Grade

Kindergarten	66.9	50.4	14.6		131.9
Grade 1	53.4	34.9	13.6		101.9
Grade 2	36.9	39.8	6.8		83.4
Grade 3	62.1	39.8	15.5		117.4
Grade 4	43.7	46.6	11.6		101.9
Grade 5	46.6	43.7	18.4		108.6
Grade 6	57.2	43.7	15.5		116.4
Grade 7	44.6	61.1	13.6		119.3
Grade 8	53.4	53.4	9.7		116.4
Grade 9	27.2	37.8	14.6		79.5
Grade 10	34.0	33.0	12.6		79.5
Grade 11	28.1	42.7	9.7		80.5
Grade 12	32.0	46.6	9.7		88.3
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	585.9	573.3	165.9		1,325.0

Average Daily Attendance by Grade Range

Submitted P1 Levels

ADA Grades K-3	203.64	155.58	46.06		405.28
ADA Grades 4-6	151.88	137.26	47.05		336.19
ADA Grades 7-8	102.24	114.42	22.88		239.54
ADA Grades 9-12	117.86	142.24	45.38		305.48
Average Overall Daily Attendance	575.62	549.50	161.37		1,286.49

38.53

Unduplicated Pupil Percent	31.66%	56.16%	53.05%		46.96%
Unduplicated Pupil Count	191.23	331.92	90.71		613.86

Prior Year P2 ADA	374.83	426.11	128.39		
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Total PTR Neded	23	23	7		
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2018-19 Home Office Budget

2.57%

Revenue Rates				
San Diego	Los Angeles	Fresno	Home Office	Total
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Ca
LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Ca
1,931.25	288.22	494.08		
16.33	45.23			
48.00	48.00	48.00		
146.00	146.00	146.00		
185.00	185.00	185.00		
501.12	501.12	501.12		
120.00	120.00	120.00		
97.68	97.68	97.68		
10.23	10.23	10.23		
	40.00	40.00	40.00	40.00

Compass Charter Schools
Expenses Summary
2018-19 Home Office Budget

COLA

SACS OI Code Description		San Diego	Los Angeles	Fresno	Home Office	Total
Certificated Salaries						
1100	Teachers' Salaries	1,703,265.86	1,717,185.20	516,761.54		3,937,290
1105	Teachers' Stipends	-	-	-		-
1120	Substitute Expense	-	-	-		-
1200	Certificated Pupil Support Salaries	241,330.11	243,302.30	73,218.24		557,862
1300	Certificated Supervisor and Administrator Salaries	210,797.91	212,520.58	63,954.93		487,283
1305	Certificated Supervisor and Administrator Bonuses	-	-	-		-
1900	Other Certificated Salaries	-	-	-		-
1000	Subtotal	2,155,393.88	2,173,008.08	653,934.71		4,982,434
Classified Salaries						
2100	Instructional Aide Salaries	-	-	-		-
2105	Instructional Aide Stipends	-	-	-		-
2200	Classified Support Salaries	180,381.49	181,855.60	54,726.76		416,972
2210	Classified Support Overtime	-	-	-		-
2300	Classified Supervisor and Administrator Salaries	223,520.71	225,347.35	67,814.96		516,693
2400	Clerical, Technical, and Office Staff Salaries	79,709.75	80,361.15	24,183.50		184,258
2410	Clerical, Technical, and Office Staff Overtime	-	-	-		-
2900	Other Classified Salaries	12,329.06	12,429.81	3,740.57		28,500
2000	Subtotal	495,941.01	499,993.92	150,465.79		1,146,423
Employee Benefits						
3101	State Teachers' Retirement System, certificated positions	350,898.12	353,765.71	106,460.57		811,140
3202	Public Employees' Retirement System, classified positions	-	-	-		-
3313	OASDI	30,748.34	30,999.62	9,328.88		71,078
3323	Medicare	38,444.36	38,758.53	11,663.81		88,868
3403	Health & Welfare Benefits	241,759.88	243,735.58	73,348.62		558,855
3503	State Unemployment Insurance	32,704.45	32,971.72	9,922.35		75,600
3603	Worker Compensation Insurance	29,694.95	29,937.62	9,009.29		68,643
3903	Other Benefits	19,418.76	19,577.45	5,891.55		44,889
3000	Subtotal	743,668.87	749,746.24	225,625.06		1,719,074
Total Personnel Expenses		3,395,003.76	3,422,748.23	1,030,025.56		7,847,931

Books and Supplies

4100	Approved Textbooks and Core Curricula Materials	507,613.77	511,762.06	154,007.24		1,173,406
4200	Books and Other Reference Materials	21,154.07	21,326.94	6,418.03		48,900
4300	Materials and Supplies	4,325.99	4,361.34	1,312.48		10,000
4315	Classroom Materials and Supplies	6,705.28	6,760.07	2,034.34		15,500
4381	Materials for Plant Maint	-	-	-		-
4400	Noncapitalized Equipment	2,162.99	2,180.67	656.24		5,000
4410	Software and Software Licensing	689,421.54	695,055.59	209,166.72		1,593,675
4430	Noncapitalized Student Equipment	39,753.21	40,078.08	12,060.91		91,894
4700	Food and Food Supplies	-	-	-		-
4000	Subtotal	1,271,136.85	1,281,524.77	385,655.96		2,938,375

Services and Other Operating Expenses

5200	Travel and Conferences	21,907.66	22,086.69	6,646.66		50,642
5210	Training and Development Expense	32,192.26	32,455.34	9,766.95		74,416
5300	Dues and Memberships	15,140.95	15,264.68	4,593.68		35,000
5400	Insurance	10,576.17	10,662.60	3,208.75		24,448
5500	Operation and Housekeeping Services	2,809.73	2,832.69	852.46		6,495
5501	Utilities	1,297.80	1,308.40	393.74		3,000
5600	Space Rental/Leases Expense	102,167.50	52,593.82	15,827.33	63,214.00	233,803
5601	Building Maintenance	432.60	436.13	131.25		1,000
5602	Other Space Rental	17,926.02	18,072.51	5,438.66		41,438
5605	Equipment Rental/Leasing Expense	2,596.02	2,617.24	787.62		6,001
5610	Equipment Repair	216.30	218.07	65.62		500
5800	Professional/Consulting Services and Operating Expenses	9,699.73	9,778.99	2,942.84		22,422
5803	Banking and Payroll Fees	2,361.99	2,381.29	716.61		5,460
5805	Legal Fees	72,153.12	72,742.76	21,890.86		166,790
5806	Audit Services	16,438.75	16,573.09	4,987.43		38,000
5807	Legal Settlements	17,128.00			24,000.00	41,128
5809	Employee Tuition	-	-	-		-
5810	Educational Consultants	141,348.56	142,503.68	42,884.38		326,743
5811	Student Transportation/Field Trips/Activities	-	-	-		-
5815	Advertising/Recruiting	129,779.57	130,840.15	39,374.41		300,000
5820	Fundraising Expense	-	-	-		-
5830	Field Trips	32,444.89	32,710.04	9,843.60		75,000
5873	Financial Services	111,091.32	111,999.17	33,704.50		256,800
5874	Personnel Services	611.26	616.26	185.45		1,413

5875	District Oversight Fees	51,160.30	165,985.32	30,592.22		247,735
5877	IT Services	6,488.98	6,542.01	1,968.72		15,000
5890	Interest Expense / Misc. Fees	666.63	672.08	202.25		1,541
5891	Loan Mangement and Interest Fee	-	-	-		-
5899	CMO Management Fee	-	-	-		-
5900	Communications	29,853.20	30,097.16	9,057.30		69,009
5999	Expenses Suspense	-	-	-		-
		-				
5000	Subtotal	828,489.28	881,990.17	246,063.31	87,214.00	2,043,784

Capital Outlay

6900	Depreciation Expense	-	-	-		-
6000	Subtotal					

Other Outgoing

7999	Repayment of Revenue	-	-	-		-
7141	Special Education Encroachment	-	-	-		-
7438	Debt Service - Interest	-	-	-		-
7500	District Oversight Fee	-	-	-		-
7000	Subtotal					

Total Non-Personnel Expenses

2,099,626.13	2,163,514.93	631,719.28	87,214.00	4,982,159
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Total Expenses

5,494,629.89	5,586,263.16	1,661,744.84	87,214.00	12,830,090
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Instructional Related:	1,664,327.75	1,677,928.88	504,947.93		3,847,279.75
Facilities	102,447.20	60,437.09	18,187.65	53,731.90	234,804.85
	1,766,774.95	1,738,365.98	523,135.58	53,731.90	4,082,084.60

Coversheet

Review and Approval of Auditor Selection

Section: VII. New Business
Item: B. Review and Approval of Auditor Selection
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: Compass Charter Audit & Tax Engagement Letter 2019-2021.pdf

RECOMMENDATION:

A motion to approve Christy White Associates as the auditor for Compass Charter Schools.



January 17, 2019

Compass Charter Schools
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

We are pleased to confirm our understanding of the services we are providing for Compass Charter Schools for the year ending June 30, 2019, with the option to renew for the years ending June 2020 and 2021. We will audit the statement of financial position of Compass Charter Schools as of June 30, 2019, 2020 and 2021, and the related statements of activities, and cash flows for the years then ended. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on the supplementary information in relation to the financial statements as a whole.

1. Charter Organizational Structure
2. Schedule of Average Daily Attendance
3. Schedule of Instructional Time
4. Reconciliation of Financial Reports – Alternative Form with Audited Financial Statements
5. Schedule of Expenditures of Federal Awards (if Uniform Guidance applies*)

In addition, we will prepare the Federal and State tax returns for fiscal year ending June 30, 2019, with the option to renew for the years ending June 2020 and 2021.

Christy White, CPA

Michael D. Ash, CPA

John Whitehouse, CPA

Heather Daud Rubio

SAN DIEGO

LOS ANGELES

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*Licensed by the California
State Board of Accountancy*

**A Federal Single Audit under Uniform Guidance is applicable in any year that Compass Charter Schools expends more than \$750,000 in Federal funds.*

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the third paragraph when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the Agencies' financial statements and compliance with the provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*, if applicable.
- The types of compliance requirements described in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. If applicable, the Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance, if applicable, and *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, if applicable, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the governing board of Compass Charter Schools. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements or the Single Audit compliance opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

Audit Procedures-General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the Compass Charter Schools. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures-Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance (if applicable), we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of the controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance, if applicable.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Compass Charter Schools' compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *Uniform Guidance Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Compass Charter Schools' major programs. The purpose of those procedures will be to express an opinion on Compass Charter Schools' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance, if applicable. A Federal Single Audit under Uniform Guidance becomes applicable when Compass Charter Schools expends more than \$750,000 in Federal funds in any given year.

Tax Preparation Services

We will prepare your annual informational returns for the IRS (Form 990 or 990-EZ, as appropriate) and Franchise Tax Board (Form 199) with supporting schedules, and perform related research as considered necessary. This engagement pertains to the years per above. Our responsibilities do not include preparation of any other tax returns that may be due to any taxing authority. Each annual engagement will be complete upon the delivery of completed returns to you.

It is your responsibility to provide us with all the information required for preparing complete and accurate returns. You are responsible for the safeguarding of assets, the proper recording of transactions in the books of accounts, the substantial accuracy of the financial records, and the full and accurate disclosure of all relevant facts affecting the return(s) to us.

We may provide you with a questionnaire or other document requesting specific information. Completing those forms will assist us in making sure you are well served for a reasonable fee. You represent that the information you are supplying to us is accurate and complete to the best of your knowledge and that you have disclosed to us all relevant facts affecting the returns. We will not verify the information you give us; however, we may ask for additional clarification of some information.

You also have final responsibility for the tax return and, therefore, the appropriate officials should review the return carefully before an authorized officer signs and files it.

You are responsible for making all management decisions and performing all management functions; for designating an individual with suitable skill, knowledge, or experience to oversee the bookkeeping and tax services we provide; and for evaluating the adequacy and results of the services performed and accepting responsibility for such services.

If, during our work, we discover information that affects your prior-year tax returns, we will make you aware of the facts. However, we cannot be responsible for identifying all items that may affect prior-year returns. If you become aware of such information during the year, please contact us for the best resolution of the issue.

Our work in connection with the preparation of the tax return(s) does not include any procedures designed to discover defalcations or other irregularities, should any exist. The returns will be prepared solely from information provided to us without verification by us.

In accordance with federal law and under no circumstances will we disclose your tax return information to any location outside the United States, to another tax return preparer outside of our firm for purposes of a second opinion, or to any other third party for any purpose other than to prepare your return without first receiving your consent.

The IRS permits you to authorize us to discuss, on a limited basis, aspects of your return for one year after the due date of the return. Your consent to such a discussion is evidenced by checking a box on the return. Unless you tell us otherwise, we will check that box authorizing the IRS to discuss your return with us.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone or by turning over information about those communications to the government, you, your employees, or agents, may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written advance authority to make that disclosure.

Should we receive any request for the disclosure of privileged information from any third party, including a subpoena or IRS summons, we will notify you. In the event you direct us not to make the disclosure, you agree to hold us harmless from any expenses incurred in defending the privilege, including, by way of illustration only, our attorney's fees, court costs, outside adviser's costs, or penalties or fines imposed as a result of your asserting the privilege or your direction to us to assert the privilege. The return(s) may be selected for review by the taxing authorities.

In the event of an audit, you may be requested to produce documents, records, or other evidence to substantiate the items of income and deduction shown on a tax return. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of a tax examination, we will be available, upon request, to represent you. However, such additional services are not included in the fees for the preparation of the tax return(s).

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of Compass Charter Schools in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (1) establishing and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements.

You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles, and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, if applicable (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others.

In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, if applicable, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance., if applicable, You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon.

Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; if applicable (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; if applicable (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the organization's website, you understand that electronic sites are a means to distribute information, and therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

If a Federal Single Audit under Uniform Guidance is performed, we will complete the appropriate section of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through and/or granting entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the audit period.

The audit documentation for this engagement is the property of Christy White Associates and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Comptroller General of the United States or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White Associates personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the parties contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit as soon as possible and to issue our reports no later than December 15. The maximum annual fee for auditing services under the terms of this agreement shall not exceed the following agreed upon amounts:

		(optional)	(optional)
	2018-19	2019-20	2020-21
Audit Fees *	\$ 14,250	\$ 14,600	\$ 14,970
Tax Preparation	1,250	1,250	1,250
Total Professional Services	\$ 15,500	\$ 15,850	\$ 16,220

**If Federal Single Audit under Uniform Guidance becomes applicable during any given year, an additional \$2,000 will be added to the annual audit services fee.*

**Audit fees will increase by \$4,000 per school for any new charter schools operated by the Organization in any given fiscal year.*

The maximum annual fee for auditing services shall not exceed the above amounts, with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in *Government Auditing Standards* or the Audit Guide issued by the Education Audit Appeals Panel, or (2) any changes in the number of funds or accounts maintained by the Compass Charter Schools during the period under this agreement, shall be in addition to the above maximum fee

Our invoices for these fees will be rendered upon completion of fieldwork as follows: 25% of contract upon completion of site testing, 25% of contract upon completion of interim testing and 50% of contract upon completion of year end fieldwork and are payable on presentation. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the Audit Guide.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation under Rules for Professional Accounting and Related Services Disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration. Such arbitration shall be binding and final. In agreeing to arbitration, we both acknowledge that in the event of a dispute over fees charged by the accountant, each of us is giving up the right to have the dispute in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The first period to be audited shall be for the fiscal year ending June 30, 2019 and is subject to extension for up to two additional fiscal years, if agreeable to the auditors and the Organization. The agreement may be cancelled annually if notified by the client or auditor by February 15 of each year. Additional extensions beyond 2021 may be secured on a year by year basis, subject to the agreement of the Organization and the auditor.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White Associates has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Christy White, CPA
President
Christy White Associates

RESPONSE:

This letter correctly sets forth the understanding of Compass Charter Schools.

Please check your selection:

_____ Audit Only

_____ Audit and Tax Preparation

Signature

Title

Date

Coversheet

Review and Approval of the Low Performing Students Block Grant

Section:	VII. New Business
Item:	C. Review and Approval of the Low Performing Students Block Grant
Purpose:	Vote
Submitted by:	J.J. Lewis
Related Material:	C Block Grant - Low Performing - San Diego.pdf B Block Grant - Low Performing - Los Angeles.pdf A Block Grant - Low Performing - Fresno.pdf

RECOMMENDATION:

A motion to approve the Low Performing Student Block Grants for Compass Charter Schools of Fresno, Los Angeles, and San Diego.

Low Performing Students Block Grant Compass Charter Schools of San Diego Proposed Action Plan

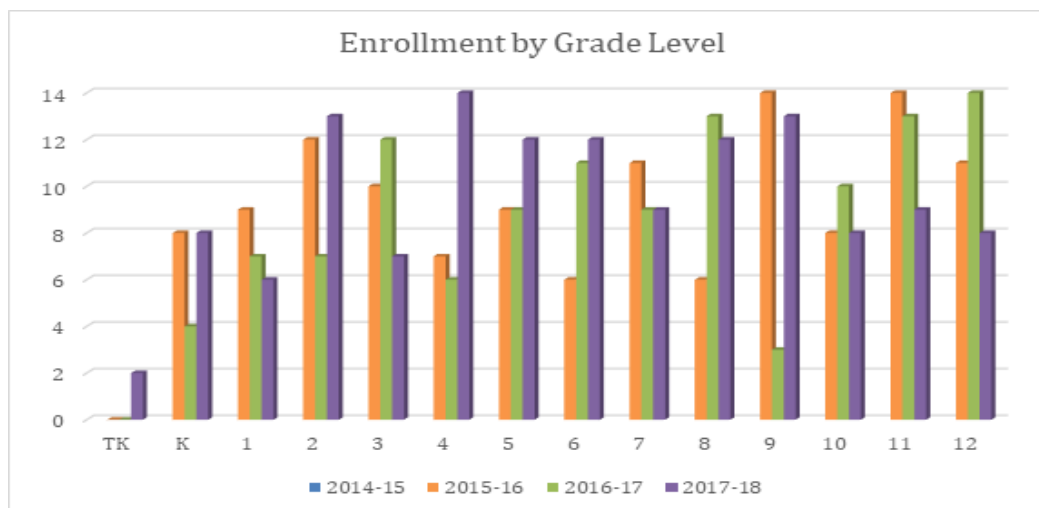
ABSTRACT

Compass Charter Schools of San Diego is an independent study public charter school serving scholars throughout San Diego and its adjacent counties. Scholars often come to our school with academic challenges brought on by low expectations, low socioeconomic status, emotional stress from bullying, low self-esteem, lack of support at home and/or challenging family situations. Through the increased reading and mathematical support from this plan, our low performing scholars will be provided additional resources and support to help increase their reading fluency, comprehension and their ability to understand grade level math concepts.

NEEDS ASSESSMENT

Compass Charter Schools presently serves scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons that prohibits scholars from attending traditional classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues.



(in tens of scholars)

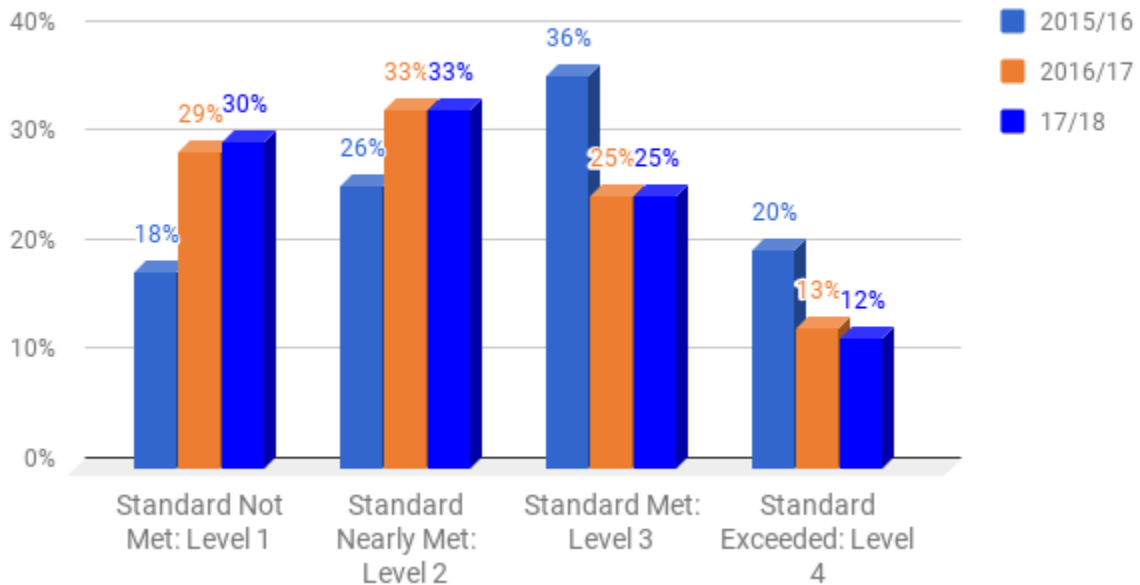
As reflected in the Enrollment by Grade Level chart above, our enrollment has been shifting, with our high school numbers decreasing and elementary numbers growing. With the changes in enrollment come changes in our demographics as well. The current demographics of our school necessitate a wide range of programs to meet the needs of our scholars.

The data below show the CAASPP results for Compass Charter Schools of San Diego, along with the results of our authorizer, Mountain Empire Unified School District. The charts also show county-wide data for San Diego County, along with the counties adjacent to Diego. As Compass is a nonclassroom-based independent study charter school, scholars must reside in San Diego and its adjacent counties and therefore would otherwise have been required to attend school in one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

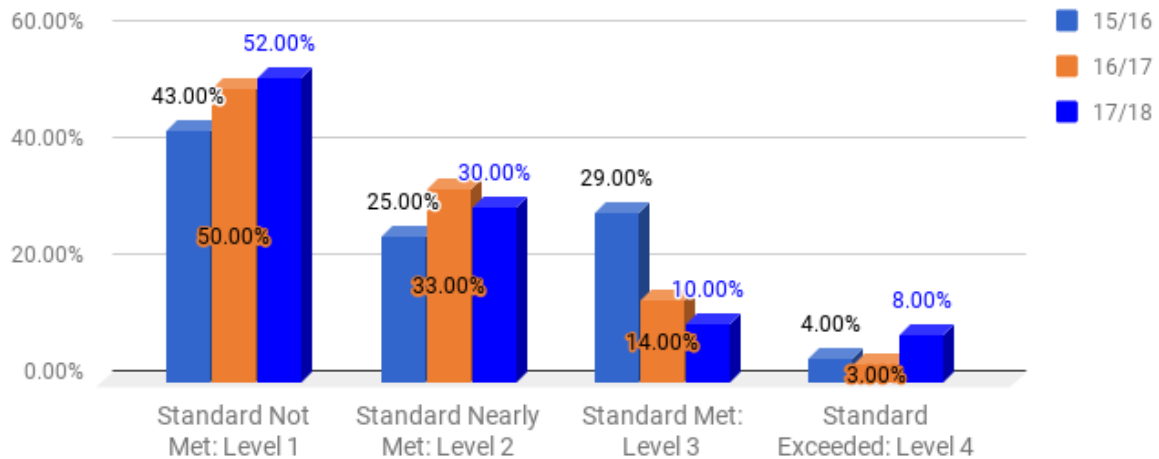
Compass Charter Schools of San Diego (Standard Met or Exceeded):

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	55%	65%	38.1%	46.4%
	Math	16%	31%	16.7%	14.8%
Black or African American	ELA	NA	NA	NA	NA
	Math	NA	NA	NA	NA
Hispanic or Latino	ELA	40%	50%	30.7%	50%
	Math	10%	23%	14.3%	14.9%
White	ELA	57%	71%	39.3%	43.2%
	Math	14%	54%	15.8%	15.9%
Economically Disadvantaged	ELA	33%	NA	38.3%	42.2%
	Math	13%	NA	15.9%	13.1%

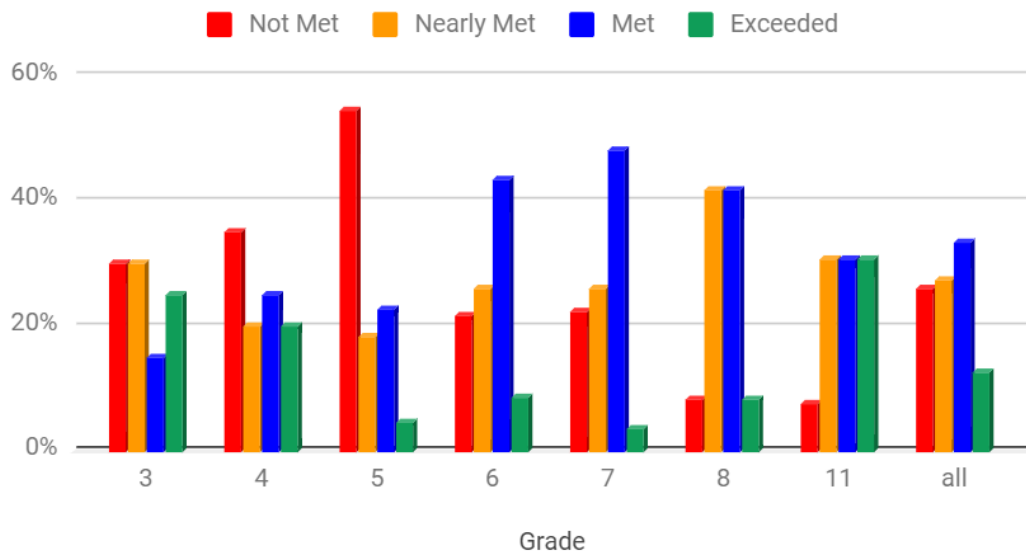
San Diego ELA



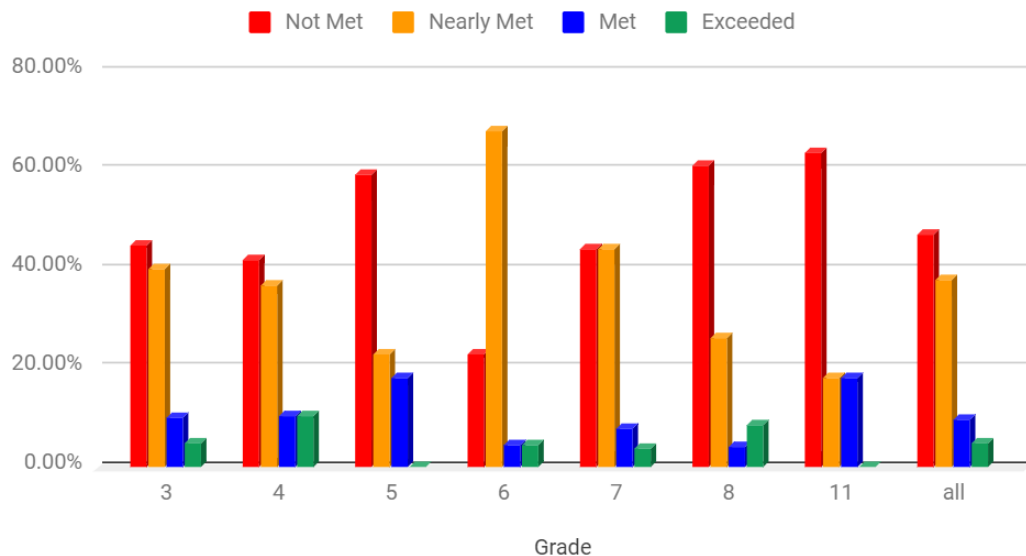
San Diego Math



CCS 2017-18 ELA CAASPP Results by Grade (SD)



CCS 2017-18 Math CAASPP Results by Grade (SD)



Low academic test scores are a complex problem that may be caused by a variety of factors, some of which could be access to content, family mobility, scholar engagement, background experiences, family situations, exposure to technical tools, etc. It is the responsibility of a school to consider these issues, and to find ways to support the scholars toward reaching their academic potential. Because scholars may not necessarily know how to minimize their struggles and maximize learning, it is imperative that schools are there to provide support and direction.

As we have a high percentage of scholars whose test scores fall in the “standard not met” categories for math and ELA, we need to provide these TK-12 grade scholars with additional support in the areas of reading and math to increase their academic performance and proficiency.

These scholars cannot be left on their own to improve their learning and test scores, and our planned systems of support will increase the chances that they will be able to catch up, grow in confidence and then continue their education. Since a solid education can stop the cycle of dropping out, this support is so important to keep scholars from failing and not completing their education. The funding from this Low Performing Block Grant Program will help us purchase additional tutoring, provide individualized attention, and offer access to online practice tools and content. This grant will also allow our staff to learn best practices as they attend professional development workshops. Our staff will be able to use the information to develop parent workshops and facilitate parent discussion so that as a team, our teachers and parents can support and encourage our scholars along their educational journey while adhering to our mission and vision as a school.

PROGRAM DESCRIPTION

Our vision at Compass Charter Schools 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. This plan supports the Compass vision of preparing scholars for their future success. Our plan is to support our low-performing scholars at Compass Charter Schools of San Diego through additional tutoring, individualized attention, and access to online practice tools and content.

In using multi-tiered supports, CCS will be able to provide targeted support to struggling scholars and focus on the “whole child.” MTSS supports academic growth and achievement while also considering scholars’ behavior, social and emotional needs. These tiers of support increase in intensity from one level to the next. For example, some scholars receiving small-group interventions may need to “move up” to one-on-one help.

Our program has five goals, each with its own activities, methods, materials, and methods of assessment:

Goal #1: To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and postsecondary education.			
Objective: As a virtual school, expand access to evidence-based online resources that will increase scholars’ ability to read accurately and with improved comprehension.			
<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Participate in MTSS Reading Lab</i>	<i>In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.</i>	<ul style="list-style-type: none"> •Teaching staff •Thinking Storm Tutoring Services •Incentive 	<ul style="list-style-type: none"> •Report from our teachers (internal tutors) and Thinking Storm (external tutoring) showing valuable and meaningful data such as minutes that scholars are engaged. •Improvement on benchmark reading assessments.

Objective: As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Participate in online differentiated lessons and instruction for ELA	Customized, individualized online instruction; online incentives embedded	Freckle Subscription (K-12)	<ul style="list-style-type: none"> •Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher. •Improvement on benchmark reading assessments and ELA CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for ELA SBAC (Goal 1).

Goal #2: To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and postsecondary education.

Objective: As a virtual school, expand scholar access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Receive one-to-one tutoring support 24/7	Socratic questioning strategies via mobile device	•Yup subscription	<ul style="list-style-type: none"> •Online dashboard showing minutes engaged and data. •Improvement on benchmark math assessments CAASPP scores.
Use supplemental online math instruction/practice program	Spatial-Temporal instruction through mastery-based scaffolded lessons	•ST Math subscription (K-8)	<ul style="list-style-type: none"> •Online dashboard showing scholar progress data. •Improvement on benchmark math assessments CAASPP scores.
Participate in MTSS Math Lab	In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.	<ul style="list-style-type: none"> •Teaching staff •Thinking Storm Tutoring Services •Incentive 	<ul style="list-style-type: none"> •Report from our teachers (internal tutors) and Thinking Storm (external tutoring) •Improvement on benchmark math assessments CAASPP scores.

Objective: As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement assessment techniques to track success

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Participate in	Customized, individualized online	•Freckle Subscription	•Ongoing monitoring of online

<i>online, differentiated lessons and instruction for math</i>	<i>instruction; online incentives embedded</i>	<i>(K-8)</i>	<i>progress data that will be accessible on their online dashboard and emailed to the teacher.</i> <i>•Improvement on benchmark math assessments CAASPP scores.</i>
How are these services aligned with and described in the LEA's local control and accountability plan? As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for Math SBAC (Goal 1).			

Goal #3: To provide staff development in Common Core that support best practices in instruction for low performing scholars.			
Objective: We are providing Professional Development that focuses on what scholars need to achieve academic growth.			
ACTIVITY	INSTRUCTIONAL EVIDENCE-BASED METHOD	MATERIALS/RESOURCES	HOW WILL SUCCESS BE MEASURED?
<i>Provide targeted online CCSS-aligned professional development for teaching staff</i>	<i>Online recorded training</i>	<i>Achieve the Core Online PD https://achievethecore.org/</i>	<i>•Internal tracking of teacher attendance</i>
<i>Provide internal CCSS-aligned professional development by CCS cadre</i>	<i>Online live training</i>		<i>•Internal tracking of teacher attendance</i>
Objective: Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team.			
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>California Charter Schools Assn Conference registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>AVID Summer Institute registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
How are these services aligned with and described in the LEA's local control and accountability plan?			

By sending staff to training for Common Core, California Charter Schools Association Conference and AVID Summer Institute, we will increase academic achievement by providing professional development (Goal 1, Action 3).

Goal #4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.

Objective: Develop parenting workshops and a parent support group which result in increased knowledge and confidence that are measured by parent participation and survey feedback.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Parent Workshop: Supporting their independent study scholars</i>	<i>Workshops - direct instruction</i>	<i>Online Videos "Coaches' Corner" created by Compass staff (already created)</i>	<ul style="list-style-type: none"> •Sign-in attendance sheets. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.
<i>New Parent Workshops: Targeted support to increase academic achievement</i>	<i>Workshops - direct instruction</i>	<i>New Online Videos</i>	<ul style="list-style-type: none"> •Sign-in attendance sheets. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.
<i>Parent Support Group: Create collaborative environment within ParentSquare community for Parents to share best practices</i>	<i>Group Work - parents supporting other parents monitored and/or facilitated by CCS Staff</i>	<i>ParentSquare community group with facilitation by CCS Staff</i>	<ul style="list-style-type: none"> •Number of parents in support group. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.

How are these services aligned with and described in the LEA's local control and accountability plan?

By providing parent workshops and a collaborative community, we will increase scholar and parent engagement by facilitating more Learning Coach (parent) involvement (Goal 2, Action 4).

Goal #5: Provide a foundation for safe and positive learning environment, while enhancing our scholars' ability to succeed in school, life and career.

Objective: As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child's academic performance, self-control, empathy, and optimism.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Incorporate MindUp SEL lessons into the academic framework to build awareness and self-regulation.</i>	<i>Customized online direct instruction</i>	<i>MindUP Curriculum K-8</i>	<ul style="list-style-type: none"> •Social Emotional Learning Formative Assessment Rubric and Progression Chart •Improvement on benchmark math assessments CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As this curriculum is successfully implemented, we will build awareness and self-regulation that increases a scholars' academic performance, self-control, empathy, and optimism. (Goal 1).

IMPLEMENTATION**TIMELINE:**

January 2019	<ul style="list-style-type: none"> •Develop schedule for Professional Development for staff using Align the Core online PD •Plan Writing, Math Lab plan and how to incorporate Thinking Storm for additional tutoring •Map out schedule for re-sharing created online workshop recordings •Map out schedule for New Parent Workshop topics
February 2019	<ul style="list-style-type: none"> •Implement Yup.com and ST Math for 2nd semester •Develop & Implement Writing, Math Lab plan •Survey parents for baseline of their knowledge of CCSS & instructional strategies •Hold New Parent Workshop, Topic #1 •Implement Parent Support Group • Plan MindUp Implementation
March 2019	<ul style="list-style-type: none"> •Send two teachers to California Charter Schools Association Conference •Hold New Parent Workshop, Topic #2
April 2019	<ul style="list-style-type: none"> •CAASPP testing •Hold New Parent Workshop, Topic #3
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June 2019	<ul style="list-style-type: none"> •Send six teachers to AVID Summer Institute •Gather data to prepare to assess plan •Surveys regarding Parent Workshops and Parent Support Groups
July 2019	<ul style="list-style-type: none"> •Assess the plan's goals & objectives to make adjustments for the 2019-2020 school year.
September 2020	<ul style="list-style-type: none"> •Implement adjusted plans for 2020-21 school year.
June 2021 (end)	

BUDGET

Compass Charter School - San Diego					
PRODUCT	COST	QUANTITY	TOTAL 2018-19	TOTAL 2019-20	TOTAL 2020-21
ST math year subscription (K-8) ELA (K-12)n	(\$500 start-up, plus) \$35/scholar/year	4 (2016-17)	\$ 640.00	\$ 140.00	\$ 140.00
Yup year subscription (K-12)	\$100	4 (2016-17)	\$ 400.00	\$ 400.00	\$ 400.00
Freckle (K-8 math, K-12 math)	\$360 proportional share based on scholar count	license	\$ 360.00	\$ 360.00	\$ 360.00
Thinking Storm or other for additional tutoring	\$20/hour/scholar	15 hours	\$ 300.00	\$ 300.00	\$ 300.00
Scholar improvement incentive	\$12/scholar	4 (2016-17)	\$ 48.00	\$ 48.00	\$ 48.00
Professional Development for teachers - AVID	\$1250/person	YR1- funded by other YR2 & YR3 -one funded here	\$ -	\$ 1,250.00	\$ 1,250.00
Professional Development for teachers - CCSA	\$2000/person	1	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
MindUp Curriculum for SEL	\$0	4	\$ -	\$ -	\$ -
Align the Core Online PD	\$0	All Teacher	\$ -	\$ -	\$ -
TOTAL			\$3,748	\$4,498	\$4,498
			\$16,506.00	\$18,756.00	\$20,006.00

EVALUATION

We will evaluate our plan annually to assess its effectiveness in helping our scholars reach their academic goals. The evaluation will focus on math and English language arts concepts. As we address our plan's objectives, our evaluation will focus on assessing our success at increasing scholar's knowledge with math and ELA concepts at their grade levels, by engaging them in quality inquiry-based activities, and increasing the amount of one-to-one tutoring and instruction. We will use a variety of formative assessment methods (surveys, observations and internal diagnostic tests) to provide us with data to improve our program and summative data from SBAC scores to show our program's impact.

Low Performing Students Block Grant Compass Charter Schools of Los Angeles Proposed Action Plan

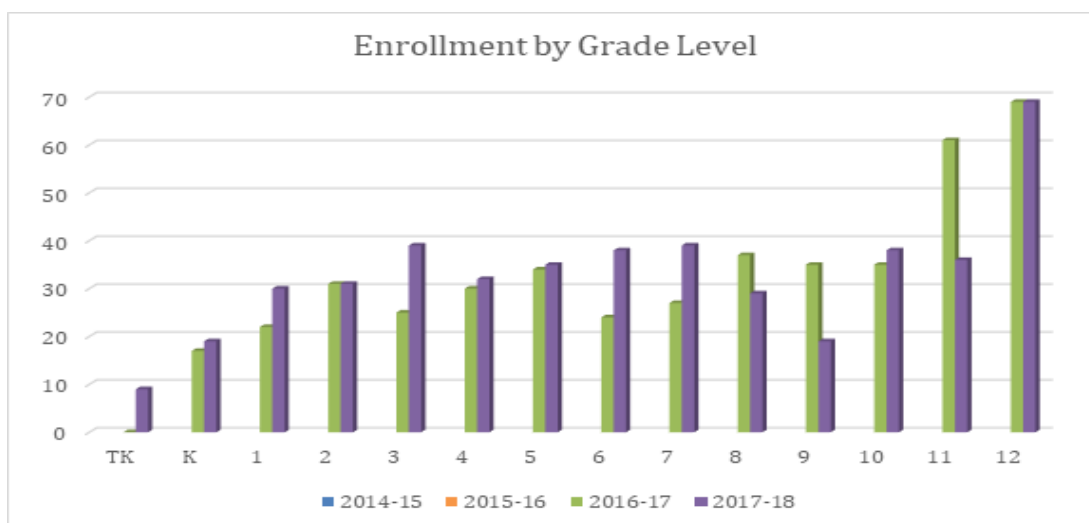
ABSTRACT

Compass Charter Schools of Los Angeles is an independent study public charter school serving scholars throughout Los Angeles and its adjacent counties. Scholars often come to our school with academic challenges brought on by low expectations, low socioeconomic status, emotional stress from bullying, low self-esteem, lack of support at home and/or challenging family situations. Through the increased reading and mathematical support from this plan, our low performing scholars will be provided additional resources and support to help increase their reading fluency, comprehension and their ability to understand grade level math concepts.

NEEDS ASSESSMENT

Compass Charter Schools presently serves scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons that prohibits scholars from attending traditional classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues.



(in tens of scholars)

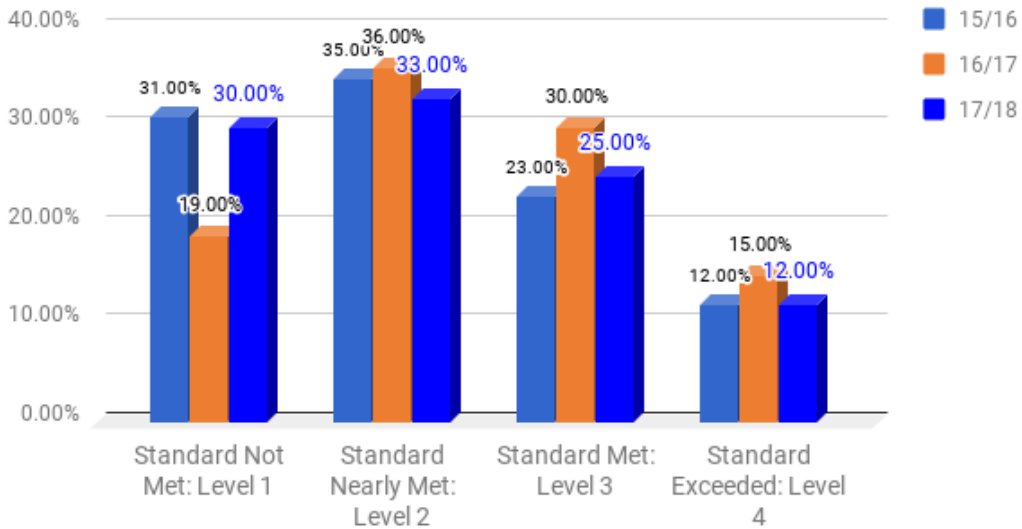
As reflected in the Enrollment by Grade Level chart above, our enrollment has been shifting, with our high school numbers decreasing and elementary numbers growing. With the changes in enrollment come changes in our demographics as well. The current demographics of our school necessitate a wide range of programs to meet the needs of our scholars.

The data below show the CAASPP results for Compass Charter Schools of Los Angeles, along with the results of our authorizer, Acton-Agua Dulce Unified School District. The charts also show county-wide data for Los Angeles County, along with the counties adjacent to Los Angeles. As Compass is a nonclassroom-based independent study charter school, scholars must reside in Los Angeles and its adjacent counties and therefore would otherwise have been required to attend school in one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

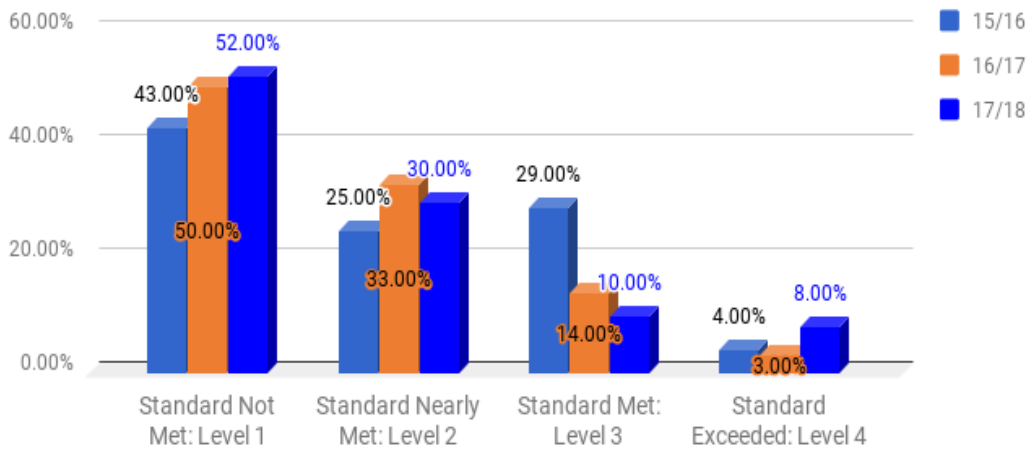
Compass Charter Schools of Los Angeles (Standard Met or Exceeded):

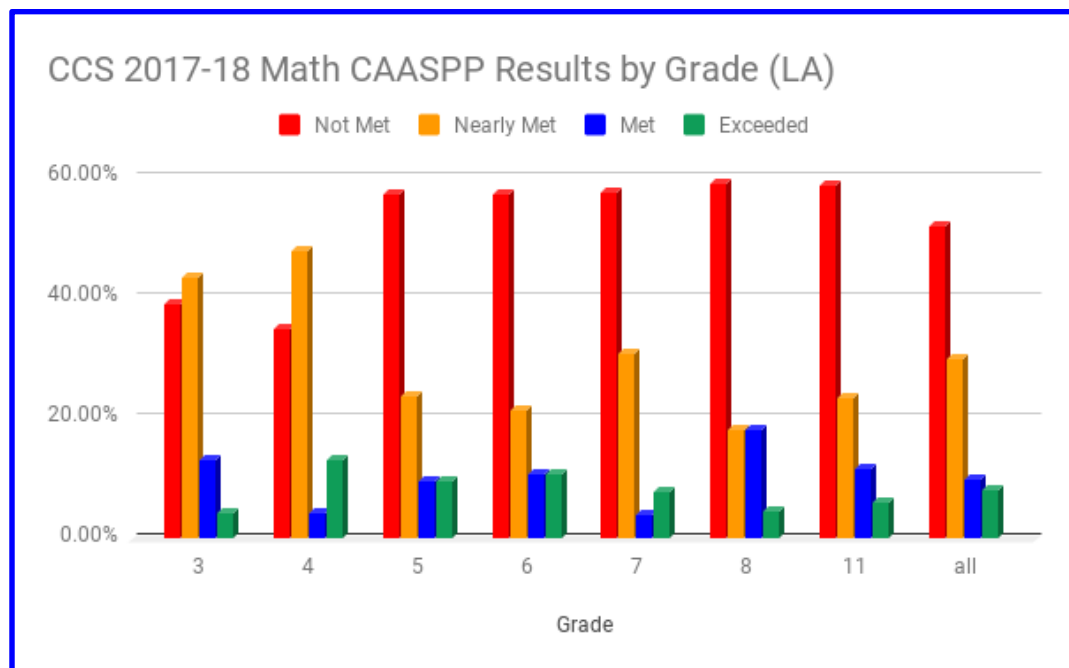
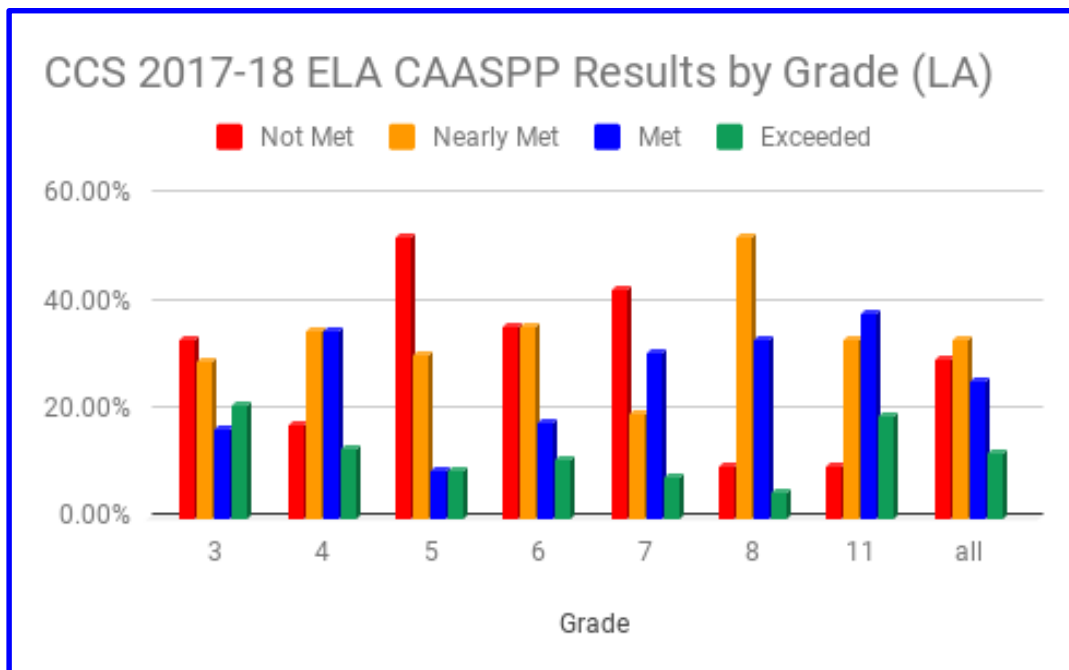
Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	50%	35%	44.9%	37.25%
	Math	36%	33%	17.4%	18.13%
Black or African American	ELA	NA	NA	27.78%	NA
	Math	NA	NA	14.29%	NA
Hispanic or Latino	ELA	41%	NA	48.22%	27.87%
	Math	17%	NA	13.04%	6.90%
White	ELA	52%	NA	53.33%	50.85%
	Math	40%	NA	25%	25.92%
Economically Disadvantaged	ELA	37%	NA	32%	26.73%
	Math	30%	NA	28.57%	15.79%

LA ELA



LA Math





Low academic test scores are a complex problem that may be caused by a variety of factors, some of which could be access to content, family mobility, scholar engagement, background experiences, family situations, exposure to technical tools, etc. It is the responsibility of a school to consider these issues, and to find ways to support the scholars toward reaching their academic potential. Because scholars may not necessarily know how to minimize their struggles and maximize learning, it is imperative that schools are there to provide support and direction.

As we have a high percentage of scholars whose test scores fall in the “standard not met” categories for math and ELA, we need to provide these TK-12 grade scholars with additional support in the areas of reading and math to increase their academic performance and proficiency.

These scholars cannot be left on their own to improve their learning and test scores, and our planned systems of support will increase the chances that they will be able to catch up, grow in confidence and then continue their education. Since a solid education can stop the cycle of dropping out, this support is so important to keep scholars from failing and not completing their education. The funding from this Low Performing Block Grant Program will help us purchase additional tutoring, provide individualized attention, and offer access to online practice tools and content. This grant will also allow our staff to learn best practices as they attend professional development workshops. Our staff will be able to use the information to develop parent workshops and facilitate parent discussion so that as a team, our teachers and parents can support and encourage our scholars along their educational journey while adhering to our mission and vision as a school.

PROGRAM DESCRIPTION

Our vision at Compass Charter Schools 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. This plan supports the Compass vision of preparing scholars for their future success. Our plan is to support our low-performing scholars at Compass Charter Schools of Los Angeles through additional tutoring, individualized attention, and access to online practice tools and content.

In using multi-tiered supports, CCS will be able to provide targeted support to struggling scholars and focus on the “whole child.” MTSS supports academic growth and achievement while also considering scholars behavior, social and emotional needs. These tiers of support increase in intensity from one level to the next. For example, some scholars receiving small-group interventions may need to “move up” to one-on-one help.

Our program has five goals, each with its own activities, methods, materials, and methods of assessment:

Goal #1: To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and postsecondary education.			
Objective: As a virtual school, expand access to evidence-based online resources that will increase scholars’ ability to read accurately and with improved comprehension.			
<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Participate in MTSS Reading Lab</i>	<i>In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.</i>	<ul style="list-style-type: none"> •Teaching staff •Thinking Storm Tutoring Services •Incentive 	<ul style="list-style-type: none"> •Report from our teachers (internal tutors) and Thinking Storm (external tutoring) showing valuable and meaningful data such as minutes that scholars are engaged. •Improvement on benchmark reading assessments.

Objective: As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Participate in online differentiated lessons and instruction for ELA	Customized, individualized online instruction; online incentives embedded	Freckle Subscription (K-12)	<ul style="list-style-type: none"> •Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher. •Improvement on benchmark reading assessments and ELA CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for ELA SBAC (Goal 1).

Goal #2: To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and postsecondary education.

Objective: As a virtual school, expand scholar access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Receive one-to-one tutoring support 24/7	Socratic questioning strategies via mobile device	•Yup subscription	<ul style="list-style-type: none"> •Online dashboard showing minutes engaged and data. •Improvement on benchmark math assessments CAASPP scores.
Use supplemental online math instruction/practice program	Spatial-Temporal instruction through mastery-based scaffolded lessons	•ST Math subscription (K-8)	<ul style="list-style-type: none"> •Online dashboard showing scholar progress data. •Improvement on benchmark math assessments CAASPP scores.
Participate in MTSS Math Lab	In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.	<ul style="list-style-type: none"> •Teaching staff •Thinking Storm Tutoring Services •Incentive 	<ul style="list-style-type: none"> •Report from our teachers (internal tutors) and Thinking Storm (external tutoring) •Improvement on benchmark math assessments CAASPP scores.

Objective: As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement assessment techniques to track success

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Participate in online, differentiated	Customized, individualized online instruction; online incentives embedded	•Freckle Subscription (K-8)	•Ongoing monitoring of online progress data that will be accessible on their online

<i>lessons and instruction for math</i>			<i>dashboard and emailed to the teacher.</i> <i>•Improvement on benchmark math assessments CAASPP scores.</i>
How are these services aligned with and described in the LEA's local control and accountability plan? As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for Math SBAC (Goal 1).			

Goal #3: To provide staff development in Common Core that support best practices in instruction for low performing scholars.

Objective: We are providing Professional Development that focuses on what scholars need to achieve academic growth.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Provide targeted online CCSS-aligned professional development for teaching staff</i>	<i>Online recorded training</i>	<i>Achieve the Core Online PD https://achievethecore.org/</i>	<i>•Internal tracking of teacher attendance</i>
<i>Provide internal CCSS-aligned professional development by CCS cadre</i>	<i>Online live training</i>		<i>•Internal tracking of teacher attendance</i>
Objective: Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team.			
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>California Charter Schools Assn Conference registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>AVID Summer Institute registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
How are these services aligned with and described in the LEA's local control and accountability plan? By sending staff to training for Common Core, California Charter Schools Association Conference and AVID Summer Institute, we will increase academic achievement by providing professional development (Goal 1, Action 3).			

Goal #4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.

Objective: Develop parenting workshops and a parent support group which result in increased knowledge and confidence that are measured by parent participation and survey feedback.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Parent Workshop: Supporting their independent study scholars</i>	<i>Workshops - direct instruction</i>	<i>Online Videos "Coaches' Corner" created by Compass staff (already created)</i>	<ul style="list-style-type: none"> •Sign-in attendance sheets. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.
<i>New Parent Workshops: Targeted support to increase academic achievement</i>	<i>Workshops - direct instruction</i>	<i>New Online Videos</i>	<ul style="list-style-type: none"> •Sign-in attendance sheets. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.
<i>Parent Support Group: Create collaborative environment within ParentSquare community for Parents to share best practices</i>	<i>Group Work - parents supporting other parents monitored and/or facilitated by CCS Staff</i>	<i>ParentSquare community group with facilitation by CCS Staff</i>	<ul style="list-style-type: none"> •Number of parents in support group. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.

How are these services aligned with and described in the LEA's local control and accountability plan?

By providing parent workshops and a collaborative community, we will increase scholar and parent engagement by facilitating more Learning Coach (parent) involvement (Goal 2, Action 4).

Goal #5: Provide a foundation for safe and positive learning environment, while enhancing our scholars' ability to succeed in school, life and career.

Objective: As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child's academic performance, self-control, empathy, and optimism.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Incorporate MindUp SEL lessons into the academic framework to build awareness and self-regulation.</i>	<i>Customized online direct instruction</i>	<i>MindUP Curriculum K-8</i>	<ul style="list-style-type: none"> •Social Emotional Learning Formative Assessment Rubric and Progression Chart •Improvement on benchmark math assessments CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As this curriculum is successfully implemented, we will build awareness and self-regulation that increases a scholars academic performance, self control, empathy, and optimism. (Goal 1).

IMPLEMENTATION

TIMELINE:

January 2019	<ul style="list-style-type: none"> •Develop schedule for Professional Development for staff using Align the Core online PD •Plan Writing, Math Lab plan and how to incorporate Thinking Storm for additional tutoring •Map out schedule for re-sharing created online workshop recordings •Map out schedule for New Parent Workshop topics
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September 2020	<ul style="list-style-type: none"> •Implement adjusted plans for 2020-21 school year.
June 2021 (end)	

BUDGET

Compass Charter School - Los Angeles					
PRODUCT	COST	QUANTITY	TOTAL 2018-19	TOTAL 2019-20	TOTAL 2020-21
ST math year subscription (K-8) ELA (K-12)	(\$500 start-up, plus) \$35/scholar/year	17 (2016-17)	\$ 995.00	\$ 495.00	\$ 495.00
Yup year subscription (K-12)	\$100/scholar/year	17 (2016-17)	\$ 1,700.00	\$ 1,700.00	\$ 1,700.00
Freckle (K-8 math, K-12 math)	\$1650 proportional share based on scholar count	license	\$ 1,650.00	\$ 1,650.00	\$ 1,650.00
Thinking Storm or other for additional tutoring	\$20/hour/scholar	69 hrs	\$ 1,380.00	\$ 1,380.00	\$ 1,380.00
Scholar improvement incentive	\$12/scholar	17 (2016-17)	\$ 204.00	\$ 204.00	\$ 204.00
Professional Development for teachers - AVID	\$1250/person	YR1- funded by other YR2- one funded here YR3-two funded here	\$ -	\$ 1,250.00	\$ 2,500.00
Professional Development for teachers - CCSA	\$2000/person	1	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
MindUp Curriculum for SEL	\$0	17	\$ -	\$ -	\$ -
Align the Core Online PD	\$0	All Teacher	\$ -	\$ -	\$ -
TOTAL			\$ 7,929.00	\$ 8,679.00	\$ 9,929.00

EVALUATION

We will evaluate our plan annually to assess its effectiveness in helping our scholars reach their academic goals. The evaluation will focus on math and English language arts concepts. As we address our plan's objectives, our evaluation will focus on assessing our success at increasing scholar's knowledge with math and ELA concepts at their grade levels, by engaging them in quality inquiry-based activities, and increasing the amount of one-to-one tutoring and instruction. We will use a variety of formative assessment methods (surveys, observations and internal diagnostic tests) to provide us with data to improve our program and summative data from SBAC scores to show our program's impact.

Low Performing Students Block Grant Compass Charter Schools of Fresno Proposed Action Plan

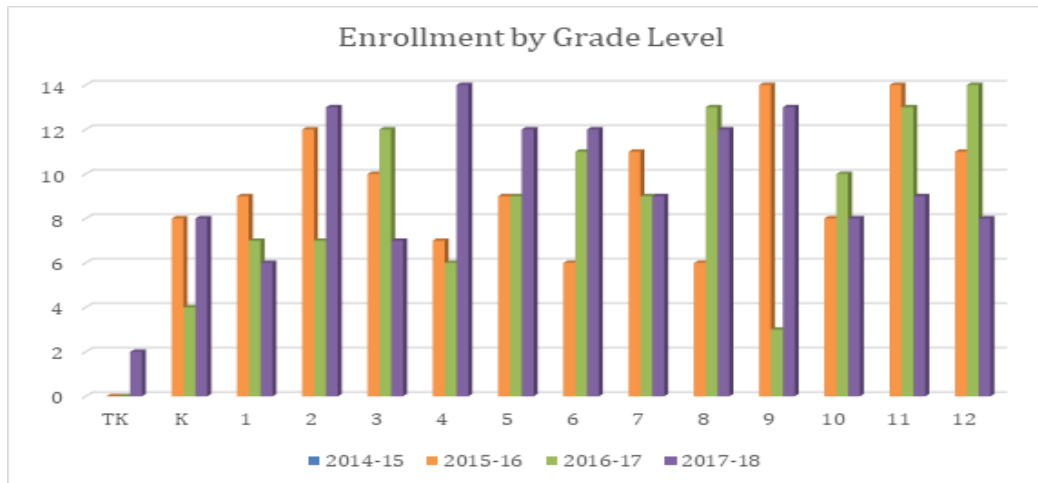
ABSTRACT

Compass Charter Schools of Fresno is an independent study public charter school serving scholars throughout Fresno and its adjacent counties. Scholars often come to our school with academic challenges brought on by low expectations, low socioeconomic status, emotional stress from bullying, low self-esteem, lack of support at home and/or challenging family situations. Through the increased reading and mathematical support from this plan, our low performing scholars will be provided additional resources and support to help increase their reading fluency, comprehension and their ability to understand grade level math concepts.

NEEDS ASSESSMENT

Compass Charter Schools presently serves scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
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- Family schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
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- Scholars that might otherwise choose to drop out of school due to scheduling issues.



(in tens of scholars)

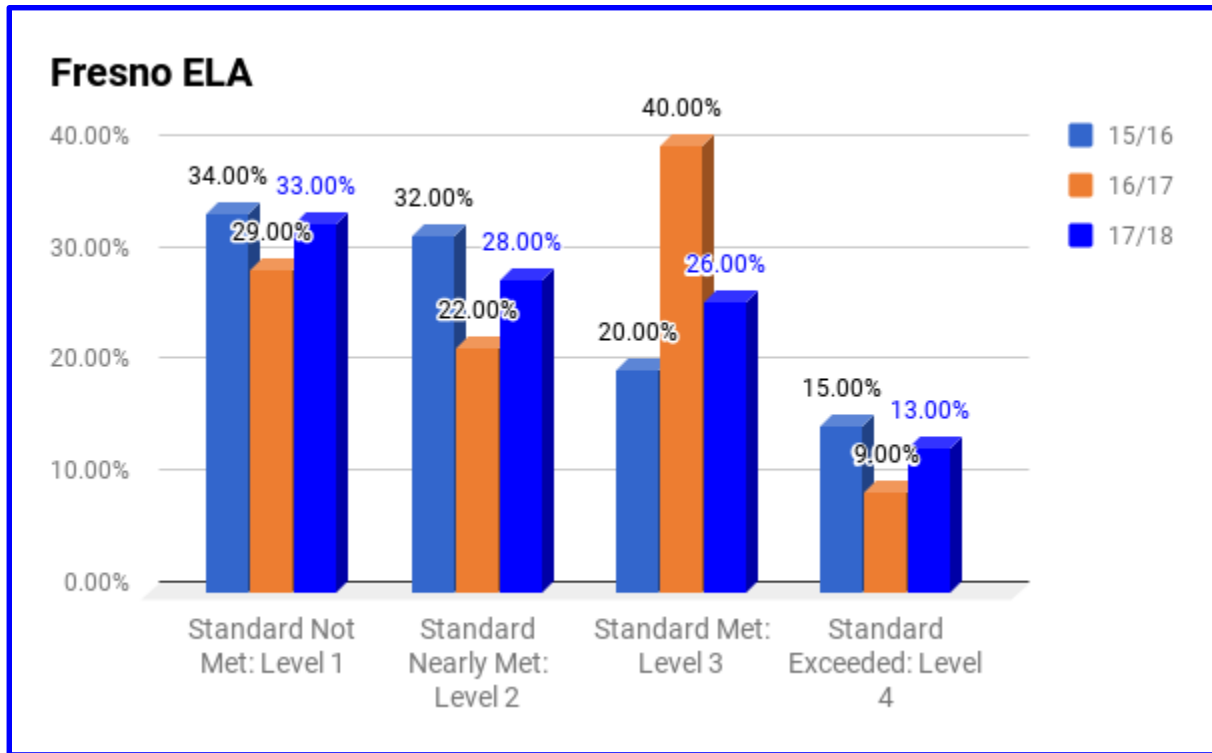
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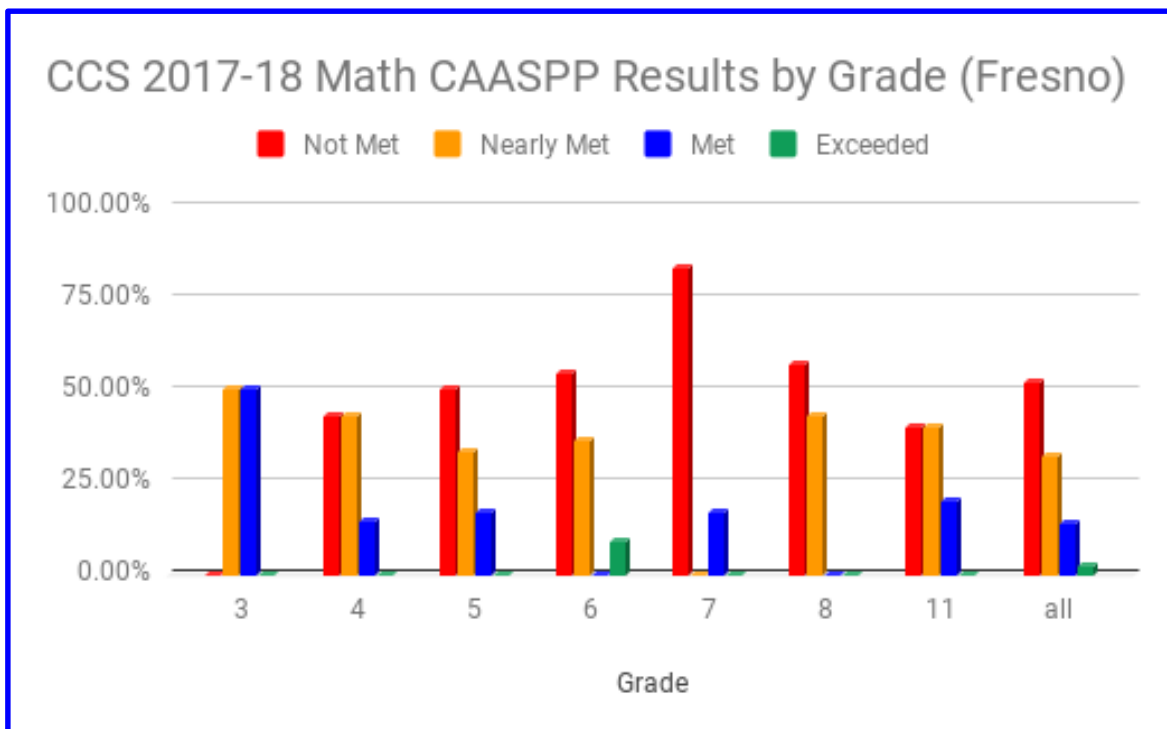
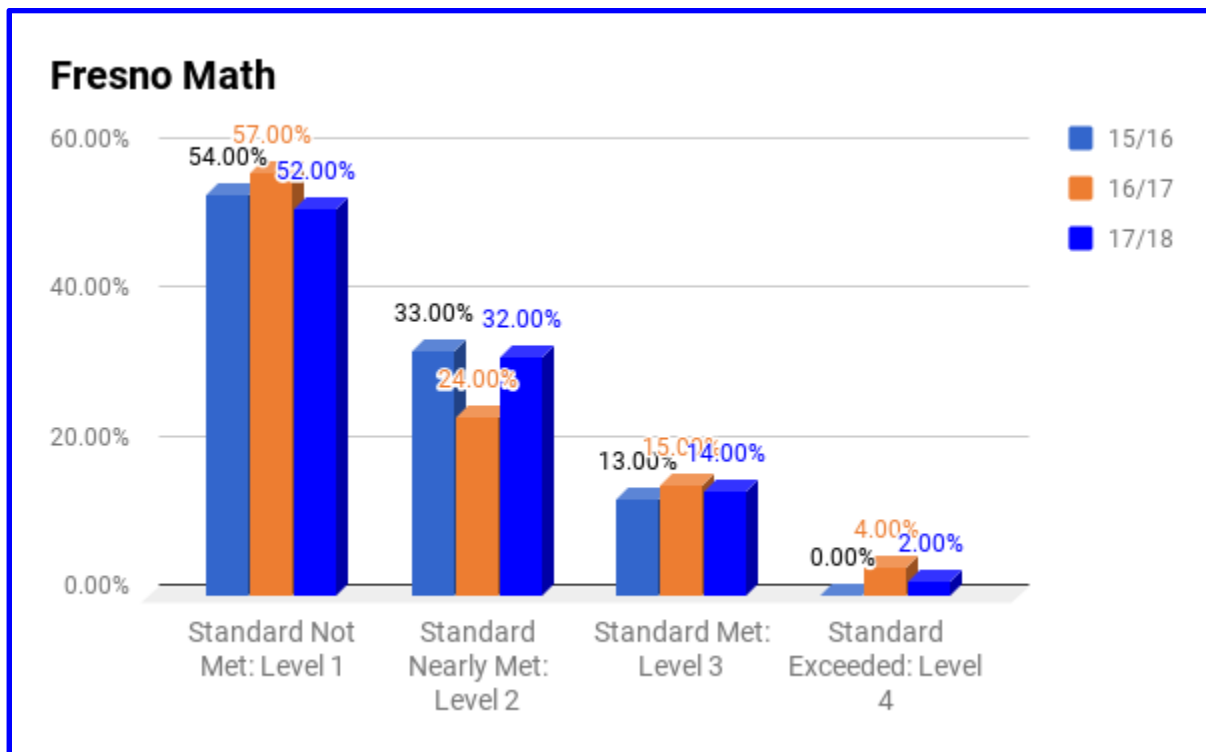
The data below show the CAASPP results for Compass Charter Schools of Fresno, along with the results of our authorizer, Orange Center School District. The charts also show county-wide data for Fresno County, along with the counties adjacent to Fresno. As Compass is a nonclassroom-based independent study charter school, scholars must reside in Fresno and its adjacent counties and therefore would otherwise have been required to attend school in one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

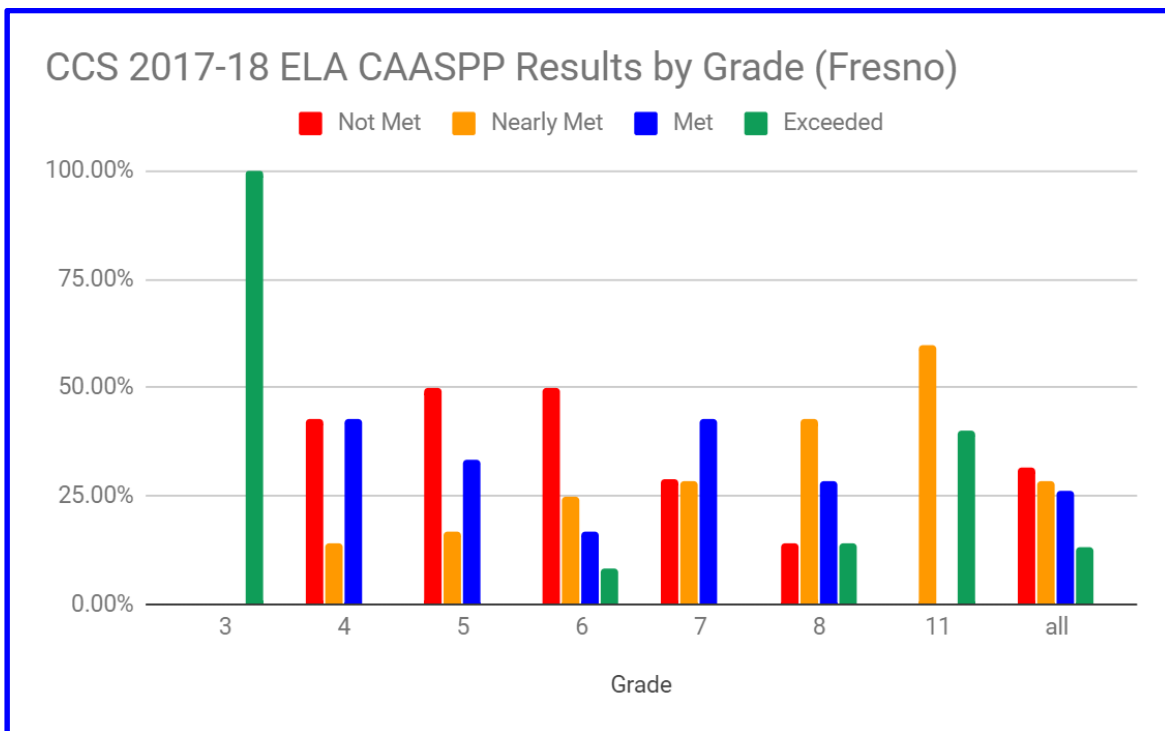
Compass Charter Schools of Fresno (Standard Met or Exceeded):

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	44%	35%	44.09%	39.1%
	Math	18%	13%	18.51%	15.9%
Black or African American	ELA	NA	NA	NA	NA
	Math	NA	NA	NA	NA
Hispanic or Latino	ELA	54%	20%	47.4%	37.5%
	Math	na%	7%	16.7%	6.7%
White	ELA	40%	47%	45.8%	40.9%

	Math	12%	24%	20.8%	14.3%
Economically Disadvantaged	ELA	NA	21%	42.8%	32%
	Math	NA	5%	8.6%	16%







Low academic test scores are a complex problem that may be caused by a variety of factors, some of which could be access to content, family mobility, scholar engagement, background experiences, family situations, exposure to technical tools, etc. It is the responsibility of a school to consider these issues, and to find ways to support the scholars toward reaching their academic potential. Because scholars may not necessarily know how to minimize their struggles and maximize learning, it is imperative that schools are there to provide support and direction.

As we have a high percentage of scholars whose test scores fall in the “standard not met” categories for math and ELA, we need to provide these TK-12 grade scholars with additional support in the areas of reading and math to increase their academic performance and proficiency.

These scholars cannot be left on their own to improve their learning and test scores, and our planned systems of support will increase the chances that they will be able to catch up, grow in confidence and then continue their education. Since a solid education can stop the cycle of dropping out, this support is so important to keep scholars from failing and not completing their education. The funding from this Low Performing Block Grant Program will help us purchase additional tutoring, provide individualized attention, and offer access to online practice tools and content. This grant will also allow our staff to learn best practices as they attend professional development workshops. Our staff will be able to use the information to develop parent workshops and facilitate parent discussion so that as a team, our teachers and parents can support and encourage our scholars along their educational journey while adhering to our mission and vision as a school.

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Our vision at Compass Charter Schools 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. This plan supports the Compass vision of preparing scholars for their

future success. Our plan is to support our low-performing scholars at Compass Charter Schools of Fresno through additional tutoring, individualized attention, and access to online practice tools and content.

In using multi-tiered supports, CCS will be able to provide targeted support to struggling scholars and focus on the “whole child.” MTSS supports academic growth and achievement while also considering scholars’ behavior, social and emotional needs. These tiers of support increase in intensity from one level to the next. For example, some scholars receiving small-group interventions may need to “move up” to one-on-one help.

Our program has five goals, each with its own activities, methods, materials, and methods of assessment:

Goal #1: To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and postsecondary education.

Objective: As a virtual school, expand access to evidence-based online resources that will increase scholars’ ability to read accurately and with improved comprehension.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Participate in MTSS Reading Lab</i>	<i>In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.</i>	<ul style="list-style-type: none"> •Teaching staff •Thinking Storm Tutoring Services •Incentive 	<ul style="list-style-type: none"> •Report from our teachers (internal tutors) and Thinking Storm (external tutoring) showing valuable and meaningful data such as minutes that scholars are engaged. •Improvement on benchmark reading assessments.

Objective: As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Participate in online differentiated lessons and instruction for ELA</i>	<i>Customized, individualized online instruction; online incentives embedded</i>	<i>Freckle Subscription (K-12)</i>	<ul style="list-style-type: none"> •Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher. •Improvement on benchmark reading assessments and ELA CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for ELA SBAC (Goal 1).

Goal #2: To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and postsecondary education.

Objective: As a virtual school, expand scholar access to evidence-based online resources that will increase scholars' ability to attack mathematical problems with ease.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Receive one-to-one tutoring support 24/7	Socratic questioning strategies via mobile device	•Yup subscription	•Online dashboard showing minutes engaged and data. •Improvement on benchmark math assessments CAASPP scores.
Use supplemental online math instruction/practice program	Spatial-Temporal instruction through mastery-based scaffolded lessons	•ST Math subscription (K-8)	•Online dashboard showing scholar progress data. •Improvement on benchmark math assessments CAASPP scores.
Participate in MTSS Math Lab	In collaboration with our Scholar Success Coordinator and through the MTSS framework, internal and external one-to-one support and small group instruction.	•Teaching staff •Thinking Storm Tutoring Services •Incentive	•Report from our teachers (internal tutors) and Thinking Storm (external tutoring) •Improvement on benchmark math assessments CAASPP scores.

Objective: As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement assessment techniques to track success

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
Participate in online, differentiated lessons and instruction for math	Customized, individualized online instruction; online incentives embedded	•Freckle Subscription (K-8)	•Ongoing monitoring of online progress data that will be accessible on their online dashboard and emailed to the teacher. •Improvement on benchmark math assessments CAASPP scores.

How are these services aligned with and described in the LEA's local control and accountability plan?

As these services are successfully implemented, we will increase academic achievement and support our expected annual measurable outcomes for Math SBAC (Goal 1).

Goal #3: To provide staff development in Common Core that support best practices in instruction for low performing scholars.

Objective: We are providing Professional Development that focuses on what scholars need to achieve academic growth.

<u>ACTIVITY</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Provide targeted online CCSS-aligned professional development for teaching staff</i>	<i>Online recorded training</i>	<i>Achieve the Core Online PD https://achievethecore.org/</i>	<i>•Internal tracking of teacher attendance</i>
<i>Provide internal CCSS-aligned professional development by CCS cadre</i>	<i>Online live training</i>		<i>•Internal tracking of teacher attendance</i>
Objective: Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team.			
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>California Charter Schools Assn Conference registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
<i>Attendance at professional educational conference</i>	<i>In person workshops</i>	<i>AVID Summer Institute registration and expenses</i>	<i>•All teachers assigned to attend will conduct internal professional development for all academic staff on key concepts learned at the conference.</i>
How are these services aligned with and described in the LEA's local control and accountability plan? By sending staff to training for Common Core, California Charter Schools Association Conference and AVID Summer Institute, we will increase academic achievement by providing professional development (Goal 1, Action 3).			

Goal #4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.

Objective: Develop parenting workshops and a parent support group which result in increased knowledge and confidence that are measured by parent participation and survey feedback.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Parent Workshop: Supporting their independent study scholars</i>	<i>Workshops - direct instruction</i>	<i>Online Videos "Coaches' Corner" created by Compass staff (already created)</i>	<i>•Sign-in attendance sheets. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.</i>
<i>New Parent Workshops: Targeted support to</i>	<i>Workshops - direct instruction</i>	<i>New Online Videos</i>	<i>•Sign-in attendance sheets. •Survey parents at the end of the</i>

<i>increase academic achievement</i>			<i>semester to ascertain positives and opportunities for growth.</i>
<i>Parent Support Group: Create collaborative environment within ParentSquare community for Parents to share best practices</i>	<i>Group Work - parents supporting other parents monitored and/or facilitated by CCS Staff</i>	<i>ParentSquare community group with facilitation by CCS Staff</i>	<ul style="list-style-type: none"> •Number of parents in support group. •Survey parents at the end of the semester to ascertain positives and opportunities for growth.
How are these services aligned with and described in the LEA's local control and accountability plan? By providing parent workshops and a collaborative community, we will increase scholar and parent engagement by facilitating more Learning Coach (parent) involvement (Goal 2, Action 4).			

Goal #5: Provide a foundation for safe and positive learning environment, while enhancing our scholars' ability to succeed in school, life and career.

Objective: As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child's academic performance, self-control, empathy, and optimism.

<u>ACTIVITY (and which staff)</u>	<u>INSTRUCTIONAL EVIDENCE-BASED METHOD</u>	<u>MATERIALS/RESOURCES</u>	<u>HOW WILL SUCCESS BE MEASURED?</u>
<i>Incorporate MindUp SEL lessons into the academic framework to build awareness and self-regulation.</i>	<i>Customized online direct instruction</i>	<i>MindUP Curriculum K-8</i>	<ul style="list-style-type: none"> •Social Emotional Learning Formative Assessment Rubric and Progression Chart •Improvement on benchmark math assessments CAASPP scores.
How are these services aligned with and described in the LEA's local control and accountability plan? As this curriculum is successfully implemented, we will build awareness and self-regulation that increases a scholars' academic performance, self-control, empathy, and optimism. (Goal 1).			

IMPLEMENTATION

TIMELINE:

January 2019	<ul style="list-style-type: none"> •Develop schedule for Professional Development for staff using Align the Core online PD •Plan Writing, Math Lab plan and how to incorporate Thinking Storm for additional tutoring •Map out schedule for re-sharing created online workshop recordings •Map out schedule for New Parent Workshop topics
February 2019	<ul style="list-style-type: none"> •Implement Yup.com and ST Math for 2nd semester •Develop & Implement Writing, Math Lab plan •Survey parents for baseline of their knowledge of CCSS & instructional strategies •Hold New Parent Workshop, Topic #1

	<ul style="list-style-type: none"> •Implement Parent Support Group • Plan MindUp Implementation
March 2019	<ul style="list-style-type: none"> •Send two teachers to California Charter Schools Association Conference •Hold New Parent Workshop, Topic #2
April 2019	<ul style="list-style-type: none"> •CAASPP testing •Hold New Parent Workshop, Topic #3
May 2019	<ul style="list-style-type: none"> •Hold New Parent Workshop, Topic #4
June 2019	<ul style="list-style-type: none"> •Send six teachers to AVID Summer Institute •Gather data to prepare to assess plan •Surveys regarding Parent Workshops and Parent Support Groups
July 2019	<ul style="list-style-type: none"> •Assess the plan's goals & objectives to make adjustments for the 2019-2020 school year.
September 2020	<ul style="list-style-type: none"> •Implement adjusted plans for 2020-21 school year.
June 2021 (end)	

BUDGET

Compass Charter School - Fresno					
PRODUCT	COST	QUANTITY PER YEAR	TOTAL 2018-19	TOTAL 2019-20	TOTAL 2020-21
ST math year subscription (K-8) ELA (K-12)	\$500 school start-up cost, plus \$35/scholar/year	7 (2016-17)	\$ 745.00	\$ 245.00	\$ 245.00
Yup year subscription (K-12)	\$100/scholar/year	7 (2016-17)	\$ 700.00	\$ 700.00	\$ 700.00
Thinking Storm or other for additional tutoring	\$20/hour/scholar	30 hrs	\$ 600.00	\$ 600.00	\$ 600.00
Freckle (K-8 math, K-12 math)	\$700 proportional share based on scholar count	license	\$ 700.00	\$ 700.00	\$ 700.00
Scholar improvement incentive	\$12/scholar	7 (2016-17)	\$ 84.00	\$ 84.00	\$ 84.00
Professional Development for teachers - AVID	\$1250/person	YR1- funded by other YR2 & YR3 -one funded here	\$ -	\$ 1,250.00	\$ 1,250.00
Professional Development for teachers - CCSA	\$2000/person	1	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
MindUp Curriculum for SEL	\$0	7	\$ -	\$ -	\$ -
Align the Core Online PD	\$0	All Teacher	\$ -	\$ -	\$ -
TOTAL			\$4,829.00	\$5,579.00	\$5,579.00

EVALUATION

We will evaluate our plan annually to assess its effectiveness in helping our scholars reach their academic goals. The evaluation will focus on math and English language arts concepts. As we address our plan's objectives, our evaluation will focus on assessing our success at increasing scholar's knowledge with math and ELA concepts at their grade levels, by engaging them in quality inquiry-based activities, and increasing the amount of one-to-one tutoring and instruction. We will use a variety of formative assessment methods (surveys, observations and internal diagnostic tests) to provide us with data to improve our program and summative data from SBAC scores to show our program's impact.

Coversheet

Review and Approval of the Merger Agreement with REALM Charter Schools

Section: VII. New Business
Item: D. Review and Approval of the Merger Agreement with REALM Charter Schools
Purpose: Vote
Submitted by: J.J. Lewis
Related Material:
C DOCS-#3547044-v1-Loan_Agreement_Compass_-_Realm_January_2019.pdf
A Agreement and Plan of Merger.pdf
B Merger Resolution 2018-06.pdf

RECOMMENDATION:

A motion to approve the merger agreement between Compass Charter Schools and REALM Charter School.

LOAN AGREEMENT

This Loan Agreement (“Agreement”) is executed as of January 30, 2019 (“Effective Date”), by and between Compass Charter Schools, a California nonprofit public benefit corporation (“Lender”), and REALM Charter Schools, a California nonprofit public benefit corporation that operates a public charter school (“Borrower”), with respect to the following facts:

- A. Borrower is a California nonprofit public benefit corporation that has been determined to be exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, whose charitable purposes include to manage, operate, guide, direct and promote one or more California public charter schools.
- B. Borrower operates a REALM Charter School (“School”) under a charter authorized by Berkeley Unified School District (“District”).
- C. Lender is a California nonprofit public benefit corporation that has been determined to be exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, whose charitable purposes include to create, manage, operate, guide, direct and promote one or more public Charter Schools and currently operates three public charter schools.
- D. Borrower and Lender have entered into an affiliation agreement dated December 10, 2018 (“Affiliation Agreement”), for the primary and specific purposes of supporting, benefitting and furthering the charitable and educational purposes of both Parties, as well as a prior Loan Agreement in the aggregate principal amount of One Hundred Thousand Dollars (\$100,000) to use towards construction of the School’s middle school site (“Initial Loan”) which Initial Loan remains outstanding.
- E. Borrower and Lender have also entered into an agreement and plan of merger dated January 30, 2019 (“the Merger Agreement”). This Agreement is made in consideration and further of the Merger Agreement.
- F. Borrower is in need of financing for operations of its School, and Lender desires and has adequate funds to provide Borrower with a one-year loan in the aggregate principal amount of Two Hundred Fifty Thousand Dollars (\$250,000) to use towards such operations of the School (“Second Loan”). The Second Loan shall be in addition to the existing Initial Loan.
- G. The parties understand and acknowledge the Second Loan is in furtherance of the Merger Agreement, and as such, the Second Loan serves and furthers Lender’s charitable purposes to manage, operate, guide, direct and promote charter schools like the School.
- H. The parties understand and acknowledge that Borrower’s acceptance of this Second Loan furthers Borrower’s charitable purposes to manage, operate, guide, direct and promote one or more California public charter schools.
- I. In order to document their respective rights and obligations with regard to the Second Loan, the parties desire to enter into this Agreement upon the terms and conditions set forth herein.

NOW, THEREFORE, the parties agree as follows:

1. Loan. Subject to all terms and conditions of this Agreement, Lender will provide the Second Loan in the aggregate principal amount of Two Hundred Fifty Thousand Dollars (\$250,000), and which shall bear interest at a rate equal to Three and a Half Percent (3.5%) per annum or the maximum rate allowable by law, whoever is lower, within ten (10) business days following REALM's approval, execution and delivery of the Merger Agreement. The Loan is evidenced by an unsecured promissory note ("Note") in the form and substance of Exhibit A attached hereto.
2. Repayment. Borrower shall repay Lender the aggregate principal amount of Two Hundred Fifty Thousand Dollars (\$250,000) plus any accrued interest, which amount shall due and payable on January 31, 2020 ("Maturity Date"); provided, however, (i) Borrower may prepay in whole or in part as set forth in Section 3 herein, and (ii) the Maturity Date and/or payment schedule due dates may be extended at the option of the Lender.
3. No Penalty for Prepayment. Borrower may prepay in whole or in part the Loan at any time prior to the Maturity Date without penalty.
4. Defaults. The occurrence of any one of the following events shall constitute an event of default hereunder:
 - a. Borrower defaults in the payment of any amount owing under the Note when it becomes due and payable pursuant to the Maturity Date set forth in Section 2 herein.
 - b. Borrower commits any default or fails to fulfill any obligation under the Note or this Agreement.
 - c. Borrower fails to cure any breach of the Merger Agreement within five (5) business days of notice from Lender.
 - d. Borrower uses Loan funds for reasons other than for operations of the School.
 - e. Borrower fails to provide Lender with any notice of concern, notice to cure, notice of violation, or notice of intent to revoke the School's Charter, within one (1) business day of Borrower's receipt of such notice.
 - f. Borrower's Charter for the School is revoked for any reason.
 - g. Borrower fails to use commercially reasonable efforts to reduce its debt and liabilities, which shall include negotiations with its other creditors.
 - h. Borrower has failed to obtain any necessary approvals, consents, authorizations, licenses, certificates and waivers required by law or reasonably necessary to properly effectuate the Merger Agreement and/or the Loan.
 - i. Borrower has failed to disclose to Lender in writing all material actions, suits, proceedings, inquiries or investigations, before any court or federal, state, municipal or other governing

authority, or defaults of any agreement or obligation, pending, or to the knowledge of the Borrower, after reasonable investigation, threatened, against or affecting Borrower.

j. Borrower enters into any loan agreement, indenture, bond, note, sale of receivables or any indebtedness without prior a minimum of three (3) business days prior written notice to Lender, unless a shorter time period is agreed to by Lender in writing.

If an event of default occurs and is not cured within ten (10) days, Lender shall have the right to take such action as may be available to Lender hereunder or under applicable law. This includes Lender's right, at its sole and exclusive option, to declare the remaining amount due under this Agreement to be due and payable immediately after Borrower fails to cure the default within the ten (10) day cure period.

5. Expenses. In the event any payment under this Agreement is not paid when due, upon Lender's request, the Borrower agrees to pay, in addition to the principal hereunder, reasonable attorneys' fees plus all other reasonable costs and expenses incurred by the Lender in exercising any of its rights and remedies upon default.

6. Notice. All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, return-receipt-requested, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth on the signature page of this Agreement or such other address provided by Notice, or upon delivery by FedEx, addressed to the party to whom Notice is to be given, at such party's address set forth on the signature page of this Agreement or such other address provided by Notice.

7. Miscellaneous.

a. Except as otherwise permitted hereunder, Borrower shall not assign this Agreement, any interest in this Agreement or its rights or obligations under this Agreement without the express prior written consent of Lender. Subject to the foregoing, this Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

b. This Agreement, any Exhibit referenced herein, the Note and the Merger Agreement constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement. In the event of any conflict between the terms of this Agreement and the Merger Agreement, the terms of this Agreement shall prevail.

c. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

d. This Agreement is entered into solely for the benefit of the parties hereto and no term, provision or covenant hereunder shall confer or be deemed to confer any benefit on any third party.

e. This Agreement shall be governed by and interpreted under California law, without regard to the choice of law principles thereof.

f. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions.

[SIGNATURE BLOCK ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

BORROWER: REALM Charter Schools,
a California nonprofit public benefit corporation

By: Victor Diaz
Its: Executive Director

Address: 2023 8th Street
Berkeley, CA 94710

LENDER: Compass Charter Schools,
a California nonprofit public benefit corporation

By: J.J. Lewis
Its: Superintendent & CEO

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

EXHIBIT A
Form of Promissory Note

PROMISSORY NOTE

\$250,000.00

Berkeley, California

January 30, 2019

For value received, REALM Charter Schools, a California nonprofit public benefit corporation (“Borrower”) promises to pay to Compass Charter Schools, a California nonprofit public benefit corporation (“Holder”), at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361, or such other place as Holder may from time to time direct Borrower in writing, the sum of \$250,000.00 (“Principal Amount”) plus interest at a rate of 3.5% per annum, or the maximum rate allowable by law, whichever is lower.

This Note is executed under the terms of that certain loan agreement of even date herewith between Holder and Borrower (“Loan Agreement”). The entire Principal Amount will be payable by Borrower to Holder pursuant to the payment schedule set forth in Section 2 of the Loan Agreement with the entire remaining indebtedness due and payable on January 31, 2020 (“Maturity Date”), provided that that Maturity Date may be extended at the option of the Holder.

The occurrence of any one of the following events shall constitute an event of default under this Note:

- a. Borrower defaults in the payment of any amount owing under the Note when it becomes due and payable pursuant to the Maturity Date set forth in Section 2 herein.
- b. Borrower commits any default or fails to fulfill any obligation under the Note or this Agreement.
- c. Borrower fails to cure any breach of the Merger Agreement within five (5) business days of notice from Lender.
- d. Borrower uses Loan funds for reasons other than for operation of the School.
- e. Borrower fails to provide Lender with any notice of concern, notice to cure, notice of violation, or notice of intent to revoke the School’s Charter, within one (1) business day of Borrower’s receipt of such notice.
- f. Borrower’s Charter for the School is revoked for any reason.
- g. Borrower fails to use commercially reasonable efforts to reduce its debt and liabilities, which shall include negotiations with its other creditors.
- h. Borrower has failed to obtain any necessary approvals, consents, authorizations, licenses, certificates and waivers required by law or reasonably necessary to properly effectuate the Merger Agreement and/or the Loan.
- i. Borrower has failed to disclose to Lender in writing all material actions, suits, proceedings, inquiries or investigations, before any court or federal, state, municipal or other governing authority, or defaults of any agreement or obligation, pending, or to the knowledge of the Borrower, after reasonable investigation, threatened, against or affecting Borrower.
- j. Borrower enters into any loan agreement, indenture, bond, note, sale of receivables or any indebtedness without prior a minimum of three (3) business days prior written notice to Lender, unless a shorter time period is agreed to by Lender in writing.

If an event of default occurs and is not cured within ten (10) days, Holder shall have the right to take such action as may be available to Holder hereunder, under the Loan Agreement, or under applicable law. This includes Holder's right, at its sole and exclusive option, to declare the remaining amount due under the Loan Agreement to be due and payable immediately after Borrower fails to cure the default within the ten (10) day cure period. In the event any payment under the Loan Agreement is not paid when due, upon Holder's request, the Borrower agrees to pay, in addition to the Principal Amount, reasonable attorneys' fees plus all other reasonable costs and expenses incurred by the Holder in exercising any of its rights and remedies upon default.

The Principal Amount shall be due and payable in lawful money of the United States of America. Borrower waives diligence, presentment, protest and demand, notice of protest, notice of dishonor and notice of nonpayment of this Note. Time is of the essence hereof.

The validity, interpretation and enforceability of and the rights and obligations of the undersigned and Holder under this Note shall be governed by, interpreted and construed in accordance only with the laws of the State of California, the state in which this Note was executed and delivered.

Dated: January 30, 2019

REALM Charter Schools,
a California nonprofit public benefit corporation

By: Victor Diaz
Its: Executive Director

AGREEMENT AND PLAN OF MERGER

This Agreement and Plan of Merger (“Agreement”) is made and entered into, and dated for convenience as of January 30, 2019, by and between Compass Charter Schools, a California nonprofit public benefit corporation (“Compass”), and REALM Charter Schools, a California nonprofit corporation (“REALM”). Compass and REALM are sometimes referred to herein each as a “Party” and collectively as the “Parties.”

RECITALS

WHEREAS, Compass is a California nonprofit public benefit corporation organized to create, manage, operate, guide, direct and promote one or more public charter schools and currently operates three public charter schools;

WHEREAS, REALM is a California nonprofit public benefit corporation organized to manage, operate, guide, direct and promote one or more California public charter schools and currently operates a public charter school known as REALM Charter School (“School”) pursuant to a charter (“Charter”) authorized by Berkeley Unified School District (“District”);

WHEREAS, Compass and REALM have entered into an Affiliation Agreement dated December 10, 2018 (“Affiliation Agreement”) for the primary and specific purposes of supporting, benefitting and furthering the charitable and educational purposes of both Parties;

WHEREAS, Compass and REALM have no members, as such term is defined in Section 5056 of the California Corporations Code.

WHEREAS, the Board of Directors of each Party believes it is in the best interests of such Party to combine the Parties through the statutory merger of REALM with and into Compass and, in furtherance of, approve such merger by resolution; and

WHEREAS, the Parties desire to make certain representations, warranties, covenants and other agreements in connection with such merger.

NOW, THEREFORE, in consideration of the covenants, promises and representations set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I THE MERGER

- 1.1 **Merger.** Subject to the terms and conditions set forth in this Agreement and the applicable provisions of the California Corporations Code, at the Effective Time, REALM shall be merged with and into Compass (the “Merger”), the separate corporate existence of REALM shall cease and Compass shall continue as the surviving corporation.
- 1.2 **Effective Time.** At least twenty (20) days prior to the Closing Date, the Parties shall cause a copy of this Agreement to be provided to the California Attorney General in accordance with Section 6010(b) of the California Corporations Code. On the Closing Date, the Parties shall cause the Merger to be consummated by filing officers’ certificates in the forms prescribed by Section 6014 of the California Corporations Code with the California Secretary of State. When used in this Agreement, the term “Effective Time” shall mean the date and time that the Merger is effective pursuant to Section 6014 of the California Corporations Code.

1.3 **Effect of the Merger.** At the Effective Time, the effect of the Merger shall be as provided in Section 6020 through 6022 of the California Corporations Code. Without limiting the generality of the foregoing, and subject thereto, at the Effective Time:

- (a) Subject to Section 1.3(f), all the assets, property, rights, privileges and powers of REALM shall vest in the surviving corporation, and all debts, liabilities and duties of REALM shall become the debts, liabilities and duties of the surviving corporation;
- (b) The Compass Articles of Incorporation shall be the Articles of Incorporation of the surviving corporation until and unless thereafter amended;
- (c) The Compass Bylaws shall be the Bylaws of the surviving corporation until and unless thereafter amended;
- (d) The directors of Compass immediately prior to the Effective Time, shall each continue to be the directors of the surviving corporation immediately after the Effective Time, each to hold the office of director of the surviving corporation in accordance with the provisions of the California Corporations Code and the Articles of Incorporation and Bylaws of the surviving corporation until their successors are duly qualified and elected; and
- (e) The officers of Compass immediately prior to the Effective Time, shall each continue to hold such office immediately after the Effective Time in accordance with the provisions of the Bylaws of the surviving corporation.
- (f) Nothing in this Agreement shall be construed to bind or impose upon Compass any duties or obligations arising from or pursuant to the Collective Bargaining Agreement between REALM and The Berkeley Federation of Teachers in effect at that time. No duties or obligations arising from or pursuant to the Collective Bargaining Agreement between REALM and The Berkeley Federation of Teachers shall be deemed to survive or vest in the surviving corporation by virtue of this Agreement.

1.4 **Closing; Closing Deliveries.**

1.4.1 **Compass Deliveries.** Subject to fulfillment or waiver of the conditions set forth in Article V, at the Closing, Compass shall deliver to REALM all of the following:

- (a) A copy of the Compass articles of incorporation, certified by the California Secretary of State within 30 days of the Closing Date;
- (b) A certificate of good standing of Compass issued as of a date no less than 20 days prior to the Closing Date by the California Secretary of State;
- (c) A certificate of good standing of Compass issued as of a date no less than 2 days prior to the Closing Date by the California Franchise Tax Board;
- (d) A certificate of the Secretary of Compass, dated the Closing Date (defined in 1.6 below), in form and substance reasonably satisfactory to REALM, as to (i) no amendments to the Bylaws of Compass; (ii) no amendments to the articles of incorporation of Compass; and (iii) the resolutions of the Board of Directors of

Compass authorizing the execution and performance of this Agreement and consummation of the transactions contemplated hereby;

- (e) All consents, waivers, or approvals obtained by Compass with respect to the consummation of the transactions contemplated by this Agreement; and
- (f) All other certificates, agreements and other documents contemplated by Article V.

1.4.2 **REALM Deliveries.** Subject to fulfillment or waiver of the conditions set forth in Article V, at the Closing, REALM shall deliver to Compass all of the following:

- (a) A copy of the Articles of Incorporation of REALM, certified by the California Secretary of State within 30 days of the Closing Date;
- (b) A certificate of good standing of REALM, issued as of a date no less than 20 days prior to the Closing Date by the California Secretary of State;
- (c) A certificate of good standing of REALM, issued as of a date no less than 2 days prior to the Closing Date by the California Franchise Tax Board;
- (d) An affirmation letter from the United States Internal Revenue Service confirming REALM's 501(c)(3) determination, issued as of a date within 30 days of the Closing Date;
- (e) A certificate of the Secretary of REALM, dated the Closing Date, in form and substance reasonably satisfactory to Compass, as to (i) no amendments to the Bylaws of REALM; (ii) no amendments to the Articles of Incorporation of REALM; and (iii) the resolutions of the Board of Directors of REALM authorizing the execution and performance of this Agreement and consummation of the transactions contemplated hereby;
- (f) All consents, waivers, or approvals obtained by REALM with respect to the consummation of the transactions contemplated by this Agreement; and
- (g) All other certificates, agreements and other documents contemplated by Article V.

1.5 **Closing.** Unless this Agreement is earlier terminated pursuant to Section 6.1 hereof, and subject to the satisfaction or valid waiver of the conditions set forth in Article V hereof, the closing of the transaction contemplated by this Agreement (the "Closing") will take place on July 1, 2019 or as promptly as practicable thereafter, at the offices of Procopio Cory Hargreaves & Savitch LLP, 1117 S. California Ave, Suite 200, Palo Alto, CA 94304, unless another place or time is agreed to in writing by the parties. The date upon which the Closing actually occurs is referred to herein as the "Closing Date."

1.6 **Further Assurances.** If, at any time after the Effective Time, any further action is necessary, desirable or proper to consummate the Merger to carry out the purposes of this Agreement or to vest Compass, as the surviving corporation, with full right, title, and interest in, to or under any of the assets, property, rights, privileges, powers and franchises of REALM, Compass and its proper officers and directors or their designees are fully authorized to execute and deliver, in the name and

on behalf of REALM, all such other acts and things as may be necessary, desirable or proper to vest, perfect or confirm Compass' right, title or interest in, to or under any of the assets, property, rights, privileges, powers or franchises of REALM and otherwise to carry out the purposes of this Agreement.

ARTICLE II REPRESENTATIONS AND WARRANTIES OF COMPASS

Compass hereby represents and warrants to REALM that the statements contained in this Article II are true and correct, subject to any exceptions that have been disclosed by Compass in connection with this Agreement or the Affiliation Agreement.

- 2.1 **Organization.** Compass is duly incorporated, validly existing and in good standing as a nonprofit public benefit corporation under the laws of the State of California and has the requisite corporate power and authority to conduct its operations. Compass is not a member of or partner in, and does not own any stock or other equity interests of, any other person or entity. Compass has no members (as such term is defined in Section 5056 of the California Corporations Code).
- 2.2 **Corporate Authorization.** The execution and delivery of this Agreement and the consummation of the transactions contemplated hereby have been duly authorized by all necessary action on the part of Compass. This Agreement has been duly executed and delivered by Compass. Assuming the due authorization, execution and delivery of this Agreement by Compass, this Agreement constitutes the valid and binding obligation of Compass, enforceable against Compass in accordance with its terms.
- 2.3 **No Conflict; Consents.** The execution and delivery of this Agreement by Compass does not, the consummation of the transactions contemplated hereby and compliance with the provisions hereof will not, conflict with or result in any violation of or default under, or give rise to a right of termination, modification or acceleration of any obligation, or result in the creation of any lien upon any of the properties or assets of Compass under (i) any provision of the articles of incorporation or the bylaws of Compass, (ii) any mortgage, indenture, loan agreement, lease, contract or other agreement or instrument, permit, or license to which Compass is a party or by which Compass or any of its properties or assets is bound, or (iii) any laws applicable to Compass or any of its properties or assets.

ARTICLE III REPRESENTATIONS AND WARRANTIES OF REALM

REALM hereby represents and warrants to Compass that the statements contained in this Article III are true and correct, subject to any exceptions that have been disclosed by REALM to Compass in connection with this Agreement or the Affiliation Agreement.

- 3.1 **Organization.** REALM is duly incorporated, validly existing and in good standing as a nonprofit public benefit corporation under the laws of the State of California and has the requisite corporate power and authority to conduct its operations. REALM is not a member of or partner in, and does not own any stock or other equity interests of, any other person or entity.
- 3.2 **Corporate Authorization.** The execution and delivery of this Agreement and the consummation of the transactions contemplated hereby have been duly authorized by all necessary action on the part of REALM. This Agreement has been duly executed and delivered by REALM. Assuming the due authorization, execution and delivery of this Agreement by Compass, this Agreement

constitutes the valid and binding obligation of REALM, enforceable against REALM in accordance with its terms.

- 3.3 **No Conflict; Consents.** The execution and delivery of this Agreement by REALM does not, and the consummation of the transactions contemplated hereby and compliance with the provisions hereof will not, conflict with or result in any violation of or default under, or give rise to a right of termination, modification or acceleration of any obligation, or result in the creation of any lien upon any of the properties or assets of REALM under (i) any provision of the articles of incorporation or the bylaws of REALM, (ii) any mortgage, indenture, loan agreement, lease, contract or other agreement or instrument, permit, concession, franchise or license to which REALM is a party or by which REALM or any of its properties or assets is bound, or (iii) any laws applicable to REALM or any of its properties or assets.

ARTICLE IV ADDITIONAL AGREEMENTS

- 4.1 **Conduct Prior to Closing.** From the date hereof through the Closing, Compass and REALM shall operate in the ordinary course and substantially in accordance with past practice. Without limiting the generality of the foregoing, from the date hereof through the Closing, REALM shall not, without obtaining prior written consent of Compass (a) acquire any material properties or assets, (b) sell, lease, encumber or otherwise dispose of any material properties or assets, (c) propose or adopt any amendments to their articles of incorporation or bylaws, (d) incur, assume or guarantee any indebtedness, (e) make any loans or advances to, or investments in, any other person or entity other than cash management activities and employee expense advances in the ordinary course consistent with past practice, (f) enter into, amend or terminate any material agreement, (g) make any expenditure in excess of amounts specified in REALM's current budget (as made available to Compass), (h) enter into, adopt or amend any Benefits Plan or (i) enter into any contract, agreement or commitment to do any of the foregoing.
- 4.2 **No Solicitations.** From the date of this Agreement through the Closing, REALM shall not, and REALM shall not knowingly permit its officers, directors, employees representatives and agents to, directly or indirectly, encourage, solicit, participate in initiate discussions or negotiations with, or provide any information to, any person, entity or group of persons or entities (other than Compass) concerning any merger, sale of assets or similar transaction involving REALM.
- 4.3 **Approvals.** REALM shall use reasonable efforts to obtain, and will promptly prepare as required all requests and notices, contract amendments, applications or other documents required in order to obtain all consents, waivers or approvals required by Article V, and Compass agrees to cooperate in good faith with REALM in order to obtain all such consents, waivers and approvals.
- 4.4 **Information.** REALM shall afford Compass and its accountants, counsel, financial advisors and other representatives reasonable access to, and permit them to make such inspections as they may reasonably require of, during normal business hours, all of its books, contracts, commitments and records. REALM shall provide Compass prompt notice of any fact, event or circumstance known to it that is reasonably likely, individually or taken together with all other facts, events and circumstances known to it, to result in any material adverse effect on REALM or on REALM's ability to perform its obligations under this Agreement, or would cause or constitute a material breach of any of REALM's representations, warranties, covenants or agreements contained herein.
- 4.5 **Expenses.** All fees and expenses incurred in connection with this Agreement and the transactions contemplated hereby, including, without limitation, all legal, accounting, investment banking,

broker, financial advisory, consulting and other fees and expenses of third parties incurred by a Party in connection with the negotiation and effectuation of the terms and conditions of this Agreement and the transactions contemplated hereby shall be paid by the Party incurring such fees and expenses.

4.6 **Governance Prior to Closing.**

4.6.1 Prior to Closing, Compass and REALM will each maintain their respective separate corporate existences, and REALM will continue to operate the School under its existing Charter and school name. The Parties also confirm and clarify that it was the Parties' intent, mutual understanding, and performance under Section 1.1 of the Affiliation Agreement that REALM would continue to operate the School under its existing Charter and school name following the execution of the Affiliation Agreement and while the Compass Board of Directors considered whether it would be beneficial for Compass to merge with REALM, or otherwise pursue a closer tie between the organizations.

4.6.2 Prior to Closing, neither of the Parties, nor their respective officers, directors, or employees shall be construed to be the agent, employer, or representative of the other except as specifically provided herein. Neither Party is authorized to speak on behalf of the other for any purpose whatsoever without the prior consent in writing of the other. None of the provisions of this Agreement are intended to create nor shall be deemed or construed to create any relationship between the Parties other than for the purpose of effecting the provisions of this Agreement. This Agreement is not intended to establish any contractual relationships between the Parties and their employees. This Agreement is only for the benefit of the Parties and there are no third-party beneficiaries.

4.7 **Integration.**

4.7.1 To achieve ever-improving student performance and success prior to Closing, REALM shall make commercially reasonable efforts to collaborate with Compass to provide an opportunity for students enrolled in REALM's School to participate in independent study. Compass has experience and expertise in creating 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. Providing this opportunity for students enrolled in the School would be consistent with Compass' mission to cultivate resiliency, develop critical thinking skills, advance knowledge through rigorous studies, and equip students to serve their communities and the world in the 21st century.

4.7.2 The Parties shall make commercially reasonable efforts to collaborate with each other to plan for post-merger operations, including but not limited to the use of cross-functional teams to aid in such planning.

4.7.3 In connection with the Parties' affiliation and integration prior to Closing described above, the Parties will at all times comply with the requirements of California law including, without limitation, the California Charter Schools Act (Education Code Sections 47600 *et seq.*) and the California Nonprofit Public Benefit Corporation Law (Corporations Code Sections 5110 *et seq.*

4.8 **Agreement for Administrative Services.**

4.8.1 Compass' leadership team will act as advisors to REALM's leadership team. At the option of Compass, and within seven (7) calendar days following written notice from Compass to REALM, the Parties shall enter into an employee leasing agreement for the provision of senior

leadership services (“Administrative Services Agreement”) under which Compass will provide senior administrative leadership services for the efficient operation of REALM.

4.8.2 REALM’s administration will approve and promptly implement a debt-reduction plan for REALM, which debt-reduction plan shall be subject to a periodic formal assessment of the progress in meeting the goals thereof. Such assessment shall be submitted to the REALM Board and Compass Board not less often than monthly.

4.9 **Financial Assistance.**

4.9.1 Compass has previously loaned to REALM an aggregate principal amount of One-Hundred Thousand Dollars (\$100,000) and subject to terms and conditions as stated in the related loan agreement and promissory note (“Initial Loan”). The Initial Loan shall remain in effect in accordance with its terms.

4.9.2 The Parties may enter into additional loan amounts in consideration and furtherance of this Merger Agreement. Any additional loans to REALM from Compass shall be approved by the respective governing boards of REALM and Compass and shall be subject to terms and conditions stated in a separate loan agreement and related documents. Any additional loan agreements may include conditions and obligations different from the Initial Loan.

ARTICLE V CONDITIONS TO THE CLOSING

5.1 **Conditions to the Obligations of the Parties.** The obligations of the Parties to consummate and effect the transactions contemplated by this Agreement shall be subject to the satisfaction at or prior to the Closing of each of the following conditions, any of which may be waived, in writing, exclusively by the non-bound Party to the condition:

5.1.1 **Representations and Warranties.** Each Party shall certify, as of the Closing Date, that the representations and warranties stated in this Agreement shall continue be true and correct in all material respects at and as of the Closing, and that each Party has satisfied all applicable conditions to closing.

5.1.2. **Covenants.** The Parties shall have performed and complied in all material respects with all covenants contained in this Agreement required to be performed and complied with by it as of the Closing, including without limitation Section 4.1.

5.1.3. **No Injunction or Restraints; Illegality.** No order issued by any court of competent jurisdiction or other governmental authority having jurisdiction over Compass and REALM, and no other legal restraint or prohibition, preventing the consummation of the transactions contemplated hereby shall be in effect; nor shall any proceeding brought by a governmental authority seeking any of the foregoing have been commenced or be pending; nor shall there be any action taken by any governmental authority, or any law, enacted, entered, enforced or deemed applicable to the transactions contemplated hereby, that makes the consummation of the transactions contemplated hereby illegal.

5.1.4. **Governmental Approvals.** All material authorizations, orders, declarations, approvals, notices or consents and filings with governmental authorities required in connection with the consummation of the transactions contemplated hereby shall have been obtained or made, except the Attorney General’s written consent is not required to satisfy this Condition of Closing so long as the Parties timely provided the 20-day notice required in Section 1.2 of this Agreement.

5.1.5. **Delivery of Documents.** Each Party shall have delivered or made available to the other Parties those documents described in Sections 1.5.1 and 1.5.2 hereof, respectively.

5.1.6. **Consents.** REALM shall have delivered or made available to Compass all consents, waivers, or approvals required with respect to the consummation of the transactions contemplated by this Agreement.

5.2 **Additional Conditions to Closing to be Satisfied by REALM.** The obligations of the Parties to consummate and effect the transactions contemplated by this Agreement shall be subject to the satisfaction at or prior to the Closing of each of the following conditions, any of which may be waived, in writing, exclusively by the non-bound Party to the condition:

5.2.1 REALM must maintain its Charter for the School in good standing, and provide District confirmation of such good standing. The District's confirmation of good standing shall be dated no earlier than 15 (fifteen) days prior to the Closing Date. Good standing for purposes of this agreement shall include no pending notice of concern, notice of violation, or notice of intent to revoke the Charter for the School.

5.2.2 REALM must provide to Compass a copy of any notice of concern, notice to cure, notice of violation, or notice of intent to revoke the School's Charter within one (1) business day of REALM's receipt of such notice.

5.2.3 REALM must obtain any necessary material revision of its Charter for the School from the District that may be necessary to effectuate this Agreement, and the operation of the School by Compass as the surviving corporation.

5.2.4 REALM must use commercially reasonable efforts to reduce its debts and liabilities, which shall include negotiations with its other creditors. REALM shall reduce its debts and liabilities by a minimum of thirty-percent (30%) of the amount of REALM debt and liabilities existing as of the date of this Agreement.

5.2.5 REALM must maintain, and have maintained, commercially reasonable insurance coverage for all aspects of its operations, including any claims arising from such operations, at all times from the date of its initial commencement of its operations.

5.2.6 Closing certificates of REALM in forms reasonably acceptable to Compass.

5.2.7 Any other documents or items reasonably required by Compass.

ARTICLE VI TERMINATION

6.1 **Termination Rights.** This Agreement may be terminated and the transactions contemplated hereby abandoned at any time prior to the Closing:

6.1.1. by Compass, prior to March 31, 2019, in its sole discretion;

6.1.2. by mutual written consent of the Parties;

6.1.3. by either Party if the Closing has not occurred on or prior to September 1, 2019; provided, however, that the right to terminate this Agreement under this Section 6.1.3 shall not be

available to a Party whose action or failure to act has been the cause of, or resulted in, the failure of the Closing to have occurred on or before such date;

- 6.1.4. by Compass if there has been a material breach of any representation, warranty or covenant contained in this Agreement on the part of REALM, or if any representation or warranty on the part of REALM has become, untrue, and such inaccuracy in such representation or warranty or breach shall not have been cured within ten (10) days after written notice by Compass to REALM, as applicable;
- 6.1.5. by REALM if there has been a material breach of any representation, warranty or covenant contained in this Agreement on the part of Compass, or if any representation or warranty on the part of Compass has become untrue, and such inaccuracy in such representation or warranty or breach shall not have been cured within ten (10) days after written notice by REALM to Compass;
- 6.1.7. by Compass if any of the conditions required of REALM as set forth in Article V hereof shall have become incapable of fulfillment and shall not have been waived in writing by Compass;
- 6.1.8. by REALM if any of the conditions required of Compass as set forth in Article V hereof shall have become incapable of fulfillment and shall not have been waived in writing by REALM.
- 6.1.9 upon the commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law, or upon the filing against either Party of any involuntary case under any bankruptcy, insolvency, or similar law.
- 6.1.10 by Compass if REALM fails to enter into a successor Collective Bargaining Agreement with The Berkeley Federation of Teachers, subject to written approval by Compass pursuant to Section 4.1, no later than June 1, 2019.
- 6.2 **Manner and Effect of Termination.** Termination under this Article shall be effected by the giving of written notice to that effect by any Party to the other Party. In the event of termination of this Agreement as provided in Section 6.1 hereof, this Agreement shall forthwith become void and there shall be no liability or obligation on the part of Compass or REALM or their respective directors, officers or constituents except as expressly stated in this Agreement and provided, that the provisions of Sections 4.5 (expenses), 6.1 (termination rights), 6.2 (manner and effect of termination), 7.1 (notices), 7.6 (severability), 7.7 (governing law), 7.8 (interpretation), 7.9 (rules of construction) and 7.10 (counterparts; facsimile or electronic mail signatures) shall remain in full force and effect and survive any termination of this Agreement; provided, further, that nothing contained in this Section 6.2 shall relieve either Party from any liability for any breach of any representation or warranty or covenant contained in this Agreement that occurs prior to the termination of this Agreement or to any actual or purported termination of this Agreement in violation of the terms of this Agreement.
- 6.3 Any loan agreement, promissory note or related documents, and/or Administrative Services Agreement entered into by the Parties, including all rights and obligations thereunder, shall remain in full force and effect notwithstanding the termination of this Agreement.

ARTICLE VII GENERAL PROVISIONS

- 7.1 **Notices.** All notices and other communications hereunder shall be in writing and shall be deemed given when delivered personally, when sent by overnight courier service such as Federal Express, or by United States mail, first class postage prepaid, certified return-receipt requested and addressed as follows:

If to Compass: Compass Charter Schools
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361
Attention: Superintendent and CEO

If to REALM: REALM Charter Schools
2023 8th Street
Berkeley, CA 94710
Attention: Executive Director

Notice shall be deemed received upon the earlier of actual delivery or three (3) days after deposit in the United States mail in the manner provided for above. Either Party may change a notice address by giving notice in the manner specified above.

- 7.2 **Amendment.** This Agreement may only be amended by the Parties hereto by execution of an instrument in writing signed by Compass and REALM.
- 7.3 **Extension; Waiver.** At any time prior to the Closing, either Party may, to the extent legally allowed, (i) extend the time for the performance of any of the obligations of the other Party hereto, (ii) waive any inaccuracies in the representations and warranties made to such Party contained herein or in any document delivered pursuant hereto, and (iii) waive compliance with any of the agreements or conditions for the benefit of such Party contained herein. Any agreement on the part of a Party hereto to any such extension or waiver shall be valid only if set forth in an instrument in writing signed on behalf of such Party. No failure on the part of any Party hereto to exercise or to delay in exercising any right hereunder shall be deemed a waiver thereof, nor shall any single or partial exercise preclude any further or other exercise of such or any other right.
- 7.4 **Entire Agreement.** This Agreement, and the other documents and instruments and other agreements between the Parties hereto referenced herein constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede all prior agreements and understandings both written and oral, between the Parties with respect to the subject matter hereof and, except as specifically provided herein, are not intended to confer upon any person or entity other than the Parties any rights or remedies hereunder. All loan agreements between the Parties shall remain in effect in accordance with their existing terms and conditions and are not amended or otherwise modified by this Agreement.
- 7.5 **No Assignment.** Neither this Agreement nor any rights or obligations hereunder may be assigned by either Party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the Parties hereto and their permitted successors and assigns.
- 7.6 **Severability.** In the event that any provision of this Agreement or the application thereof becomes or is declared by a court of competent jurisdiction to be illegal, void or unenforceable, the remainder of this Agreement will continue in full force and effect so long as the economic and legal substance

of the transactions contemplated hereby are not affected in any manner materially adverse to any Party. The Parties further agree to replace such void or unenforceable provision of this Agreement with a valid and enforceable provision that will achieve, to the extent possible, the economic, business and other purposes of such void or unenforceable provision.

- 7.7 **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California, regardless of the laws that might otherwise govern under applicable principles of conflicts of laws thereof. Each of the Parties agrees that any suit, action or proceeding instituted against such Party under or in connection with this Agreement shall be brought in any state or federal court located in the County of Ventura, California. By its execution hereof, each Party irrevocably waives any objection to, and any right of immunity on the grounds of, improper venue, the convenience of the forum, the personal jurisdiction of such court or the execution of judgments resulting therefrom. Each Party hereby irrevocably accepts and submits to the exclusive jurisdiction of such court in any such action, suit or proceeding.
- 7.8 **Interpretation.** The words (i) "include," "includes" and "including" when used herein shall be deemed in each case to be followed by the words "without limitation" and (ii) "herein," "hereof," "hereby," "hereto," and "hereunder" refer to this Agreement as a whole. Throughout this Agreement, as the context may require, the singular tense and number includes the plural, and the plural tense and number includes the singular. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. The table of contents, table of defined terms and headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.
- 7.9 **Rules of Construction.** The Parties hereto agree that they have been represented by counsel during the negotiation and execution of this Agreement, or have had the opportunity to engage such counsel and, therefore, waive the application of any law, regulation, holding or rule of construction providing that ambiguities in an agreement or other document will be construed against the Party drafting such agreement or document.
- 7.10 **Counterparts; Facsimile or Electronic Mail Signatures.** This Agreement may be executed in one or more counterparts, all of which shall be considered one and the same agreement and shall become effective when one or more counterparts have been signed by each of the Parties and delivered to the others (including via facsimile or electronic mail), it being understood that all Parties need not sign the same counterpart.
- 7.11 **Force Majeure.** Neither Party shall be deemed to be in violation of this Agreement if either is prevented from performing any of its obligations hereunder for any reason beyond its reasonable control, including but not limited to strikes, regulation or rule of the federal or any state or local government or any agency thereof, or decision rendered by any court, including decisions rendered against or affecting either Compass or REALM.

[Continued on Following Page]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be signed, all as of the date first written above.

Compass Charter Schools,
a California nonprofit public benefit corporation

REALM Charter Schools,
a California nonprofit public benefit corporation

By: J.J. Lewis

By: Victor Diaz

Its: Superintendent & CEO

Its: Executive Director



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

Board Resolution 2018-06

Approving Agreement and Plan of Merger with REALM Charter Schools,
Including Financial Assistance

The Board of Directors ("Board") of Compass Charter Schools ("Compass") does hereby adopt the following resolution:

WHEREAS, Compass is a California nonprofit public benefit corporation that has been determined to be exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, whose charitable purposes include to create, manage, operate, guide, direct and promote one or more public charter schools and currently operates three public charter schools;

WHEREAS, REALM Charter Schools ("REALM") is a California nonprofit public benefit corporation that has been determined to be exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, whose charitable purposes include to manage, operate, guide, direct and promote one or more California public charter schools and currently operates a public charter school known as REALM Charter School ("School") authorized by Berkeley Unified School District ("District");

WHEREAS, Compass and REALM have entered into an affiliation agreement dated December 10, 2018 ("Affiliation Agreement") for the primary and specific purposes of supporting, benefitting and furthering the charitable and educational purposes of both parties;

WHEREAS, Compass and Realm have no members, as such term is defined in Section 5056 of the California Corporations Code;

WHEREAS, Compass and Reals share similar public and charitable purposes and activities;

WHEREAS, the Board of Compass believes it is in the best interests of Compass to combine Compass with REALM through statutory merger of REALM into Compass because it will create a stronger, more effective and efficient organization and expand independent study opportunities;

WHEREAS, in connection therewith, there has been presented to this Board a form of Agreement and Plan of Merger ("Merger Agreement") attached hereto as Exhibit A and incorporated by reference, which this Board has reviewed;

WHEREAS, pursuant to the California Corporations Code upon the effective date in the Merger Agreement, the separate corporate existence of REALM shall cease and Compass shall continue as the surviving corporation;

WHEREAS, this Board now desires to approve and authorize the Merger Agreement;

WHEREAS, REALM is in need of financing to continue its School operations;

WHEREAS, in consideration and furtherance of the Merger Agreement, Compass desires and has adequate surplus, unrestricted funds to provide REALM with a one-year loan in the aggregate principal amount of Two Hundred Fifty Thousand Dollars (\$250,000), and which shall bear interest at a rate equal to Three and a Half Percent (3.5%) per annum, or the maximum rate allowable by law, whichever is lower, to use towards operation of the School ("Loan");

WHEREAS, the Loan serves and furthers Compass's charitable purposes to create, manage, operate, guide, direct and promote one or more public charter schools;

WHEREAS, in order to document Compass' and REALM's respective rights and obligations with regard to the Loan, the Board of Directors of Compass, as lender, has reviewed and desires to enter into the Loan Agreement and unsecured Promissory Note (collectively, the "Loan Documents") attached hereto as Exhibit B and incorporated by reference; and

WHEREAS, this Board of Directors hereby finds that the Loan as set forth in the Loan Documents will not adversely impact Compass' continued and successful operations and is just and reasonable as to Compass in furtherance of Compass's charitable purposes at the time it is reviewed and authorized pursuant to this resolution.

NOW, THEREFORE, this Board does hereby find, resolve and order as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The Merger Agreement and the Loan are hereby approved and this Board of Directors has reviewed and approved the Merger Agreement and Loan Documents; and

Section 3. The Superintendent & Chief Executive Officer ("CEO) and Secretary of Compass, or the duly delegated representatives of any of the foregoing (each an "Authorized Officer"), acting alone or together, are hereby authorized and directed to execute and deliver the Merger Agreement and Loan Documents, certify the foregoing resolutions and take or cause to be taken all such other actions as may be required to fulfill the purposes of the foregoing resolutions, including but not limited to executing all documents, certificates and instruments necessary in connection with the Merger Agreement and/or Loan Agreement, or other documents or certificates as necessary in connection with the transactions contemplated hereby. All such actions and doings of said persons which are in conformity with the purposes and intent of this resolution are hereby in all respects ratified, approved and confirmed. This Board of Directors hereby delegates to the Authorized Officers, each acting alone or collectively on behalf of Compass, the authority to make the final determinations regarding or in connection with the

Merger Agreement and/or Loan Agreement on behalf of Compass subject to the parameters set forth above.

Section 4. If any section, paragraph, clause or provision of this resolution shall for any reason be held invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining sections, paragraphs, clauses or provisions of this resolution.

Section 5. This resolution shall be in full force and effect immediately upon its adoption.

* * *

IN WITNESS WHEREOF, the Board of Directors of Compass has adopted the above resolution at a special Board meeting this 28th day of January, 2019.

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

Coversheet

Review and Approval of the New Charter Petition

Section: VII. New Business
Item: E. Review and Approval of the New Charter Petition
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: Compass Charter Schools of Fresno - Charter Petition.pdf

RECOMMENDATION:

A motion to approve the charter petition for Compass Charter Schools of Fresno.



Compass Charter Schools of Fresno

Charter Petition

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

Submitted to the
January 31, 2019

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i. Affirmations and Declaration

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

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

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

10. CCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
11. CCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C).]
12. CCS shall ensure that teachers in CCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)].
13. CCS shall at all times maintain all necessary and appropriate insurance coverage.
14. CCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
15. CCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]
16. CCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2).]
17. CCS shall, on a regular basis, consult with its parents and teachers regarding CCS' educational programs. [Ref. Education Code Section 47605(c).]
18. CCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1.]
19. CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610.]
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

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

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

Date: 28-September-2018

ii. Introduction

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

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

Compass Charter Schools fully embraces the Legislative intent of the Charter Schools Act, and its mandate. The founders of Compass Charter Schools are determined to offer a quality, rigorous virtual educational experience to families in Fresno and adjacent counties.

Founding Group

The petitioners for CCS are committed to fulfill every scholar's individual potential. Below, please find a summary of our founders' backgrounds and areas of expertise.

Meet the Founders:

Matthew Brown, Board Member

Matt Brown is the Chief Operating Officer of TEACH Public Schools, a charter management organization in Los Angeles. Matt believes that education inequality is the civil rights issue of our time. He strives to close the educational gap by developing & leading high performing charter schools that serve the historically disadvantaged and those that traditional schools failed to educate. Matt's schools produce learners that are equipped with the knowledge, skills, and fortitude to advocate for themselves and their community through leadership and action.

Matt brings a breadth of professional expertise in both law and the education realm including positions at The University of Michigan Law School, Southern Minnesota Regional Legal Services, Alliance College Ready Public Schools and Public Policy Charter School. Matt holds a Bachelors of Arts degree from St. Cloud State University and a law degree from the University of Michigan Law School, and Master's degrees in Teaching and Charter & Autonomous School

Leadership (“CASLA”) from the University of Southern California and California State University Dominguez Hills, respectively.

Bill Dennett, Board Member

Lisa Robotham, Board Secretary & Parent Representative

Lisa Robotham has four kids. Two are grown and college graduates and two are attending CCS of Los Angeles. She has been on numerous athletic boards and has worked six years at elementary brick and mortar schools. She was a Dance Teacher early in life for 10 years and that is where she developed her desire to work with children and parents. She also worked in the home mortgage industry for over 10 years and had various jobs in the manufacturing industry. She finally finished her education in 2009, earning her much-desired associates degree by taking classes online at Ashford University. She sells Avon and lives in Palmdale, CA.

Martin Suarez, Board Member

Martin has twenty-one years of experience in youth development programming and community expansion. This background has prepared Martin to lead unique collaborative groups designed to better the lives of youth and their families. Over the years Martin’s expertise has ranged from personnel, administration, volunteer/staff recruitment, and training, to long-range strategic planning, community relations, traditional and non-traditional after-school programming, and outdoor education. Martin began his after school trek with the California Teaching Fellows Foundation (CTFF) in 1997 as a tutor. Quickly, his passion for service grew as he became familiar with the needs of the community. This fire eventually led to his promotion as a Site Lead to grow a program of his own.

In 2002, Martin founded SoluNet, a non-profit organization that focused on assisting educational agencies with the design and implementation of After School Programs throughout Fresno and Madera County. During his time with SoluNet, Martin facilitated the creation of an adaptable framework which allowed after school leadership to provide services to diverse schools and communities. Under his supervision, SoluNet received recognition from the California Department of Education for having the only elementary after-school program demonstration site in the Central Valley. In 2014, Martin returned to CTFF accepting his current position as Deputy Director.

Martin received his Bachelor’s degree in Liberal Arts from California State University, Fresno in 2002, and his teaching credential in 2004. He has been married for 15 years and has a 9-year-old son and a 12-year-old daughter.

John Vargas, Board Chair

For nearly a decade, John Vargas has held key leadership positions in public education since co-founding Global Education Academy, a successful public charter school serving disadvantaged youth in South Los Angeles. He has served as lead administrator for numerous charter schools and continues to support scholar achievement in his new role as CEO of EdVantage Education Group, a newly formed nonprofit organization, focused on supporting and improving charter schools

through a partnership model of collaboration.

John has served in public office since 2009, when he was elected to the Hawthorne School District Board of Trustees. Here John focused on creating policy to ensuring the academic and social success of the District's 9,000 scholars. Currently, John serves on the El Camino Community College District Board of Trustees (since 2013), holding the distinction of being the first Latino to ever serve on the Board. John focuses on fiscal stability and increasing access to the District's successful program for all scholars.

John's life of service has extended to numerous nonprofit boards, including the National Association of Latino Elected and Appointed Officials ("NALEO"), where he currently serves as Board Vice-President, working to increase the level of Latino civic engagement nationwide at all levels.

John holds a Bachelor's Degree in Political Science from UCLA and a Master's Degree in Linguistics from Cal State University Long Beach.

Consultants:

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is proud to be California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

Charter Schools Management Corporation

CSMC is the nation's premier business back-office provider to charter schools. CSMC is committed to helping charter schools overcome the challenges they face by offering its expertise and solutions at an affordable price. CSMC's charter school services include charter development, payroll, governance, finance, back-office, and a full range of business services. It is CSMC's mission to attack the number one cause of charter school failure, namely, poor business planning and execution. CSMC manages charter school business, so the charter school can focus on high-level student achievement through the medium of community-centered public charter schools. CSMC has more than 70 employees serving over 160 schools.

I. Education Program

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

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

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

Description of Program

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

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

Our Mission and Vision describe our purpose and philosophy that shall guide our educational program.

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

Achievement
Communication
Integrity
Respect
Teamwork

We will meet our scholars' needs by:

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

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

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

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

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

A Day in the Life of an Online CCS Scholar

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

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

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

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

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

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

A Day in the Life of a Home School CCS Scholar

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

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

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

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

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

Whom the School is Attempting to Educate

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

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

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

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

21st Century Learner

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

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

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



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

How Learning Best Occurs

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

Equity

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

Stakeholder Involvement

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

Continuous Improvement

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

Personalization

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

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

Scholar Engagement

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

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

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

Collaboration

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

A Challenging Learning Environment

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

Program Features

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

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

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

Curriculum and Instructional Design

Overview of Learning Environment

CCS shall provide scholars with a demanding education program and qualified teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. CCS will seek initial WASC accreditation. The online high school curriculum is A-G accredited.

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

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

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

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

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

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

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

Online Instructional Methods

Web-based Virtual Classrooms

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

Learning Management System (LMS)

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

Technology-based Skills Instruction

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

Digital Age Learning Practices

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

the use of project-based learning. (*Connectivism for the Digital Age (2005) George Siemens, International Journal of Instructional Technology and Distance Learning.*)

Regular feedback on progress

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

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

Flexible Course Scheduling

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

Advantages of Virtual Learning

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

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

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

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

Curriculum

My Compass/Start Up Orientation

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

Arts

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

Sciences

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

Blended Learning Wet Labs

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

Scholar Engagement

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

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

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

Charter School Goals and Actions to Achieve the Eight State Priorities

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

Independent Study Assurances and Attendance

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

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

Master Agreement

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

Excellence Pledge for Independent Study

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

The Pledge reads:

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

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

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

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

Attendance

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

Work Samples

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

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

Learning Periods

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

Virtual Classroom Attendance – Learning Labs

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

Truancy Policy

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

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

Plan for Scholars that are Academically High Achieving

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

Plans for Scholars that are Academically Low Achieving

Identification

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

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

Support

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

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

achieving this goal.

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

Tier 1: Universal Screening and Core Classroom Instruction

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

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

Tier 2: Targeted Supplemental Interventions and Supports

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

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

Tier 3: Intensive Interventions

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

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

Scholar Success Team Procedures

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

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

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

English Learners

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

Home Language Survey

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

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

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

- Summative Assessment ("SA")

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

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

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

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

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

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

Reclassification Procedure

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

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

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

Strategies for English Learner Instruction and Intervention

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

Monitoring and Evaluation of Program Effectiveness

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

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

Academic Dishonesty

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

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

Some examples of this include:

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

What is Plagiarism?

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

To Plagiarize means:

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

How to Avoid Plagiarism?

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

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of the CCS Parent/Scholar handbook which outlines the Charter School’s policy on plagiarism during enrollment. *See Appendix C for the Parent/Scholar Handbook.*
2. Scholars in grades 6-12 complete a lesson in My Compass with the following objectives and outcomes.
 - a. Scholars review CCS policy on plagiarism
 - b. Plagiarism is defined, and examples are given
 - c. Scholars complete an assignment demonstrating their understanding of how serious plagiarism is and the consequences of plagiarizing while at CCS
3. Scholars in grades 6-12 complete a lesson on plagiarism during their first unit of a core course.
4. Teachers will use “Turnitin,” a program embedded into the LMS or other recognized plagiarism detection program, to check for plagiarism as necessary.

If a scholar is found to have plagiarized, CCS will implement a series of consequences including parent conferences, Disciplinary Action Committee hearings, and failing of an assignment or class.

Course Placement and Graduation Requirements

Elementary School Program (TK-5)

Our elementary school program is a reflection of the Charter School's mission and vision. Each scholar is assigned grade level specific math, language arts, social science, science, and physical education courses. The curriculum is aligned with the State Standards.

Our homeschool TK-5 grade scholars are assigned to their EF by family. The EF works collaboratively with the learning coach of the scholars in the family to choose an appropriate standards-based curriculum for each of their courses, taking into account the scholar's learning style, interests, and needs. The EF and learning coach communicate on a regular basis to discuss progress. Additional needs based off learning coach input, assessments within curriculum, and i-Ready results are also addressed collaboratively.

Our online K-5 grade classes are taught in self-contained, virtual groupings by grade level. and teachers are assigned to specific grade levels. Teachers partner with their scholars' learning coaches by inviting them to attend the Learning Labs together. Teachers individualize learning by getting to know their scholars' interests and needs and by using the formative and summative assessment data and iReady data to inform instruction. The K-5 teachers incorporate virtual "reading circles" and teacher-directed reading regularly throughout the year. Instruction is self-paced, and scholars can work ahead. There are varying levels of both art and music, depending on the scholar's grade, ability, and interest level.

Following is a brief description of the various elementary grade level curricula:

English Language Arts ("ELA")

Scholars receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading. These courses cover reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable scholars to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches scholars to identify and clarify meanings of grade level-appropriate and domain specific words.

Math

The research-based math courses focus on computational fluency, conceptual understanding, and problem solving. Math courses also feature new graphics, learning tools, and games; adaptive activities that help struggling scholars master concepts and skills before moving on and more support for Learning Coaches to guide their scholars to success. Each math course builds on scholar's understanding of numbers and operations and makes connections from the previous year's content to the next level of math content.

Science

Scholars begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Scholars will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), the seasonal cycle, our Earth (geography, taking care of Earth), motion, and astronomy. Each year will expand on the material introduced the previous year. As they progress, scholars learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Scholars will also explore topics such as matter, weather, animal classification and adaptation, habitats, the oceans, plants (germination, functions of roots, stems), and the human body. Scholars will explore topics such as the metric system, force (motion and simple machines, physicist Isaac Newton), magnetism, sound, and geology. They will also learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. Scholars will develop scientific reasoning and perform hands on experiments in Earth, life, and physical sciences.

Social Studies

The beginning social studies courses teach the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Spanning the elementary grades, courses will provide an overview of world geography and history from the Stone Age to the Space Age.

Middle School Course Placement and Course Scheduling

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

Our middle school academic program utilizes semester scheduling for all tracks. This helps prepare them for the high school experience. The number of courses a scholar is eligible to enroll in is dependent upon the scholar start date.

High School Course Placements and Graduation Requirements

High School Course Scheduling

Course selection for online scholars is a team process that involves the scholar, learning coach and counselor to ensure proper placement. The number of courses and credits a scholar is eligible to enroll in is dependent upon the scholar start date.

Course selection for homeschool scholars is done collaboratively with the scholar, learning coach, counselor, and EF. The scholar start date is taken into account when determining the number of courses and credits a scholar is eligible to enroll in.

ACOP – Accelerated Course Options Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding up to ten additional credits (two courses) to their schedule per semester.

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 years required)	40
Science (2 years required: Life Science & Physical Science)	20
Mathematics (3 years required minimum, through Geometry)	30
History/Social Science (3 years required)	30
Foreign Language (1 year required)	10
Visual and Performing Arts (1 year required)	10
Physical Education (2 years required)	20
Health (1 semester required)	5
Electives	55
Total	220

CCS' graduation requirements comply with the California Education Code. CCS offers the following two paths to graduation:

The Compass Plan: 220 credits

Course Transferability and Eligibility

CCS will seek WASC accreditation. High school scholars will receive information on the transferability of courses to other public high schools and how said courses meet college entrance requirements for the University of California and the California State Universities through regular meetings with the scholar's assigned counselor. The College and Career counselor will present information to parents and scholars during college workshops to make sure that our scholars are fully informed of their choices. CCS will inform parents of course transferability through the distribution of a parent/scholar handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all scholars and parents. Counselors will provide an A-G course list that meet University of California and California State University entrance requirements. The A-G course list and transferability of courses will be updated on an annual basis. A state-certified high school diploma will be issued to all scholars who meet the CCS graduation requirements.

Special Education

CCS shall comply with all applicable state and federal laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in the El Dorado Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA allocation plan.

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

It is understood and agreed that all children will have access and no scholar shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the scholar’s request for, or actual need for, special education services.

CCS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities to be utilized by the Charter School shall be accessible for all scholars with disabilities.

Services for Scholars under the “IDEA”

The following description regarding how special education and related services will be provided and funded is being proposed by CCS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of CCS and the SELPA. A copy of the MOU shall be made available to the District anytime upon request.

CCS is a member of the El Dorado Charter SELPA in accordance with Education Code Section 47641(a). As an LEA, CCS shall be solely responsible for IDEA and state special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the CCS is a member.

CCS will provide services for special education students enrolled in CCS. CCS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

CCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to CCS students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at CCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. CCS staff shall participate in SELPA in-service training relating to special education.

CCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. CCS shall ensure that all special education staff hired or contracted by CCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. CCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

CCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. CCS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

CCS shall have the responsibility to identify, refer, and work cooperatively in locating CCS scholars who have or may have exceptional needs that qualify them to receive special education services. CCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

CCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. CCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CCS shall obtain parent/guardian consent to assess CCS students.

IEP Meetings

CCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the President & CEO and/or the CCS designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other CCS representatives who are knowledgeable about the regular education program at CCS and/or about the student. CCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

CCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible CCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

CCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, CCS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. CCS shall also provide all home-school coordination and information exchange. CCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the

SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CCS from a district operated program under the same special education local plan area of CCS within the same academic year, CCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to CCS with an IEP from outside of California during the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

CCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to CCS and no student shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

CCS shall adopt policies for responding to parental concerns or complaints related to special education services. CCS shall receive any concerns raised by parents/guardians regarding related services and rights.

CCS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

CCS may initiate a due process hearing or request for mediation with respect to a student enrolled in CCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, CCS shall defend the case.

SELPA Representation

CCS understands that it shall represent itself at all SELPA meetings.

Funding

CCS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

CCS recognizes its legal responsibility to ensure that no qualified person with a disability may, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent, or designee, and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, such as the teacher, evaluators, and any other person deemed necessary, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the scholar in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility

of the scholar for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education (“FAPE”) at CCS. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCS’ professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification and services that may be necessary to allow the disabled scholar access to CCS. CCS understands it is entirely responsible for compliance with Section 504, including by way of implementing 504 Plans.

All 504 team participants, parents, guardians, teachers and any other participants in the scholar’s education, including substitutes and tutors, must have a copy of the scholar’s 504 Plan. A copy of the 504 Plan shall be maintained in the scholar’s file. The scholar’s 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints.

II. Measurable Scholar Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CCS’ annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all scholars, including numerically significant scholar subgroups, as applicable. The metrics associated with these goals shall help CCS ensure that its scholar subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. These goals, actions and outcomes as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5.

Local Control and Accountability Plan (LCAP)

CCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Charter through the annual LCAP update. CCS shall submit the LCAP to the District and Fresno County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Goals, Actions and Measurable Outcomes

CCS’ annual school goals shall be created via a collaborative effort involving all stakeholders. The goals shall contribute to our ability to meet of mission which is to inspire and develop innovative, creative self-directed learners, one scholar at a time.

Our annual school goals, which shall be finalized and stated in our LCAP, are:

Goal #1- Increase academic achievement at Compass Charter Schools.

Goal #2- Increase scholar and parent engagement at Compass Charter Schools.

The following tables provide the actions, measurable outcomes, methods of assessment, and points of accountability that will guide CCS in achieving the goals set by California's Eight State Priorities and our own LCAP goals.

#1— BASIC SERVICES 100% of our teachers are appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair (Education Code Section 52060(d)(1).)	
A – TEACHERS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> CCS will identify, attract, and hire innovative, culturally competent teachers who are fully credentialed. All teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The CCS Human Resources Department (“HR”) will be sure that all teachers hold a valid Teaching Credential as defined by the Commission on Teacher Credentialing. Have all new teacher candidates go through a rigorous hiring process, which includes paper screening, interviews, and reference checks Advertise for open positions in an educationally focused environment.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of teachers are fully credentialed. 100% of teachers are appropriately assigned.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> All new teachers will undergo completion of a rigorous interview process that incorporates screening, interviews, and reference checks. Annual review by HR of Commission on Teacher Credentialing records to assure teachers have appropriate and valid credentials.
B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> All scholars will have access to instructional strategies and CCSS aligned materials.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Teachers will review CCSS aligned instructional materials. Materials will be appropriately included in the school budget.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of scholars will have access to standards-aligned materials and additional instructional materials as needed.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Annual review of instructional materials will be conducted by academic directors. Annual budget and allocation review.

#2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of state-adopted standards, including how EL scholars will be enabled to gain academic content knowledge and English language proficiency

A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> CCS curricula will be aligned to the CCSS and NGSS. CCS will ensure that all scholars engage in rigorous, motivating, personalized learning experiences that integrate communication, creativity, and the use of technology.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> CCS teachers will participate in annual professional development or trainings on the CCSS and NGSS best practices along with periodic staff check-ins and monitoring during the school year. Ensure instructional materials used for ELA and math are CCSS aligned. Ensure instructional materials used for science are NGSS aligned.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 90% of teachers will participate in professional development or trainings on CCSS and/or NGSS. All instructional materials in ELA/Literacy and mathematics will be aligned to CCSS. All instructional materials in science will be aligned to NGSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> School master calendar and professional development calendar will serve as evidence of participation by teachers in professional development activities. Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned.

B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> All scholars, including EL scholars, will have full access to academic content knowledge through the implementation of CCSS materials.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide EL scholars access to ELA instruction and resources Place EL scholars with bilingual supporting teachers when possible. Provide professional development for teachers on scaffolding the CCSS for access for all scholars.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of EL scholars will gain academic content knowledge through the implementation of CCS’ multi-tiered support system. Reclassification rate increase by at least one percentage point per year 100% of EL scholars receive ongoing support from teacher or supporting coordinator. 90% of teachers will receive professional development from county offices of education, WestEd and other training organizations.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Teacher/class roster LMS reporting system Qualitative observations from teachers and coordinators

#3— PARENTAL INVOLVEMENT

Parental involvement, including parent participation and efforts to seek parent input for decision-making

A – PARENT INVOLVEMENT

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Parents will be an important part of the community and will participate in the governance of the Charter School. Parents will view themselves as an important component of success for both the Charter School and their child. Parents will demonstrate high satisfaction with CCS’ program.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Promote and involve parents in the LCAP planning and WASC study. Promote and involve parents in CCS engagement events. Get parent feedback by conducting regular surveys CCS will host at least 2 parent activities/events per semester.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Active parent participation in engagement activities. • Parents will participate in Parent Advisory Committee. • Parent survey will show high satisfaction with CCS' program.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CCS events calendar • CCS Parent attendance in WASC parent meetings • Survey completion percentages • Minutes from Parent Advisory Committee • Collect data on engagement activities, such as event sign-in sheets
B – PARENT INPUT	
GOAL TO ACHIEVE	<ul style="list-style-type: none"> • CCS will provide opportunities for parents to give input regarding the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Have at least 2 parents sit on the Parent Advisory Committee. • Implementation of our parent communication and notification system
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Minimum of 2 parents on Parent Advisory Committee • Regular use of our communications system by parents
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Feedback from parent surveys • Tracking of Parent Square messages

#4— STUDENT ACHIEVEMENT

A. CAASPP B.. Percentage of pupils who are college and career ready C. Percentage of ELs who make progress toward English language proficiency as measured by the (ELPAC D. EL reclassification rate

A – STATEWIDE ASSESSMENTS: ELA AND MATH

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> • All CCS scholars will meet or exceed the average performance levels of scholars in schools with similar demographics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide parents information about incorporating diagnostic assessments and instruction as part of the enrollment packet to support statewide assessments.

	<ul style="list-style-type: none"> ● Provide parents and scholars access to the Smarter Balanced Assessment Consortium Digital Library as part of the enrollment packet. ● Direct and implement the use of the Smarter Balanced Interim Assessments to teachers for ongoing progress monitoring.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● All scholars who participate on the CAASPP will meet or exceed the average performance of scholars in schools with similar demographics.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scores on CAASPP ● Data shared on the California Dashboard
B – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will be on track to be college and career ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide scholars access to the AVID program for college readiness ● Counselors will provide scholars with individual college and career planning. ● Provide scholars access to college and career readiness materials ● Provide supports in college admission and financial aid supports to scholars ● Provide scholars opportunities to participate in concurrent enrollment at various colleges ● Provide scholars access to a full sequence of courses in each ‘a-g’ content area Provide scholars the opportunity to obtain work permits for career exploration and exposure.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased participation in a-g and college prep courses
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scholars completing the ‘a-g’ requirements/pathway
C – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● EL scholars will make progress toward English language proficiency.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide EL scholars high quality in-class instructional support which may include 1- on-1 teacher support or small group instruction, as well as have access to instructional strategies and materials. ● Provide intervention program access to EL scholars ● Provide 6th to 12th grade EL scholars with access to courses in elective courses and visual and performing arts (clubs and courses) to develop language skills across mediums.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased percentage of scholars reclassified by the ELPAC and CCS tracking rubrics ● Improved scores on diagnostic assessments ● Registration of EL scholars in elective and/or visual and performing arts classes and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● ELPAC scores ● Testing Results ● Class schedules
D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Improved rates of EL reclassification.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● EL scholars will receive high quality instructional support which may include small group or 1-on-1 instruction, as well as have access to instructional strategies and materials. ● Use of ELD instructional strategies ● Access to instructional materials and testing materials in primary language
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● EL reclassification rates will increase annually
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Testing results ● Reclassification reports and documents from scholar Information Systems ● CALPADS

#5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. Chronic absenteeism rates
- B. Middle school dropout rates
- C. High school dropout rates
- D. High school graduation rates

A – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> CCS will maintain a higher ADA rate, and fewer than 4% of scholars will be marked as absent.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Parents and scholars will be informed of the attendance policies written in our handbook(s) provided upon enrollment. CCS will provide a safe, nurturing and engaging learning environment for all enrolled scholars CCS will engage parents and families during the school year Scholars not meeting attendance standards will be supported through the Charter School truancy policy including potential assessment as to whether Independent Study is an appropriate placement..
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Annual ADA will be at least 96%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Activity logs Attendance tracking & reports on Scholar Information System CALPADS

B – MIDDLE SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Charter School will minimize Middle School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Regular meetings with school counselor Use of multi-tiered system of support and intervention Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Increased scholar participation in Learning Labs Increase in educational activities listed on Activity Logs Increase in participation in Learning Labs and clubs.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
C – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize High School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increase in the number of high school scholars qualified for graduation from high school. ● Increase in educational activities listed on Activity Logs. ● Increase in participation in Learning Labs and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will increase the number of High School seniors qualified for graduation annually.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Planning, promoting and implementing 12th grade graduation ceremony ● Use of multi-tiered system of support and intervention
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● The number of High School seniors qualified for graduation increases annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Senior tracking ● CALPADS

#6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Scholars, families, and school community will feel a sense of connectedness through active involvement
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implementation of family engagement activities Involvement of parents in Parent Advisory Council Involvement of scholars in Scholar Leadership Council Implementation of positive school culture program
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Stakeholders will feel a sense of community and connectedness.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Feedback from stakeholder surveys End of program review from the positive school culture program.

#7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated scholars and scholars with exceptional needs. “Broad course of study” includes the following, as applicable

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.

GOAL TO ACHIEVE PRIORITY	<ul style="list-style-type: none"> All scholars will have access to CCSS aligned courses with academic support as needed
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ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Have a course list accessible to all scholars who enroll ● Provide ‘a-g’ approved courses as options for scholars. ● Provide a path that allows qualified scholars to register for college courses through concurrent enrollment
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 100% of scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and can enroll in CCSS aligned courses.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Course Lists published and offered to scholars ● Class lists on Scholar Information Systems reports
#8 — STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described in Outcome #7.	
A – ENGLISH LANGUAGE ARTS SUBJECT PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in reading and writing of the English Language.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in ELA
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Report cards ● Internal diagnostic assessments ● ELA CAASPP test scores

B – MATH SUBJECT PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> Scholars will demonstrate proficiency in mathematics skills and content.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> CCSS curriculum use and/or CCSS based lesson design Provide additional support & intervention as needed Regular use of diagnostic tool(s) to monitor and adjust lessons Professional Development specific to intervention and MTSS
MEASURABLE OUTCOMES	<ul style="list-style-type: none"> 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests 70% of scholars will show growth on their internal diagnostic assessments. School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar's academic growth in math
METHODS OF MEASUREMENT	<p>Report cards</p> <ul style="list-style-type: none"> Internal diagnostic assessments Math CAASPP test scores

III. Measuring Scholar Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. EC Section 47605(b)(5)(C).

Measuring scholar outcomes is essential and allows us to reflect, analyze, and direct instruction regarding the skills and knowledge our scholars have gained.

CCS affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

In addition to the unit tests, quizzes, and writing assessment supplied by the curriculum provider, CCS shall use i-Ready, an adaptive assessment program that provides instruction and supplemental work based on scholar test results. Through these resources, CCS shall monitor and adjust instruction based on scholar, class, and grade level results.

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State Required Tests	CAASPP, CAST, PFT, ELPAC	Annually, as available
Placement Exams	Istation, ELPAC, Placement	Annually, semester
School Designed Assessment	Tests, quizzes, Writing Prompts	As determined by Pacing Plans
Local Control Accountability Plan	SBE template & requirements per EC 47606.5 and LCFF regulations	Annually
Summative Assessments	CCSS-aligned	Bi-annually
Teacher observations	Observations	As needed
High School Graduation	Number of scholars graduating	End of School Year
A-G Course Completion	A-G Course completion rates for High School scholars	End of the Year

State Required Tests

CCS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). CCS understands the importance of meeting achievement goals and the role it plays in charter renewal. To help us routinely meet our goals, CCS will use interim assessments provided by CAASPP to scholars in the appropriate grades. Additionally, CCS will administer the ELPAC and the Physical Fitness Test.

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Compass. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these assessments will be used to help guide instruction and monitor progress. As scholars take the

assessment, Istation provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component for additional tools and resources for scholars.

Curriculum Assessments

Throughout the online curriculum, there are quizzes after each section and tests after each unit. These curricula-based exams allow teachers to monitor for understanding and reteach areas as necessary. Material used in Learning Labs can come from these exams. These tests and quizzes, along with writing prompts and samples, allow teachers to target areas for individualized instruction and assistance.

IV. Governance Structure

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. EC Section 47605(b)(5)(D).*

Non-Profit Public Benefit Corporation

CCS will be a directly funded independent charter school, and will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Compass Charter Schools currently operates and governs three charter schools: Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Orange Center School District, Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District, and Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District. Upon approval of this charter renewal for CCS of Fresno, Compass Charter Schools will operate as a charter management organization (“CMO”) organized as a single nonprofit corporation, as described herein. The Board may also operate and govern additional charter schools.

CCS will operate autonomously from the - District - School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the - District - School District and CCS. Pursuant to Education Code Section 47604(c), - District - School District shall not be liable for the debts and obligations of CCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCS as long as the - District - School District has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by the Compass Charter Schools Board of Directors (“Board”), who shall be selected, serve, and govern CCS in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

The Compass Charter Schools Board of Directors will have no less than five (5), and no more than seven (7) members, who shall hold office for a three-year term, with no term limitations. Directors shall be chosen at the Board’s annual meeting.

The directors may include (a) parent representatives and/or (b) community representatives.

In accordance with Education Code Section 47604(b), - District - School District may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

The Board of Directors meetings will be headed by a Board Chair, who will be elected annually by the Board at its Annual Meeting.

As long as quorum exists as defined by the bylaws, measures voted on by the Board of Directors may be passed with a simple majority of members present.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CCS, including but not limited to:

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies for Charter School operation
- Approval of all changes to the charter to be submitted to the - District - School District as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of CCS and taking necessary action to ensure that CCS remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in the CCS' independent fiscal audit
- Increasing public awareness of CCS

CCS will update the District of any changes to the Board of Directors.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

If more than one charter school is operated and governed by Compass Charter Schools, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual scholar demographics and will view each school as a separate entity and will govern each school according to the identified needs and scholar composition of each school governed by Compass Charter Schools.

Compass Charter Schools will operate with a Central Office to support each independent school under the Board's governance. The Central Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent, and Administrative Team. Offices will also be maintained at the Central Office for use by the Superintendent and other Compass Charter Schools staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a CMO organized as a single nonprofit corporation, Compass Charter Schools has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and its non-profit CMO, Compass Charter Schools, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the School. CCS, as well as its CMO, will generate legally compliant, GAAP-aligned financial statements. While a

complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the school level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such scholars generate.
- Generate financial statements at the school level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, Compass Charter Schools will use the above data to generate financial statements and budgets that are specific to CCS, as well as a consolidated statement for CMO purposes. Doing so will allow us to meet both state and federal requirements.

Board Meetings

The Compass Charter Schools Board of Directors will meet at least four (4) times yearly pursuant to the approved master calendar and shall set additional special board meetings as necessary. The Board shall comply with the Brown Act.

CCS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and Government Code Section 1090, *et seq.*, and which shall be updated with any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to CCS.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on

- the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Superintendent

The Superintendent will be the leader of CCS. The Superintendent will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of CCS, including but not limited to:

- Provide leadership to CCS
- Attend meetings at - District - School District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties
- Supervise all employees of CCS
- Hire and fire employees as necessary
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with CCS' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to - District - School District
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all CCS Board of Directors meetings and attend as necessary - District - School District Board meetings
- Foster an amicable relationship between the District and CCS and facilitate a sharing of resources between both entities
- Present Annual Report to the CCS Board and, upon review by the CCS Board, present report to the - District - School District Board and the - District - School District Superintendent

Parent Involvement in Governance

CCS will ensure parents have an opportunity to participate in governance of CCS through involvement in the Board of Directors, as noted above, and the Parent Advisory Council. The Parent Advisory Council shall be composed of parents who have children currently enrolled in CCS. The Parent Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Superintendent or their designee shall attend all Parent Advisory Council meetings and shall report Parent Advisory Council recommendations to the Board of Directors.

V. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. EC Section 47605(b)(5)(E).

Superintendent

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Minimum five (5) years relevant experience.
- Collaborative leader who demonstrates the ability to work with staff and community partners in a cohesive and integrated way by bringing people together. When appropriate, provides opportunities for collaboration. Demonstrates compassion, but has the ability to make hard decisions.
- Strong experience in school finance and fundraising. This would include developing and monitoring the district budget while keeping the Board well informed.
- Be able to spearhead the development, communication and implementation of systemic growth strategies and processes that leverage cross-departmental assets and collaborations.
- Willing to create and articulate a vision for Compass Charter Schools which is aligned with a results oriented strategic plan that will move this Charter School to a new and improved level.
- Be able to use technology efficiently and effectively.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Business Services

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Charter Business Officer certification.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Personalized Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Counseling Services

Requirements, Qualifications, Responsibilities

- Master's degree in related field.
- California Pupil Personnel Services Credential.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Engagement

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree
- Minimum two (2) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Exceptional Scholar Services

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Clear California Mild/Moderate and/or Moderate/Severe Special Education Teaching Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Human Resources

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- HR Certification preferred.
- Must be able to travel throughout the State of California for school-related activities.

Director of Information Technology

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Online Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Operations

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Options Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Educational Facilitator

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Familiarity with homeschooling and homeschool teaching approaches preferred.
- Must be able to travel throughout the State of California for school-related activities.

Teacher

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple and/or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate preferred.
- Must be able to travel throughout the State of California for school-related activities.

In accordance with Education Code Section 47605(l), teachers of core, college preparatory subjects (i.e., English/language arts, math, science, history/social science) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions. As specified in Education Code Section 47605(l), CCS shall have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas.

In accordance with Education Code Section 48000(g), CCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by Compass Charter Schools, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development teacher permit issued by the Commission on Teacher Credentialing.

A teacher is responsible for providing an educational atmosphere where scholars have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth.

This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract qualified, credentialed teachers. CCS's recruitment strategies for employing qualified teachers include using established teacher recruiting services, such as Ed Join, and other generally acceptable strategies.

Candidates are evaluated using these standards:

- Committed to scholars and learning
- Experience teaching in an online environment
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

VI. Health and Safety Procedures

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. EC Section 47605(b)(5)(F).*

In order to provide safety for all scholars and staff, Compass Charter Schools maintains full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the CCS Injury and Illness Prevention Program (I.I.P.P.) and be reviewed on an ongoing basis by the Director of HR, Assistant Superintendent of Business Services and Superintendent.

All non-certificated and certificated staff shall receive online compliance training annually on Child Abuse Reporting, Blood Borne Pathogens and Anti-Harassment. CCS shall ensure that staff is trained annually on its health and safety policies. A complete copy of the Charter School's health and safety policies and procedures shall be made available upon request.

The following is a summary of the health and safety policies of CCS:

Procedures for Background Checks

Employees and contractors of CCS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of HR of CCS shall monitor compliance with this policy and report to the Charter School Superintendent on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of the Director of HR. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All CCS employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. CCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with scholars, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

CCS shall function as a drug-, alcohol-, and smoke-free environment.

Immunizations

All enrolled scholars who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade scholars must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CCS shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Scholars shall be screened for vision, hearing and scoliosis. CCS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by CCS.

Diabetes

CCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on scholar suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

CCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

CCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

If CCS utilizes facilities in its program, CCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS' anti-discrimination and harassment policies.

VII. Means to Achieve Racial and Ethnic Balance of the District

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. EC Section 47605(b)(5)(G).

CCS is a public charter school, open to all children with in grades TK-12 who live within Fresno County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, CCS will market and recruit in areas that can assist in achieving a racially and ethnically diverse scholar body. Participating in community events and activities is useful in reaching students of diverse cultures and ethnicities. CCS will participate in community events and activities to reach students of various cultures and ethnicities, including but not limited to local Farmers' Markets, street fairs, Harvest Festivals, and Holiday Open Houses. We will also work with military families and centers.

Additionally, CCS will utilize social media by announcing events and promoting activities in which we are taking part, which will allow CCS to stay active in groups that might benefit from our program and might not be aware of CCS and its program option. CCS will work towards creating community partnerships that will allow the Charter School to reach scholars in the areas that we serve. Additionally, CCS' enrollment team will consist of a bilingual staff to allow for the answering of questions from prospective families in multiple languages.

CCS will implement a scholar recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of the - District - School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the - District - School District.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in the - District - School District.

VIII. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). EC Section 47605(b)(5)(H).

Compass Charter Schools will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Charter School. CCS shall comply with all applicable legally required minimum and maximum age requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A scholar must be five (5) years old on or before September 2 in order to be admitted to Kindergarten at CCS at any time during the school year. For those young scholars who will turn five between September 2 and December 2, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after his/her 19th birthday, he/she may not enroll with CCS.

To complete enrollment at the Charter School, scholars must submit a completed CCS Enrollment Packet, signed Master Agreement, and applicable compliance documents. In accordance with Education Code Section 51747.3, scholars must reside within Fresno County, or a contiguous county, and provide proof of residency. Scholars may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college). At any time throughout the enrollment period with CCS, parents/guardians may be requested to provide updated information. All scholars must have an email address to enroll with CCS. Upon enrollment the Charter School will provide each scholar with a school email address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a Scholar Registration Form
- Proof of Immunization
- Proof of Residency
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements

- Execution of a Master Agreement
- Completion of Technology Use and Parent Permission Forms

All scholars who wish to attend CCS shall be admitted, subject only to capacity.

Public Random Drawing

While we do not currently have an enrollment cap, we do have a procedure in place if a cap were ever imposed. If the number of scholars who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing scholars of CCS who are guaranteed admission in the following school year, shall be determined by a public random drawing ("lottery"). In the case of a public random drawing, the following students will be given preference for admission to the Charter School in the following order:

1. Siblings of scholars admitted to or attending CCS
2. Children of Charter School staff
3. Residents of - District - School District
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on CCS' website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

If a lottery is needed, the Charter School will conduct the lottery in the spring for enrollment in fall of that year.

IX. Annual Independent Financial Audit

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. EC Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of CCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The CCS Board of Directors shall have a Finance Committee to oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the - District - School District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the Finance Committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the - District - School District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of CCS is a public record to be provided to the public upon request.

X. Suspension and Expulsion Procedures

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). EC Section 47605(b)(5)(J).

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all scholars at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a scholar from CCS. This policy shall serve as CCS' policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available in the Scholar Handbook.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the California Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following

acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the

pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined

in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code,

onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar.

In addition, the notice may also state the date and time when the scholar may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written

request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she

may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

J. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such

records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Scholars who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CCS for admission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the CCS' capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

CCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the student was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. EC Section 47605(b)(5)(K).

CCS's certificated staff shall participate in California's State Teachers' Retirement System ("STRS"), and non-certificated staff shall participate in federal Social Security and/or the school sponsored 403(b) plan, a U.S. tax-advantaged retirement savings plan available for public education organizations according to the employee's position and eligibility. CCS shall participate in federal Social Security as required by law. As shall be arranged with the County, CCS shall pay the County a reasonable percentage for the provision of such services. The CCS Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all CCS employees.

XII. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school who choose not to attend charter schools. EC Section 47605(b)(5)(L).

No student may be required to attend CCS. Students who reside within the District who choose not to attend CCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each scholar enrolled in CCS will be informed on admissions forms that scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCS, except to the extent that such a right is extended by the local education agency.

XIII. Employee Return Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. EC Section 47605(b)(5)(M).

No public school district employee shall be required to work at CCS. Employees of the District who choose to leave the employment of the District to work at CCS will have no automatic rights of return to the District after employment by CCS unless specifically granted by the District through a leave of absence or other agreement. CCS employees shall have any right upon leaving the District to work in CCS that the District may specify, any rights of return to employment in a school district after employment in CCS that the District may specify, and any other rights upon leaving employment to work in CCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCS will be considered the exclusive employees of Compass Charter Schools and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCS. Employment by CCS provides no rights of employment at any other entity, including any rights in the case of closure of CCS.

XIV. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. EC Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

CCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CCS is willing to consider changes to the process outlined below as suggested by the District.

CCS and - District - School District will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCS and - District - School District, CCS staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Superintendent of CCS, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCS Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and CCS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the CCS Superintendent, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the District Superintendent and CCS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between - District - School District and CCS. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by - District - School District and CCS.

If the dispute remains unresolved after mediation, both CCS and - District - School District may pursue any further available legal remedy under the law.

Internal Disputes

CCS shall have an internal dispute resolution process to be used for all internal disputes related to CCS' operations, and shall adopt and maintain a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at CCS shall be provided with a copy of CCS' policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to CCS.

XV. Closure Procedures

***Governing Law:** The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. EC Section 47605(b)(5)(O).*

Closure of CCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CCS will promptly notify parents and scholars of CCS, - District - School District, the Fresno County Office of Education, the Charter School's SELPA, the retirement systems in which CCS's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CCS will ensure that the notification to the parents and scholars of CCS of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCS.

CCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCS will provide parents, scholars and - District - School District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. CCS will ask - District - School District to store original records of CCS scholars. All scholar records of CCS shall be transferred to - District - School District upon school closure. If - District - School District will not or cannot store the records, CCS shall work with the Fresno County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CCS will prepare final financial records. CCS will also have an independent audit completed within six months after closure. CCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCS and will be provided to - District - School District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including

accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCS.

CCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of CCS, all assets of CCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending CCS, remain the sole property of the Compass Charter Schools non-profit public benefit corporation and, upon dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the - District - School District or - District - School District property will be promptly returned upon school closure to - District - School District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As CCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix J, CCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. EC Section 47605(g).

Attached, as Appendix J, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

CCS will annually prepare and submit to the - District - School District and the County Superintendent of Schools the following reports in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1st, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year, which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of CCS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year, which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all CCS's receipts and expenditures for the preceding fiscal year.

CCS shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

CCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections

47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance and Indemnification

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from CCS' insurance company. The - District - School District Board of Trustees shall be named as an additional insured on all policies of CCS. Prior to opening, CCS shall provide evidence of the above insurance coverage to - District - School District.

CCS shall hold harmless, defend, and indemnify - District - School District, its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the Charter School, its Board members, officers, employees, vendors, affiliates or agents.

C. Transportation

No transportation to and from school will be provided for scholars by CCS except as required by law.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. EC Section 47605(g).

CCS will provide or procure its own administrative services through an appropriately qualified third-party contractor. CCS currently contracts with Charter School Management Corporation ("CSMC"), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans

- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

CCS reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the CCS Board of Directors.

Compass Charter Schools shall manage the business aspects on behalf of the Charter School on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from Compass Charter Schools at its Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361. Such services shall be carried out by Compass Charter Schools staff with oversight and monitoring by the Compass Charter Schools Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Board of Directors.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. EC Section 47605(g).

As an independent study program, CCS requires limited facilities to operate its program. At this time, CCS does not anticipate requiring facilities or resource center locations to implement the program described in this charter. In the future, should CCS wish to add, change, or remove resource center locations, it will enter into and/or revise a separately-executed memorandum of understanding with the - District - School District.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. EC Section 47605(g).

CCS shall be operated by Compass Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operations of public charter schools for educational services in accordance with the EC Section 47600 *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or

omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated in the Governance Section of this Charter, the Compass Charter Schools' Articles of Incorporation and bylaws are enclosed in the Appendix. CCS shall work diligently to assist the - District - School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the - District - School District shall not be liable for the operation of CCS.

Further, CCS intends to enter into a memorandum of understanding with the - District - School District, wherein CCS shall indemnify - District - School District for the actions of CCS under this charter.

The bylaws of Compass Charter Schools shall provide for indemnification of CCS' Board of Directors, officers, agents, and employees, and CCS will purchase general liability insurance, Directors' and Officers' insurance, and fidelity bonding to secure against financial risks. The DISTRICT shall be named an additional insured on the general liability insurance of CCS.

As stated above, insurance amounts will be determined by recommendation of CCS' insurance company and the - District - School District for schools of similar size, location, and scholar population.

The Board of Directors of Compass Charter Schools shall maintain appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

Appendices

Appendix A 2018-19 School Calendar

Appendix B Master Agreement

Appendix C Scholar Handbook

Appendix D Articles of Incorporation

Appendix E Board By-Laws

Appendix F Board Policy Manual

Appendix G Staff Handbook

Appendix H Middle School Course Catalog

Appendix I High School Course Catalog

Appendix J Budget Report

Appendix K Organization Chart

Appendix L Charter Petition Signature Page